

CHAPTER II

LITERATURE REVIEW

A. The Role of Textbook in Teaching Learning Process

A textbook has an important role for teacher and student in teaching learning process. A textbook is an aid to smooth the teaching learning process in the classroom. A textbook will help teacher to explain lesson materials and also help students to learn easily. In teaching learning of English, textbook becomes essential part because it is a guide to the teacher and students to achieve the goal of materials.

Tomlinson (2003:39) mentioned that “the roles of textbook are it can be guidance for teacher and students in teaching learning process”. It helps teacher where he/she lacking in training and experience and then it very useful in classroom where English speaking environment.

Grant in Murcia (2001:13) stated that “there are two types of textbook. They are traditional textbook and communicative textbook”. The characteristics of traditional textbook are they tend to emphasis the grammar more than to communicative functions of language, they tend to focus on reading and writing activities, rather than listening and speaking activities, they emphasize the importance of accuracy, and they are often attractive to some teachers, because they seem easy to used and are highly examination-oriented. Traditional textbook tries to get students to learn the language as a system. It seems that this kind of

textbook may lead the students to master the system of language (grammar) but it still incapable to communicative with it.

The characteristics of communicative textbook are they emphasize the communicative functions of language, they try to reflect the students' needs and interest, they emphasize skills in using the language, not just the forms of language, and they are therefore activity-based, they usually have good balance among the four of language skills, but may emphasize listening and speaking more than a traditional textbook does, they tend to be very specific in their definition of aims, they encourage work in groups and pairs, and therefore make heavier demands on teachers' organizational abilities, and they emphasize fluency, not just accuracy.

Communicative textbook offers the way to create the opportunities for students in using the language in the classroom or in their real life. Communicative textbook tries to provide the students with a lot of activity to apply what they have learned about the language in real situation both in written and oral form.

In conclusion the textbook has significant roles in the teaching learning process. First for the teacher, the textbook is a tool in which teacher teaches the material, indicate the method to be used in class, and gain the material needed for practices. Second for the students, the textbook is a tool used on preparation before learning. They can know what materials will be learned for that day and prepare at home.

B. The Reading Teaching Materials.

Reading is a complex process involving a network of cognitive actions that work together to construct meaning. Dorn and Soffos (2005:45) mentioned that “a reader’s comprehension is influenced by a range to internal factor, including perceptions, beliefs, motivations, and problem-solving strategies”. In other words, the readers perceive what their brain tells us to notice. If the readers do not have the background experience to relate to the reading event, the message can be meaningless.

When the reader read text, they read for variety purposes. They sometimes read to get main idea but not much more. Commonly they read text to learn information and sometimes they are reading any kind texts or from a longer chapter of a textbook in order to take a critical position with respect to that information. Perhaps, most often we read for general comprehension. Comprehension and comprehending have distinction, comprehension means as an outcome of our thinking. Then comprehending means as the active process of our thinking. From an outcome point of view, when the reading act has terminated, our understanding is represented in the knowledge we have gleaned from the reading experience. From a process point of view, the meaning making is still under construction after the act of reading, and comprehension depends on the problem-solving strategies that the reader uses to interpret what has been read.

Murcia (2001:187) mentioned that “purposes of reading for students are to search for information, for general comprehension, to learn new information, and to evaluate information”. Although these purposes of reading might give the

impression that there are very different ways to read a text, these differing purposes actually depend on a stable set of processes and skills that underlies all reading, though in differing combinations of relative importance. Grabe in Murcia (2001:188) mentioned that “we can still talk about reading in the singular and define it as such, as long as we recognize the processes and skills combine in differing ways depending on the reader’s purposes”.

The goal of reading is also important for effective teaching. R. Staiger in Bamberger (2008:13) said that there are four the goal of teaching reading:

- a. Encouragement of the full use of the individual’s capacities in his reading, so that it will have maximum influence on his welfare and also lead to self-realization.
- b. Efficient use of reading as a tool of learning and inquiry; and also for relaxation
- c. Constant broadening of students’ reading interest
- d. Encouragement of an attitude toward reading which will lead to a lifetime interest in reading of many kinds and for many purposes

As one of teaching learning components, materials are very important that determine the success job students’ reading. Hutchinson (1987:97) mentioned that “materials provide a stimulus to learning”. The teaching materials should be interest and enjoyable. He also said that the materials has three characteristics; first is the materials should encourage the students to learn, the second is the materials should provide a clear and coherent unit structure, and the third is the materials should be clear and systematic but flexible enough to allow for creativity and variety. Materials should truly reflect what readers think and feel about the learning process. Materials can have very useful function in broadening

the basis of teacher training by instruction teachers to new techniques. Therefore materials provide models of correct and appropriate language use.

