

## CHAPTER II

### THEORITICAL REVIEW

#### A. Definition of English Textbook

Textbook plays important role in teaching learning activities. It helps the teacher to deliver material in the class. McGrath (2002) in Anjaneyulu (2014:182) asserts that textbooks can set the direction, content and they can propose ways in which the lesson is to be taught. Textbook can be the reference for teacher to guide them in teaching learning. In addition, Mudzakir (2004) in Amrina (2018:8) said that a textbook is complemented with student work. Textbook mostly use in educational institution or school and it is provide tasks and material. The material can guide teacher teach and the additive tasks make students learn outside the class.

Textbook is created by some professional teams. According toGebhard (2009) in Amira (2018:8) an exercise in EFL/ESL textbook created by publishing companies, government agencies, curriculum development teams at the school labels, and classroom teachers. Though now days there are some supported media such as LCD, music, video, e-book but textbook still needed to support the teaching learning. It happened because the students still need printed book to develop their competence.

According to Tarigan (1986:13) in Amira (2018:9) textbooks are books of lesson in certain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching

media and easy understood by the user in schools and colleges to receive teaching program. In order that, textbook do not only assist teacher to discharge the material but also helps the students to make their role to focus the teaching learning process.

To sum up, textbook not only use by the teacher to conduct the class well but it also helps students to comprehend the material well. Thus, the teacher should choose a good textbook that compatible with the students' needs so they can achieve the objectives of learning.

## **B. The Function of Textbook**

Textbook is very beneficial for both teacher and students. It used to guide the teacher in teaching learning process. Cortazzi and Jin (1999) in Bojanic (2016:139) refer to a textbook as a teacher, a map, a resource, a trainer and an authority. Further the teacher can use it for their resource in the class and it minimizes their time in preparing the material in learning process. A majority of teachers consider textbooks as the only teaching resource (Maffia, Dias, Brauna & Cruz, 2003) in Mahmood (2011:171). The completeness of textbook helps teacher conduct the class because it provides material and they can use it directly. Garinger (2001) in Anjaneyulu (2014:182) is commenting on the usefulness of textbooks emphasizes that:

“using a textbook is one of the most effective and readily available ways to relieve some of the pressures put on teachers, lessens preparation time, provides ready-made activities and finally provides concrete samples of classroom progress through which external stakeholders can be satisfied.”

English textbook contains of English material and information with the aim to make the students able to produce the productive skill. As Bojanic (2016:138) stated that EFL textbooks aim at providing learners with necessary knowledge, language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and of different cultural backgrounds. In accordance with the given definition, English textbook provides material as well as information. It also makes students to be able to interact with foreigner.

Cunningsworth (1995) in Amira (2018:10) divide the function of textbook into some categories, which are:

1. a resource of presentation material
2. a source of activities for practice and communicative interaction
3. a reference book (grammar, vocabulary, pronunciation)
4. a syllabus
5. a resource for self-directed learning or self-access
6. a support for less experienced teachers.

Based on the theories as stated before, textbook is a guidance book for teacher. Complete textbook can guide teacher in the class because it has complete material, activities and it was designed pretty well to manage the class. For the students, it also provides some materials that enrich their English knowledge and the objective is to make students produce good productive skill to communicate using English.

## C. Intensive English Book

### 1. Framework in designing Intensive English Book

Framework uses to design Intensive English Book. It is a map contains of objectives and materials should write in the book. Thus, framework is an important thing before designing textbook. The framework of Intensive English Book took from Common European Framework of Reference (CEFR). It describes in a comprehensive way what language learners have to learn. In order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively Council of Europe (2001:1).

CEFR is a framework from British council which describes English learner skill such as listening, reading, writing and speaking. These are frameworks for specific languages where the levels and descriptors in the CEFR have been mapped against the actual linguistic material (i.e. grammar, words) needed to implement the stated competences of Cambridge ESOL (2011:4). The framework consists of material needed to implement in the book, so this is very important before creating the book.

The framework consist of six levels, starting from starter (A1), elementary (A2), pre-intermediate (B1), intermediate (B2), upper-intermediate (C1), and the last is advance (C2). As well as these common reference levels, the CEFR provides a descriptive scheme of definitions, categories and examples that language professionals can use to better

understand and communicate their aims and objective (Principal of English Practice by CEFR 2011:4). Thusly, each level carries on each purpose and goal that beneficial for students in that level.

