

CHAPTER II

LITERATURE REVIEW

A. Textbooks

A textbook is one of the many kinds of instructional materials used in learning. The textbook is usually succinctly written, tightly organized, and greatly condensed. Setyono & Widodo (2019) stated that textbooks are compilations of various texts that are intentionally chosen to fulfill the goals of policy makers, writers, and the curriculum. English textbook is a textbook used for learning English which contains learning materials such as grammar, vocabulary, pronunciation, and other aspects of language to assist the language learning process. Supporting with Khoo & Knight (2015), they explained English textbook includes two information types which are thematic or topic material like school, family, etc and linguistic material like grammar, vocabulary, competencies (listening, speaking, learning, and writing). English textbook is interacted with the content to learn the language skills needed to communicate in an english as a foreign language. English textbook includes not only materials on language aspects, but also a series of lesson plan with a structured curriculum that can be used in the classroom. In general, the textbook is used as a guideline for the teacher to deliver learning material.

B. The Role of Textbooks in EFL Classrooms

English language teaching/learning has many important components but the essential one is too many EFL classrooms textbook. Teachers feel that it is very difficult for them to teach systematically without a textbook. Indeed, the

textbook plays a crucial role in providing a base of materials for both teachers and learners. It can be inferred that both teachers and students should be supplied with useful resources of tasks and activities in a textbook (Febrina et al. 2019). In Indonesia, generally, textbooks have functions as the two sides of the same coin. In one side, textbooks are designed to provide learning materials which are suitable with teaching and learning activities. Therefore, teachers can use textbooks to help them achieve the learning objectives. Another side, textbooks are also designed in response to the changes of curriculum system. On the other words, when a new curriculum is applied, a lot of new published textbooks are also launched. In Indonesia, generally, textbooks have functions as the two sides of the same coin. In one side, textbooks are designed to provide learning materials which are suitable with teaching and learning activities. Therefore, teachers can use textbooks to help them achieve the learning objectives. Another side, textbooks are also designed in response to the changes of curriculum system. On the other words, when a new curriculum is applied, a lot of new published textbooks are also launched. The textbook also encourages students to acquire foreign languages effectively.

The majority of language programs highly depend on textbooks. Textbooks are heavily used in language courses at all levels of educational institutions, including public schools, colleges, language courses, and other educational institutions worldwide. Textbooks are used in language programs in a variety of ways. In the teaching-learning process, textbook plays a significant role dealing with the material which will be delivered to the learners. Damayanti

(2019) states that the English textbook contains several materials, instruction, and tasks to improve student ability in English. It is very helpful both for students and teachers. It helps the teachers to give the appropriate materials to the students systematically. Febrina et al. (2019) declare that a textbook can be a reference for teachers and students in the educational process, especially in language learning.

The availability of textbooks is one of the essential components that must exist in the learning process. Textbook books play an important role in providing clarity content of teaching. It helps students in applying the curriculum, and it helps teachers to choose the appropriate method used in classroom activities. In line with Margana & Widiantoro (2017), they state that textbooks serve as a guide for students and their teachers of any level of education to be actively engaged in classroom practices. As teaching sources, textbook usually becomes the main source of material that will be given by the teacher to their students, especially in giving tasks. In line with Anasy (2016), who argues that in Indonesia, textbooks are considered to be one of the primary teaching and learning tools in most EFL classroom. In education, a textbook has an important role. For students, a textbook is one of the sources of information to increase their knowledge. For teachers, the material pre-sented in textbooks may be use as a consideration in teaching (Lysa, 2013).

C. Textbook Evaluation

Textbook selection can give a massive impact on the teaching and learning process as teachers would make references to the textbooks. In selecting a

textbook that applied in the classroom, teachers should do analysis and evaluation in order to get the most appropriate guidelines in teaching process. Textbook valuation includes textbook's focus, organization, and particular learning supports done in methodical analysis of a textbook's materials. Textbook evaluation is a careful and detailed study of the different aspects of the textbook. It is an important element of education system which can help to be reformed and recognized time to time stated by Sharma (2022). Developing English as Foreign Language textbook evaluation is important to ensure English Foreign as Language textbooks. In that way, it can effectively facilitate the attainment of the teaching objectives to teacher and student.

There were some theories related with textbook evaluation. Akhmad et al. (2022) showed a good criteria of english texbook based on Greene and Petty in Tarigan. They investigated there are nine criteria, (1) The textbook must be interesting and attractive toward the learners. So, they're going to have an interest in using textbooks; (2) The textbook must be ready to motivate the learners; (3) The contents of the textbook must be illustrative; (4) The textbook should consider the linguistic aspect. So, it'll be suitable with the learner's ability; the textbook's contents must be regarding the opposite branch of science; (5) The textbook must stimulate the private activity of the learners; (6) The contents of the textbook must be clear in writing to avoid the youngsters being confused in using the textbook; (7) The textbook must have a clear point of view because it'll be the learner's point of view; (8) The textbook must be ready to balance

and emphasize the learners' worth; (9) The textbook must be ready to reference the differences of the individual.