Cunningsworth (1984:65) stated that “good teaching materials should indeed inspire both teacher and students”. Teacher should be encouraged to move away from dependence on the materials which he is using, towards a more creative and independent relationship in which imagination and an understanding of the students’ difficulties and interests come into prominence. Thus emphasize the importance of good teaching materials the teachers themselves must be creative to use not only the materials that they used but toward the other possible materials more important to attract the students’ motivation to learn English.

Cunningsworth (1984:60) mentioned that “there are three criteria of good reading materials, the first is materials should be something for the emotions as well as for the intellect, the second materials should provide occasions for the students to interact with one another, and the third materials should allow students to draw on present realities as well as on their distant future goals”.

Text materials should complement students’ intellectual levels and be at appropriate levels of difficulty; potential sources of difficulty for readers include assumed background knowledge, cultural assumptions, demanding topics, grammatical complexity, length of texts, new conceptual knowledge, organization, unusual formatting, and vocabulary. The text materials should be coherently and interesting. Text materials and lessons should build in a degree of complexity through the introduction of new, though related information and perspectives so that students feel some challenge and have opportunity develop

some expertise and pride in what they are learning. Day and Bamford in Murcia (2001:191) mentioned that ideally free reading materials should be accessible, plentiful, attractive, and available for learner use beyond class time.

Many kinds of text that learned by the students in senior high school. The types of text that learned in tenth grade of students in senior high school are recount, narratives, procedures, description, and news item.

1. Recount

Recount text is a kind of text which tells or describes someone's past experiences. The purpose of this text is to give information or to entertain. Recount has three parts of generic structure; they are orientation, events, and reorientation. Orientation means a series of events. Event means chronological order, personal remarks on the event. And reorientation means "rounds off" the sequence of events. Derewianka (1995:15) mentioned that recount text has a purpose to tell what happened in the past time and recount text divided into three parts; the first is personal recount, the second is factual recount, and the last is imaginative recount.

The example of recount text:

Remembering Kevyn

I had the great honor of being able to call Kevyn Aucoin, my friend. He was not only magnificent artist, but more important, a magnificent human being. My older sister, Lizza Minnelli, introduced us in 1991. We instantly hit it off.

Kevyn did my make-up for photo shoots with my sister and for the 1993 Tony Awards. But I will always remember the day we spent together in my bathroom. Kevyn taught me how to do my own make-up. He told me to stop plucking my eyebrows every five minutes and as we were finishing, he made a list what he used. I asked him to come to Bloomingdale's with me, fully expecting to him say "No," but he said he'd love to and off we went.

By 6.30 p.m., we had shopped our brains out and laughed so much that we were exhausted. I got into a cab and kissed him good-bye.

Over the years, I'd also buy Allure every month to read his column. His work has truly made make-up as important fashion.

Spending time with Kevyn was like being hugged. He was an angel and all of us who knew him were lucky.

(Taken from Sudarwati and Grace, 2007:14)

2. Narrative

Narrative is the text like fairy tale or imagination. The purpose of this text is to entertain or amuse the readers with a story that deals with complication or problematic event which lead to a crisis and in turn find a resolution. The text organization includes orientation, complication, and resolution. Orientation means introduction the characters of the story, the time and place the story. Complication means a series of events in which the main character attempts to solve the problem. Then resolution means the ending of story containing the resolution. Derewianka (1995:40) mentioned that the basic purpose of narrative text is to entertain, for instance to gain and hold the reader's interest in a story.

There are many types of narrative texts. They are typically imaginary but can be entertain. They include fairy stories, mysteries, science fictions, romances, adventure stories, Heroes stories, fable, myths, and legends.

The example of narrative text:

Bandung Bondowoso and Roro Jonggrang

(The Legend of Prambanan Temple)

Once, there was a beautiful place Javanese princess whose name was Roro Jonggrang. Roro jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king.

One day, a handsome young man with super natural power, named Bandung Bondowoso, defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift." requested Roro Jonggrang. Bandung agreed with this condition.

Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose against Bandung." Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn

Bandung Bondowoso got frustrated because he failed to complete the thousand temples. "The Princess has deceived me!" following his anger, he cursed Roro Jonggrang, "You have cheated me. Now, the thousandth temple is you!" At once, the Princess turned into a statue.

Knowing this, Bandung Bondowoso regretted this and he went away into a far land. From then, people called the temple Prambanan Temple and the Princess statue, Roro Jonggrang statue.