## 2. Content of Intensive English Book

Intensive English book is compiled by Language Department Center (LDC) as the supporting material in teaching English Enrichment Program. Moreover, Intensive English book is made based on the Common European Framework of Reference (CEFR) curriculum. There are 6 Intensive English (IE) books. Start from Intensive English book 1 (for starter level), Intensive English 2 (for elementary level), Intensive English 3 (for pre-intermediate level), Intensive English 4 (for intermediate level), Intensive English 5 (frupper-Intermediate level), and the last are Intensive English 6 (for level advance). Each book has 10 units and every unit has its own objective. It based on the level of the books.

The content of the book starts with warm-up activities. It is used to stand out the students to think critically based on the topic in each chapter. Then the next part is vocabularies section. It intended to make students know the new words as well as use it for their English enrichment to the other skill of English. As stated in Alqahtani (2015:26) vocabulary mastery is needed to express our ideas and to be able to understand other people's saying. In vocabulary section, the book also provide with the vocabulary exercise. It helps students to know more about the new vocabularies because they do vocabulary exercises that need more understanding. Vocabulary section

also provides some pictures and the synonym or the definition of new words. The pictures help students to identify the new vocabulary easily.

The next part of the books is listening activity; it is intended to make the students familiar with English expression. Various types of Listening activities are also provided in this section. The students should listen to the audio and do the exercise to check their comprehension on it.

Reading section is the next activities in the book. In this part, the students are provided with some reading texts. They should do some exercises after reading the text. Here, the students' understanding of text is assessed by seeing their competence in doing the exercise. The synonym of some words in the text is also provided in reading exercise. It is intended to make students understand every difficult word in the text.

The next is grammar section. Each chapter of Intensive English book has two grammar reviews. The grammar reviews are given part by part. For example in Intensive English 6, the first grammar material is about "has/have" and the second grammar material is about "adverb of frequency". This grammar review was designed based on the topic of the discussion. Some grammar exercises are also provided to check the students' comprehension on grammar.

Finally the chapter in each book is closed with productive skill, namely speaking and writing activity. The speaking activities in this book make students speak English because it gives the situation and let them work in pair. It makes them easy to speak up in English. The situation is based on the

material and the level of each framework. The aim of the activity is to communicate with others but they still use their mother language as their language even in speaking class. In speaking activity, the book provides some examples before the students already make their own productive skill. In addition, the writing activity in this book is also provided to make the student are able to write well in English.

The book helps the students in comprehending English, both receptive and productive skill. So, the students will know how to produce a good English skill. As stated by the head of Enrichment program of LDC, Suaidy (interviewed on 21 January 2019 at 13:06 WIB) this book is used to standardized the teaching activity, so the teacher and students can do the teaching and learning activity based on the curriculum and the students can produce productive skill as the aim of every unit.

#### **D. Perception towards Textbook**

There are some explanations regarding the students' perception of textbook; they might be interest with design of the book. It makes the students more interest with learning English because of the design. As Hoshangabadwala (2015:5) explore:

“to cater to the various needs of a student, like the provision of visual appeal, the enhancement of subject understanding, the improvement of content retention and the stimulation of creative thinking, and in order to effectively organize textbooks, designers must employ these communication processes in creating a spectrum of impressionistic, abstract, and representative art”.

The students' might think the book is good if the features of the book match with their interest. Not in least, the price and the length of the book influence their perception about the book. Cited Weiten, Guadagno and Beck (1996) in Hoshangabadwala (2015:5) believe that textbook features, specifically pedagogical aids, add to textbook length and cost and should therefore only be included if their benefit is adequately realized in terms of student learning.

The aim of textbook has not always have correlation with students' activeness in the class. They might be active when they are really like English and the teacher makes them feel comfortable in leaning teaching. It is not always the textbook that make them increase their knowledge but the other aspect also support them. Gurung's (2003) in Hoshangabadwala (2015:5) research findings show that a negative correlation between the students' perception of the helpfulness of key terms and actual student performance. According to Gurung, the students might have different perception toward the book. The book might helpless to them who like learning English trough other sources. These type of students who dislike open English textbook and they prefer to learn English without books.