The selection process may have different focus in different situation. Researcher used evaluation of the textbook for approaching analyzing a textbook. There are quite different categories in the checklists developed for ELT textbook evaluation. The research was conducted to investigate whether contents are represented in a good criteria of an English textbook. The findings might be used to determine whether the textbook used by teachers in the site is suitable or not.

Textbook evaluation used a checklist as an evaluation method. The evaluation method is based on Jusuf's (2018) entitled "The modals of checklist method in evaluation elt textbooks". The study's results explained that textbooks are evaluated to determine the feasibility of books for use in learning activities. But in choosing the feasibility, the checklist data is needed. Analyzing the validity, each researcher might use different form. This research examined evaluation of textbook using Demir & Ertaz (2014) checklist theory form. They formulated suitable evaluation criteria in an article entitled "A Suggested Electic Checklist for ELT Coursebook Evaluation". These criteria consist of subject & content, skill & subskill, layout & physical makeup, and practical consideration in which detailed of them is in appendix. In conclusion, they developed a table checklist and the researcher applied to analyze the data that will be examined for the validity of the textbook.

D. Checklist Evaluation

The checklist method has more advantages than the other methods in textbook evaluation. It is even more systematic. All aspects of the textbook are considered to be equally important. Checklist is not only used to evaluate, but also it can be done to evaluate a learning textbook. When evaluating textbook, there are things to note. This is related to the criteria that must be possessed by learning textbook to be categorized whether good or not. Such research conducted by Jusuf (2018) describes related aspects of the learning process. This aspect consists of the content of the textbook. Furthermore, it is followed by designing the textbook evaluation criteria checklist containing a set of standard criteria for evaluating English textbooks which will be derived from the guidelines materials evaluation, this guidelines checklist is to know which English textbook is the good one (Balachandra, 2014).

Checklist is an evaluation tools that helps researcher to evaluate the textbook in an effective and practical way. Checklist allows for a modern evaluation of the textbook in reference to a set of generalizable evaluative criteria. Mukundan (2011) said that a checklist is an instrument that can help practitioners in learning English to evaluate teaching materials (textbook) and the checklist maybe quantitative or qualitative. Textbook evaluation can be done in an evaluation. Textbook evaluation can be used to analyze the validity of the book. Such as the theory from Demir & Ertas (2014), which explains the evaluation textbook checklist. In addition, the researcher in this research developed a checklist evaluation form using Demir & Ertaz checklist theory. The

suggested evaluation checklist comprises 56 items under four basic sections based on Demir & Ertas (2014) that researcher used. The resulting instrument of this paper adopted ideally four basic sections: Subjects & Contents (10 items), Skills & Sub-skills (25 items), Layout & Physical make-up (7 items), Practical Considerations (14 items) (See appendix 1).

E. Review of Previous Study

There are some researches that conducted the English textbook evaluation. The first study was conducted by Ayu and Indrawati (2019) in the textbook entitled “Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1” published by the national education department. This study tried to conduct research on textbook evaluation to analyze simple to complex tasks and distributions. This study uses a qualitative study with content analysis as its design. Data collection technique in this study used an instrument called a tentative checklist for textbook evaluation and the data was measured using a 5-point Likert scale. The study was focused on the task presented in the textbook. This study resulted that the English textbook studied have interesting tasks that are relevant with the objectives of the 2013 curriculum and a good distribution of tasks each chapters and throughout the book.

The second study was conducted by Tanto (2023) entitled “An Analysis of the English Textbook “Bahasa Inggris Work In Progress” Based on the Curriculum Merdeka”. The researcher analyzed the data obtained from textbooks based on the Merdeka curriculum that refers to the CEFR level B1. The suitability of the material in the textbook "Work in Progress" based on

Merdeka curriculum which refers to the CEFR level B1 has several high levels of suitability in some elements but there is also a low level of suitability even null in some elements. This textbook can be recommended as the main textbook that supports the teaching and learning process for teachers and students who use the Merdeka curriculum. The author can conclude that in fact the English textbook "Work in Progress" as a whole is quite relevant to Merdeka curriculum that refers to the CEFR level B1. However, teachers need to make materials that are more in line with the Merdeka curriculum, especially on elements that still have a low or even null level.

The third study was conducted by Fitriyani (2013) entitled "A Textbook Analysis of "When English Rings The Bell" A Textbook for the Seventh Grade of Junior High School". This research study tries to find out whether criteria is needed to make a good textbook or not. The study has to have correlation with today's curriculum in Indonesia. This study used qualitative method in the Textbook Analysis and used the Thematic Coding to cover the research. This research found that from the side of communicative function of the nine integrated standard. The textbook was relevant enough, for it contains almost the complete communicative function which most of the student is needed including the communicative competence through it. However, from the edge of period analysis, the textbook entitled "When English Rings the Bell" based on the study conducted, textbook is not necessarily used on their grade although it's suitable with the curriculum currently.