(Taken from Sudarwati and Grace, 2007:59-60)

3. Procedures

Procedures text is a kind of text which describes how something is achieved through a sequence of actions or steps. The purpose of this text is to explain how people perform different processes in a sequence of steps. It consists of three parts: title, list of material, and steps or methods. Title means

the goal of activity. List of materials means materials that needed to achieve the goal. Steps/methods mean the ways to accomplish the goal.

The example of procedures text:

The Hole Game

Two players, one marble per person, a hole in ground, a line (distance) to start from.

- 1. You must dub (click marble together)*
- 2. You must check that the marbles are in good condition and are nearly worth the same value.*
- 3. Dig a hole in the ground and draw a line, a fair distance away from the hole.*
- 4. The first player carefully throws his or her marble towards the hole.*
- 5. Then the second player tries to throw his or her marble closer to the hole than his or her opponent.*
- 6. The player whose marble is closest to the hole tries to flick his/her marble into the hole. If successful, this player tries to flick his or her opponent's marble into the hole. The person flicking the last marble into the hole wins and gets to keep both marbles.*

(Taken from Sudarwati and Grace, 2007:84)

4. Descriptive

Descriptive text is a kind of text which describes person, place or thing and usually uses simple present tense.

Example of descriptive text:

The Borobudur Temple

Borobudur temple is a Hindhu-Buddhist temple built in the 9th century under the Syailendra dynasty of Java, Indonesia.

Abandoned in the 11th century and partially excavated by archaeologist in the early 20th century, Borobudur temple is well-known all over the world.

Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight-step like stone terraces, one on top of the other.

The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines).

The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passages and stairways.

The design of Borobudur, a temple-mountain symbolizing the structure of the universe, is similar to the temples built at Angkor, Cambodia.

The Borobudur Temple, rededicated as an Indonesian national monument in 1983, as a valuable treasure for Indonesian people.

(Taken from Sudarwati and Grace, 2007:167)

5. News Item

News item is a text that discuss about news. The news item text consists of three parts. The first is newsworthy event, it is means the place when the news happen. The second is event, and the third is sources.

The example of news item text:

Man Jailed for Striking RI Maid

SINGAPORE: A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote control, news reports said on Thursday.

Muhammad Shafiq Woon Abdullah admitted in a Singapore court he physically abused the woman on several occasions between June and October 2002, *The Strait Times* said.

The magistrate's court hears that Shafiq, 31, began striking Winarti, 22 about a month after she started working for him.

He hit her on the head with the TV set's remote control because he was unhappy with her work. On one occasions, he punched her on the back after accusing her of daydreaming.

S.S. Dhillon, Shafiq's lawyer said his client lost his "better sense" when he saw his daughter's face covered as she lay in bed. He said his client thought the maid had put the child in danger. – DPA

(Taken from Sudarwati and Grace, 2007:194)

The activities in a reading usually start from introduce the topic of the text and activities focus on the language of the text. After that, the students

should comprehend the text as good as possible. Next the students talk about the topic in the text relates to they own understanding or give some opinions on parts of the text.

C. The Criteria of Good Reading Teaching Materials

A good reading teaching materials possesses certain criteria designed by experts to prove its qualification. They are such as it suits the needs, interest, and abilities of the students and meet the need of official public teaching syllabus or examination. These basic criteria derive from the thought that the textbook is arranged from materials that are going to be measured later on in a term of analysis. Fraenkel and Wallen (1993:157) said that “the classroom activities and material are hence accountable to goals and objective, and selective according to how well they address the underlying linguistics skills”. Students will need the objectives of the program, that is, to acquire the specified skills and behaviors or to attain a particular level of language proficiency. It means reading teaching materials play an important role in achieving the goals of the subject.

Kitao (1999:online) said that “textbook criteria direct attention to aspect of the assessment, for example the reading text”. It means the text should have vocabulary and grammar that suit with students’ level. William (2009:online) said “the criteria of good reading teaching materials are : offers exercises for understanding of plain sense and implied meaning, relates reading passage to the students’ background, selects passages within the vocabulary range of the students, selects passages reflecting a variety of styles of contemporary English”.

The writer applies the criteria from Patel and Jain (2008:68) in this analysis. The criteria are:

- a) The subject matter should be well graded
- b) The words and structure are carefully graded
- c) Clear and unambiguous instruction should be given along side the practice and exercise

The explanations of these criteria are below:

1) The subject matter should be well graded

Textbook is an area in which the language material is presented for teaching and learning English. The materials should provide new information so that students could get new knowledge. The materials also should be according to syllabus.

