

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of some theories about textbook, the role of textbook, textbook evaluation, and criteria of textbook evaluation.

A. Textbooks

According to Richards (2001: 251), instructional materials are as key component in most language programs. Whether the teacher uses a textbook, institutionally prepared material, or his or her own materials, instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom. It means that the textbook is the important source of teaching and learning process. In addition, it can give opportunities to the students in exploring their knowledge and practicing their language competence.

As the source of learning language the instructional materials covers four skill (listening, speaking, reading, and writing) and three components (vocabulary, pronunciation, and grammar). Richards (2001: 251) classified the types of material into:

- a. Printed materials such as textbooks, workbooks, or worksheets.
- b. Non-print materials such as cassette or audio materials, videos, or computer-based materials
- c. Materials that comprise both of print and non-print sources such as self-access materials and materials on the internet. In addition, these also

cover materials not designed for instructional use such as magazines, newspaper, and TV materials.

Rowntree (as cited in Richards 2001: 263) emphasizes that the materials should:

- a) Arouse the learners' interest
- b) Remind them of real learning
- c) Tell them what they will be learning next
- d) Explain new learning content to them
- e) Relate these ideas to learners' previous learning
- f) Get learners to think about new content
- g) Help them get feedback on their learning
- h) Encourage them to practice
- i) Make sure they know what they are supposed to be doing
- j) Enable them to check their progress
- k) Help them to do better

Richards and Renandya (2002:84-87) also outline a number of roles and characteristics of effective language teaching materials as follows:

(1) Language is functional and must be contextualized, (2) Language development requires learner engagement in purposeful use of language, (3) The language used should be realistic and authentic, (4) Classroom materials will usually seek to include an audiovisual component, (5) Learners need to develop the ability to deal with written as well as spoken genres, (6) Effective teaching materials foster learner autonomy, (7) Materials need to be flexible enough to cater to individual and contextual differences, and (8) Learning needs to engage learners both affectively and cognitively.

Most of English instructional materials published in Indonesia are in the form of textbooks, which are merely used at schools only, starting from elementary school level to senior high school level. Those textbooks are developed and written by Indonesian and foreign authors for schools' use. English teachers normally count on them for classroom activities. Some of the textbooks are accompanied with audios and some are not. Nevertheless, the audios are usually accessible only for teachers and rarely students have them.

Textbooks usually have the complete aspect of skills and components in English. However, some are not. According to Richards (2001: 254), textbooks are used in different ways in language programs based on the specific skill or component that will be learnt. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss. A listening textbook together with audiocassettes or CDs might serve as the primary listening input in a listening course. Various textbooks that are used to support the learning particular skill or component will be learnt.

Hutchinson and Torres as cited in Richards and Renandya (2002: 83) see the role of the textbook as a possible agent of change. This can be achieved when the definite conditions are met. First, the textbook need to become a vehicle for teacher and learner training. In other words, beside an explicit and detailed

teacher's guide, the student book should also include appropriate learning-how-to-learn suggestions. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, the textbook will become an agent of change if it provides teacher with a clear picture of what the change will look like and clear practical guidance on how to implement it in the classroom. Fourth, if adopted by a school, a textbook can result in collegial support and share responsibility and commitment to the change.

B. The Role of Textbook

The textbook has notable role in learning activities. According to Cunningsworth (1995: 7) summarizes the role of materials, particularly course books in language teaching as:

- a. A resource for presentation materials (spoken and written)
- b. A source of activities for learner practice and communicative interaction
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so forth
- d. A source of stimulation and ideas for classroom activities
- e. A syllabus where it reflects learning objectives that have already been determined
- f. A support for less experienced teachers who have yet to gain in confidence

It is also supported by AbdelWahab (2013) who stated that textbooks play a prominent role in the teaching /learning process, as they are the primary agents of

conveying knowledge to learners. Besides, one of the basic functions of textbooks is to make the existed knowledge available and apparent to the learners in a selected, easy and organized way. Therefore, the textbook can explore the students' prior knowledge toward their daily life and express it.

C. Textbook Evaluation

Although the textbook has been supplied by the government, Hutchinson & Waters (1991: 96) stated that the evaluation is needed to judge the fitness of something for a particular purpose. It can give in the light of resource available, which out of a number of possibilities can represent the best solution. There are no absolutely good or bad but only degrees of fitness for the required purpose.