To ended, there are two kinds of students' perception; there are positive and negative. Both based on the students' consideration of English textbook. Positive perception for those who think the book helps them in learning English. Some aspects support their spirits in learning English. It can be the design, the price or the material. In addition, the aim of English

textbook helps them to master English. So they will think it gives positive thing for them. In other side, the students might be think that textbook does not help them learning English because they can learn English from another sources and it is more effective rather than opening the book and reading the material. They give negative perception toward English textbook because it helpless for them. Thus, the students' perception back on their feeling trough learning with the book.

#### **E. Elements of a Good English Textbook**

There are four elements in evaluating English text book based on Chegeni and friends in 2016.

##### **1. Content**

Content of textbook is the whole structured material that provide in the textbook. Chegeni and friends (2016:2326) said that content of subject matter is presented topically in an organized manner. Based on their statement, the content of textbook arranged in a sequence and well organized. It makes their understanding build from easy material to difficult so that they can catch the information in each chapter well.

Minh (2007:20) stated that organized structured can be seen from the contexts of students' daily life such as home and school, health, recreation, community and the world. Based on the expert, material can take from students' daily life. It makes students' easy to understand and give more examples based on their experience. They also make relation

each problem and solve them. Not only that, the event who never faced will give in the text such as “How to Get That Job” text. It gives students information to know more about getting job in real life so they can get new information from the text.

Angulo and Miranda (2014:399) language is viewed as a vehicle for communicating meanings and messages. Based on Angulo, language is the steering thing in communication. Here the language is English, and if the English skill does not improve, the learners cannot understand what other say in English. That is why English skill should improve. Then Improving English skill can be reach by many media, especially using textbook in learning English. The improvement of English can be reach by using the textbook because it contain material and complete skill so that students can increase their English.

Rynanta and Ruslan (2013:8) stated the reading materials on the textbook are able to engage students' attention because the topics are really “full of knowledge”. From the expert, each topic gives knowledge and it can be come from the text in each chapter. Those text are giving information that needed by students. From the information, student can know new thing and can learn new knowledge so it will help them to increase their knowledge.

To sum up the content of text book is not only talk about the material, there are some item supporting the material such as the correlation of material in each chapter, the new information in every text,

daily life example. Those support students understanding about the material and it is really needed in text book. Not only material that important in textbook, grammar and vocabulary also quite visible in whole text unit as the next sub chapter explained.

## 2. Vocabulary and Grammar

Vocabularies and grammar should cover in the textbook. Especially new vocabularies for the students, it should be written before the students learn the material as keywords. The common vocabularies and grammar that use in the book should easy to understand so the students' can use it in their daily English conversation. As stated in Chegeni and friends (2016:2326) the common vocabularies should be functional for students and learners to use in their daily conversations.

Not only learning vocabularies to use in conversation but they use it to improve their English. Qian (1999) in Hunt and Feng (2016:5) stated that there is an importance on improving depth of vocabulary knowledge in our ELL. So, students have to understand well the use of a word and its meaning so they can use it in daily conversation. When they already use it as their product of learning, they already understand about the words and its meaning well.

However, not only the vocabulary that plays in role in improving students' knowledge, grammar also has the role. Grammar is related with the pattern of a sentence. This is very crucial thing in language because if it does not have pattern, it will have no meaning or meaningless.

To make the language has meaning, we have to study grammar and understand about it. As stated in Fromkin et al. (1999:10) in Garrett (2003:35) to understand the nature of language we must understand the nature of this internalized, unconscious set of rules, which is part of every grammar of every language. So that understanding grammar is very important to make students understand what the exact meaning of English. By knowing grammar of course they will increase English ability because they can produce English skill better.

Both vocabulary and grammar are important in learning English. Without both of them students will be stuck in their basic knowledge. The textbook provide grammar and new vocabulary to make students improve their knowledge so that they can use it in their life.

### 3. Exercise

The exercise should build the knowledge of main ideas, details, and sequence of ideas. The structure of the activities should be sequence to build students understanding, and the exercise in every part should make students deeply understand the material. This sequence can make students understand the exercise well because it already takes a part with the same material.

Every exercise has its instruction to make students understand what they should do. The students need instruction to guide them before doing the exercise and based on Thanabalan, Siraj, and Alias (2015) in Leonard (2018:52) instruction can be developed to match the needs of the

indigenous learners. The instruction in textbook used to guide the students to finish the exercise as their need.