According to syllabus for senior high school students, one of the standard competences that the students have to achieve is to understand the meaning of functional text which is related to the students' closest real life context. From this standard competence, the basic competence that the students have to develop that they are supposed to be able to respond the meaning and the rhetoric procedure of simple short essays which are based on students' own real life context, in the form of recount, narrative, procedure, descriptive, and news item texts. The level of topic also should be started from easy topic until to difficult topic.

2) The words and structures are carefully graded

The difficult words are given in the front of reading materials. The form of difficult words put in own column as a key words. The structures also become

important thing in reading materials. The words and structure already learn are repeated in the coming pages so that the students could revise them and making them stable in their memory.

3) Clear and unambiguos instruction should be given along side the practice and exercise

As a foreign language of course English still become difficult language for some students although English has been learning from junior high school level. So when the teacher gives them practice and exercise, the instruction expected unambiguous and clear. If the instruction not clear and ambiguous, the students can be confuse and not understand well so that their comprehension cannot be achieved. Practice can be done by work in groups and by in-pairs. The students also can be practice by themselves.

The goal of reading comprehension is to find meaning what is read. So the exercise is necessary to do to test the reading ability. The level of questions in students exercises are varieties. There are three levels of questions in reading comprehensions they are literal comprehension, inferential comprehension and critical comprehension. Literal level is the type of questions most often used in the classroom. Literal level questions are those in which the words in the questions and the words used for the answer are usually located in the same sentence. Comprehension in this level involves surface meanings. This level is also suitable to test vocabulary.

The second is inferential or interpretive comprehension. Inferential or interpretive level is the type of questions in which the answer requires reading between lines. The words used in the question and answer are not the same sentences. The answer requires finding information in different parts of the text and putting the information together. At this level, students go beyond what is said and read for deeper meaning. They must be able to read critically and analysis carefully what they have read. Students need to be able to see relationship among ideas. In this level includes thinking processes such as drawing conclusions and making generalizations.

The third is critical comprehension. Critical level is type of questions in which the answer relies mainly in the reader's background knowledge and experiences. This level asks reader to perform such tasks as analyze, synthesize, and evaluate. The critical level occurs only after the students have understood the ideas and information from the reading text materials.

D. “*Look Ahead*” as an English Textbook for Senior High School

English textbook “*Look Ahead*” is a series of English textbook for Senior High School students. All the activities in this book cover the four language skills; they are listening, speaking, reading, and writing. In this research, the writer analyzed the textbook for tenth grade students. This book contains seven units such as:

- Tell Me What Happened
- Telling Stories (I)

- Following Instruction
- Telling Stories (II)
- What Does It Look Like
- What a Beautiful Place
- Breaking News

This book published by PT. Erlangga. It is one of popular publishers in Indonesia. This textbook also labeled by “Berdasarkan Standar Isi 2006 (KTSP 2006)”. KTSP is Kurikulum Tingkat Satuan Pendidikan that means the curriculum which applied in education of Indonesia.

In brief, the general description of English textbook “*Look Ahead*” for senior high school of tenth grade students will show on the table below:

TABLE I

The Total of Themes, Texts, and Pages of Reading Materials of English Textbook “Look Ahead” for Senior High School of Tenth Grade Students

No.	Themes of unit	Total Texts	Kind of texts
1.	Tell Me What Happened	5 texts	Recount texts
2.	Telling Stories (part I)	5 texts	Narrative texts
3.	Following Instruction	3 texts	Procedures texts
4.	Telling Stories (part II)	1 text	Narrative text
5.	What Does It Look Like	3 texts	Descriptive texts
6.	What a Beautiful Place	4 texts	Descriptive texts
7.	Breaking News	6 texts	News Item

The reading materials in this textbook consist of vocabulary development and concerned with the grammar. Developing vocabulary is one of the exercises, which introduce new words for the students and train what they have already learnt from the reading text material. It also varies in exercise such as identify the story. In this textbook also gives a short explanation about grammar in part reading material, for instance tenses, clause, etc.

A textbook especially English textbook has important role in teaching learning process. It becomes one of teaching media in teaching learning process. The good English textbook is a textbook that cover four language skills such as listening, speaking, reading, and writing. In reading skill, the students read any kind of texts and get much information from them to increase their knowledge. In senior high school level, of course the reading text more than just simple paragraph. The texts are complex that consist of set of vocabularies and long stories.

The reading text will analyze based on criteria of good reading text by Patel and Jain (2008: 68). The criteria are:

- a). The subject matter should be well graded
- b). The words and structure are carefully graded
- c). Clear and unambiguous instruction should be given along side the practice and exercise