Ellis as cited in AbdelWahab (2013) explained the other reason for textbook evaluation that it can be very useful in teachers' development and professional growth. The textbook evaluation helps teachers to go beyond impressionistic assessments and acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material.

D. The Criteria of Textbook Evaluation

1. The criteria of textbook evaluation by Jahangard (2007).

He has evaluated the checklist criteria from ten experts, Chastain (1971), Tucker (1975), Cowles (1976), Daoud and Celce-Murcia (1976), Candlin and Breen (1979), River (1981), Williams (1983), Sheldon (1988), Skierso (1991), and Ur (1996). He developed the criteria of textbook evaluation by comparing standard from 10 different sources then compiling those criteria into thirteen criteria to evaluate the textbook:

- a. Objectives are explicitly laid out in an introduction, and implemented in the material.
- b. Having good vocabulary, explanation, and practice.
- c. Approaches are educationally and socially acceptable to target community.
- d. Having periodic review and test sections.
- e. Appropriate visual materials available.
- f. Having interesting topics and tasks.
- g. Clear instructions.
- h. Clear attractive layout, print easy to read.
- i. Content clearly organized and graded.
- j. Plenty of authentic language.
- k. Good grammar, presentation and practice.
- l. Fluency practiced in all four skills.
- m. Encourage learners to develop own learning strategies and to become independent in their learning.

2. The criteria of textbook evaluation by Cunningsworth (1995)

Garinger (as cited in AbdelWahab: 2013) stated that there are three content areas should be addressed when evaluating a textbook are: teaching objectives, depth and breadth of material, and whether the textbook needs to be supplemented or not. He explained that this was consistent with the evaluation criteria suggested by Cunningsworth

(1995) which were considered one of the most important works in EFL/ESL textbook evaluation.

Cunningsworth (1995: 3-4) proposed eight criteria in evaluating textbooks. The criteria suggested include: 1) Aims and approaches, 2) Design and organization, 3) Language content, 4) Skills, 5) Topic, 6) Methodology, 7) Teachers' books, and 8) Practical considerations. There are forty-four detail criteria in the quick reference checklist of textbook evaluation.

a. The criteria of the aims and approaches:

- 1) Do the aims of the course book correspond closely with the aims of the teaching program and the needs of the learners?
- 2) Is the course book suited to the learning/teaching situation?
- 3) How comprehensive is the course book? Does it cover most or all of what is needed? Is it a good resource for students and teachers?
- 4) Is the course book flexible? Does it allow different teaching and learning styles?

b. The criteria of design and organization

- 1) What components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes)?
- 2) How is the content organized (e.g., according to structures, functions, topics, skills, etc.)?
- 3) How is the content sequenced (e.g., based on the basis of complexity, learn ability, usefulness, etc.)?

- 4) Is the grading and progression are suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
- 5) Are there reference sections for grammar etc.? Is some of the material suitable for individual study?
- 6) Is it easy to find your way around the course book? is the layout clear?

c. The criteria of language content

- 1) Does the course book cover the grammar items appropriate to the each level and taking learners' need into account?
- 2) Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning?
- 3) Does the course book include material for pronunciation work? If so, what is covered: (individual sounds, word, sentence stress, intonation?
- 4) Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage, and whether style and appropriacy are dealt with?
- 5) Are style and appropriacy dealt with? If so, is language style matched to social situation?

d. The criteria of skill

- 1) Are four skills adequately covered, bearing in mind the lesson objectives and syllabus requirements?
- 2) Is there material for integrated skills work?
- 3) Are reading passages and associated activities suitable for the students' levels, interests, etc? Is there sufficient reading material?
- 4) Is the listening material well recorded, as authentic as possible, and accompanied by background information, questions, also activities which help comprehension?
- 5) Is material for spoken English (e.g.: dialogues, role-plays, etc.) well designed to equip learners for real-life interactions?
- 6) Are writing activities suitable in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing and use of appropriate styles?

e. The criteria of topic

- 1) Is there sufficient material of genuine interest to learners?
- 2) Is there enough variety and range of topic?
- 3) Will the topic help expand students' awareness and enrich their experiences?
- 4) Are the topics sophisticated enough in content, yet within the learners' language level?
- 5) Will the students be able to relate to the social and cultural contexts presented in the course book?

