

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter indicates about the concept of textbook. It consists of the definition of textbook, the rule of textbook, the function of textbook, the advantages of textbook, and assessment of English textbook.

2.1 The Concept of Textbook

2.1.1 The Definition of Textbook

Textbook is one of the books which determines the success in learning process (Muklis, 2015:4). Textbook helps the teachers and also the students in learning process in order that the learning process is running well. According to Yulianti (2011:1), textbook is one of important having has purpose to improve the quality of education. In the era of modern, the price of textbook is cheap. The textbook can be achieved by people with the availability of books which have filled the standard of national education. The teachers also students need the book to support the learning process in the schools.

According to Sujimat (1994:30) cited in Yulianti (2011:1), the important materials which are applied in learning process for students is a textbook. The book is the source of learning that is very urgent. The book helps the students to study about the material in learning process easily. Textbook contains of teaching materials and is completed by exercises to stimulate the students to think well. The textbook also contains of motivation for students in order to the students can keep their spirit when learning is ongoing.

Based on the explanation above, textbook is one of important sources in learning process. The materials of textbook gives positive impact for the students in supporting the teaching learning process.

2.1.2 The Rule of Textbook

The purpose of textbook is to make sure that the textbook that will be used in the schools is really worth taking and fill the standard of national. The rule of legislation that underlies the textbook is as follows :

The rule of minister of national education No.11/2005 about textbook, section 2 subsection (2) says that in addition the textbook how it means on subsection (1), the teacher uses education guidebook and can employ enrichment book, and reference book to support the learning process.

For the teacher, textbook which is arranged and developed based on the curriculum will help in choosing the material as well as the process of the material presentation. For students, the existence of a good textbook will help to elaborate the knowledge which has gotten by interaction in the class.

The rule of minister of national education No.2/2008 section 1 subsection 3 states that a book which consists of materials for elementary, secondary, and college is called textbook. Textbook is a reference book that employs in units of primary and secondary education or higher education that includes learning materials in order to increase faith, piety, character, and personality, mastery of science and technology, increase sensitivity and aesthetic capabilities, increase kinestis capabilities and health which is arranged based on national education standards.

Until now textbook has an important role for education. So many benefits which can be obtained from textbook like science, knowledge, and etc.

By using the textbook, teachers and students can learn about the material that has been set by the government based on the curriculum that is used in the school. So the teachers and students are demanded in order to understand the materials more. According to Hutchinson and Torres cited in Awasthi (2006:1) one element in teaching that is also used to guide teachers when they teach is textbook. Textbook also can be used to help students to remember and permanent record to measure what they have learned in the learning. In this case, the textbook is just media that helps the learning process so that it can be run in accordance with teacher's instruction.

2.1.3 The Function of Textbook

In the study, the researcher analyzes the textbook that is used by senior high school for grade X. Textbook is very needed to help the teacher and the students in improving students learning interest. In textbook, students can get science and knowledge. Because textbook usually contains of material, explanation, exercises, instruction, etc.

According to Yulianti (2011:1), textbook is a collection of materials which consists of content and material of the subject in teaching and learning process. In addition, textbook also has the exercises which help the students to understand easily. Without textbooks, a program may have no impact, therefore, they provide structure and a syllabus. Because the purpose of textbook evaluation is to support

the teacher development and helps the teachers in order to gain good and useful insights into the nature of material.

Harmer (2007:1) states that the students will be engaged in content of the textbook. It means the students will deal with textbook. In learning process, the teachers and the students must have a textbook to achieve good learning process. Because it has shown a wide range of material that can help teachers and students' understanding of learning.

According to Prastowo (2012:169) textbook has function to evaluate the materials as teacher tools in implementing the curriculum, as one of the determinants of teaching methods or techniques that will be used by the teacher, and as a tool for career enhancement and job title.