Besides that, textbook also make students become independent learner and think more critically because they do the exercise. Rahmawati (2018:15) stated that textbook provide much of the stimulation which will motivate students to become more independent in their learning by encouraging learners to think for themselves around the exercises and discuss it with others. It means that doing exercise can build students critical thinking by solve the exercise by themselves or with their friends.

#### 4. Attractiveness of the Book

Chegeni and friends said that the appearance of the book also make the book has special impression to the students. The book must have good cover, interesting pictures, well design, well text design, clear text and picture. That makes the book good looking and helps students gain their interest in learning English trough the book. Otherwise, the students might not be interested in the book if it has bright color or unclear pictures. The pictures make students easy to understand the given situation in the book and they can guess what they have to do.

In this research will be discussed about the appearance of Intensive English book such as cover, display of text, and pictures. Students will give their opinion towards the attractiveness of the book.

## F. Previous Study

Some researchers explore about textbook and talk about evaluation of textbook roughly. One of them is Anjaneyulu. In 2014, he investigated about English textbook in Adhra Pradesh, India. His research examine the use of textbook and the way of teaching English in order to know the weaknesses of Adhra Pradesh students in mastering English. Questionnaire was used to collect the information about textbook and teacher's attitude in teaching English, beside that researcher himself analyzed the textbook to know the content. The findings gather that the overall organization of the textbook and the themes included were satisfactory. The language skills are integrated in every part of the book. However, many problems were detected as to the practicality of the book, its contents, use of authentic language, integration of the four skills, the nature of the tasks, autonomy of learning and assessment practices. The other problem was the textbook had not been the prior to its implementation which was essential in order to ensure that the textbook would actually work for its addressed market.

In addition, Bojanic in 2016 had a research about defining, assessing and analyzing textbook in EFL classroom. His research aims at defining textbooks, analyze advantages and disadvantages and to find out the specific reason for analyzing textbook. The research used quantitative and qualitative method; it described reasons for showing textbook analysis such as evaluating for potential and evaluating for suitability, the deep analysis about the aim and objective of textbook. The result showed that selecting textbook is based

on students need. It is not only for teacher property in teaching but it used to make students reach the knowledge. The book also should match with the curriculum that goes on in an area.

The other researcher, Susanti in 2015 analyzed the one of material of English text book for the seventh grade of junior high school based on process standard of curriculum 2013 in Indonesia. The aims of her research were to involve the material for observing questioning, experimenting or exploring, associating, and communicating activities. Qualitative research is used to employ simple research and development five steps of scientific approach. In finding, the researcher found that the book could be developed based on standard of Curriculum 2013 and some of the material still out of content.

Those researches have some differences with this research, the way to collect the data also different. Those researchers search the use of text book in an area and they analyze the textbook itself based on the curriculum. It is different with this research because this research aim is to know students perception and not analyzing textbook based on curriculum. Anjaneyulu's research is to know the use of textbook in an area, is the textbook necessary and give impact to students in Adhra Pradesh India or not. He also investigated the strength and weaknesses of the book. However, this research is not concerning in the same way as Anjaneyulu's research but the way of the book impact students and students' perception towards textbook.

The same as Bojanic's research, investigating the advantage and disadvantage of textbook and it is also evaluating textbook based on some criteria. It is very different with this research because it is not evaluating the textbook at all. The way to collect the data also different. Bojanic's research aim to know specify textbook, analyzing textbook and find the advantage and disadvantage using textbook in classroom. Then the method of the research is same with this research. It is descriptive study with quantitative data and qualitative data. The same as this research using quantitative data displaying with percentage and quantitative data with explaining the data. Then the difference are the aim and the place where taken the data.

On the other hand, Susanti's research is looking for the use of Curriculum 2013 in Indonesia towards textbook. This is very different with this research because this research is not talking about Curriculum 2013 but the textbook use CEFR as guidance when making the book. Susanti's research also involved Curriculum 2013 in evaluating textbook. However this book is not evaluating and involving CEFR in the research.

#### **G. Basic Assumption**

The basic assumption of this research is the students will have a positive perception toward the Intensive English Book. This is based on the reason the students should have the book for their learning inside the class. Moreover the book also produced by English Enrichment Program in which the content is adjusted with the students competence.