- 6) Are women portrayed and represent equally with men?
- 7) Are the other groups represented, with reference to ethnic origin, occupation, disability, etc?

f. The criteria of methodology

- 1) What approaches to language learning are taken by the course book? Is it appropriate to the learning/teaching situation?
- 2) What level of active learner involvement can be expected and whether this matches the students' learning styles and expectations?
- 3) What techniques are used for presenting new language items and whether they are suitable for the learners?
- 4) How are the different skills are taught?
- 5) How are communicative abilities developed?
- 6) Does the material include any advice/ help to students on study skills and leaning strategies?
- 7) Are the students expected to take degree of responsibility for their own learning (e.g., by setting their own individual learning target)?

g. The criteria of teacher's book

- 1) Is there adequate guidance for the teachers who will be using the course book and its supporting materials?
- 2) Are the teachers' books comprehensive and supportive?

- 3) Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
- 4) Do the writers set out and justify the basic premises and principles underlying the material?
- 5) Are keys to exercises given?

h. The criteria of practical consideration

- 1) What the whole package costs and whether this represents good value for money?
- 2) Are the books strong and long lasting? Are they attractive in appearance?
- 3) Are they easy to obtain? Can further supplies be obtained at short notice?
- 4) Do any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player? If so, do you have the equipment available for use and it is reliable?

Moreover, Semitha (2013) has investigated the evaluation criteria from five experts. Brown's checklist (2007) proposes for textbook evaluation, but it cannot be used because it is adapted from Robinet's checklist (1978) which is too old. The next the checklist is proposed by Skierso (1991). This checklist has many criteria to evaluate textbooks which makes it detail but it is complicated. The other checklists are proposed by Byrd and Murcia (2001) and Harmer (2007). Byrd and Murcia's checklist could not be used because it is too general and it is also

made for teachers to evaluate textbooks are being used in the classroom. For Harmer's checklist, it could not be used because it is too simple compared to the other, and there are no criteria of four basic skills of learning English. Furthermore, the checklist proposed by Cunningsworth (1995) is the most appropriate among the others and has complete criteria to evaluate the textbook in detail.

Based on the explanation above, this research involved the criteria of EFL evaluation of the textbook that is proposed by Cunningsworth (1995) for the detail description of each criterion and the appropriateness towards another checklist. In addition, the checklist stated by Jahangard (2007) is too old because he elaborated the experts' checklist for textbook evaluation from 1970s-1990s.

E. The Previous Study

The previous studies on textbook content analysis are the studies that have been done by the other researcher to evaluate the textbook:

A Content Analysis on English Textbooks for The Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X by Agni Kusti Kinasih in 2014. The research was conducted to discover how far those English textbooks meet the criteria of good textbooks according to *Puskurbuk* in particular and 2013 Curriculum in general. The analysis shown that *Look Ahead: an English Course for Senior High School Student* for Grade X has achieved the standard of good textbook. *Look Ahead* is considered as a good textbook because the achievement

is 86%. On the other hand, *Pathway to English for Senior High School* for Grade X has achieved the standard of fair textbook. *Pathway to English* is considered as a fair textbook because the achievement is 67%.

The other study is "*The Content Analysis of the First Grade of Junior High School Textbook "Bright" Published by Erlangga Publishing*" done by Ahmad Zidni Ilman in 2014. The researcher analyzed the textbook based on the thirteen EFL textbook evaluation criteria by Jahangard journal (2007). The result of the study is the textbook "BRIGHT" was classified as highly relevant to the EFL textbook evaluation criteria. It fulfilled the all purposed criteria, but there are some irrelevant of the textbook in the sub criteria of good vocabulary explanation and practice, periodic review and test sections, appropriate visual materials, good grammar presentation and practice, attractive layout, and clear instructions.

This research has the similarity with the previous study in analyzing the book for EFL. Then the difference with the previous research is the form of the textbook. In this research, the researcher evaluates the EFL book in electronic and printed form, while the previous study are analyzed the printed book. The others difference is the publisher. The previous research analyzed the textbook that published by public publisher whereas the researcher analyzes book from government that the e-book form can be accessed in the website of *kemendikbud.org*.