The researcher will research the textbook entitled "Bahasa Inggris" textbook for senior high school grade X. Textbook is aimed as a guide for students and the teachers because textbook also provides a framework for teachers to achieve the desired goals. Not only that, the textbook is used to support the students' capability in English. It focuses on the four language skills which are listening, speaking, reading, and writing. It is also equipped with grammar and language in focusing on materials to give some basic knowledge of English. The listening and speaking sections can help students to improve their oral skills in English, while the writing and reading sections will help them in written expressions. A good oral skill is needed to communicate with people in schools, working areas, and also meeting foreigners.

2.1.4 The Advantages and Disadvantages of Textbook

The use of textbooks is very important in the teaching learning process. Students can understand the material that will be presented by the teacher with the textbook. The textbook is also as teacher's guide in teaching. The material will be conveyed properly and structurely with the use of the book. The appropriate materials can improve the students' ability and give more motivation to learn. By textbook, the teacher can know the success of student learning through evaluation of student success, the ability of student success can be achieved and in one semester of teaching materials can be given prevalently (Indriyanti & Susilowati, 2010). Furthermore, textbook also has disadvantages in learning process. Textbook also has some fundamental weakness in which it needs considerable cost and needs a long time in the development of the textbook itself, and needs a high persistence of the teacher as a facilitator to continue monitoring the students' learning process.

2.1.5 Assesment of English Textbook

The assesment of the textbook is aimed to know the quality of the textbook that is used in schools for getting appropriate and also fulfill the standard of national education. Textbooks should be well designed as an effective learning tool. According to Pusat Perbukuan (2006:6-7) the good textbook is the textbook which can help students to learn. The book should have interesting design in terms of form and content, and impact on the development of the ability to think, act, and behave.

As stated by Harmer (2001) cited in Tabaeifard (2014:572) textbook can be called a good book when that textbook shows the good contents in the class on learning. In addition, the right textbook is a book that can help the students to solve

problems simply, do not affect a false perception, and can be accounted for the rules of science. Therefore, the researcher needs standards to prepare and observe the textbooks both in terms of supplying, quality, distribution, or use.

2.2 The Aspects of the Quality of Textbook

According to Tok (2010:511-516), the textbook has six aspects to determine the quality of textbook. The aspects are :

2.2.1 *Layout and Design*

In layout and design will present about eight points. They are textbook contains the functions, structures and vocabulary that will be taught in each unit. Then, the layout and design is appropriate and clear, the textbook is organized effectively, vocabulary list and glossary is included, review sections and exercises are included, the evaluation quizzes or testing suggestions is included, the teacher's book contain guidance that can be used to the the teacher in learning process, and the materials objectives are obvious to both the teacher and student.

2.2.2 *Activities*

In this aspect has six points to determine the quality of textbook, such as; the textbook provides a balance of activities. Second point is the activities encourage the communicative practice. Then, the activities combine individual pair and group work, the vocabulary and grammar points are introduced in motivating and realistic contexts, the activities promote the original and creative responses, and the textbook's activities can be modified easily.

2.2.3 Skills

Skills consists of four points. First, the materials focus on the skills that the teachers and the students can practice, the materials provide four language skills that is balanced and precise, the textbook pays attention to sub-skills such as listening for gist, note-taking, skimming, and the textbook focus on practice natural pronunciation like stress and intonation.

2.2.4 Language Type

In this aspect consists of four points, they are the language used in the textbook is authentic, the language used is appropriate level for students' English ability, the progression of vocabulary and grammar points are appropriate, and the grammar points are presented with easy examples and brief explanations.

2.2.5 Subject and Content

Points of subject and content are as an English language learner the textbook is relevant to students' needs, the subject and content of the textbook is generally realistic, the subject and content of the textbook is interesting, challenging and motivating, is there any variety in the subject and content of the textbook or not and the materials are not describe any negative stereotypes.

2.2.6 Whole Aspect/Conclusion

Points of whole aspect are the aims of language learning in the school is appropriate using textbook, in studying English language textbook can raise the students' interest, and the teachers or the students will choose to teach/study this textbook again or not.

Based on the six aspects of textbook quality, it can be concluded that each aspect has some sub aspects to identify the quality of textbook. The researcher can employ that aspects to see to what extent the students' learning interest using textbook and how is the quality of textbook that is used in SMA N 3 Demak grade X.

