

Chapter Two

Literature Review

This chapter discusses the literature review on the textbook. In this chapter, the researcher explains about the definition of textbook. Then, textbook as teaching material in English language program which covers the advantages and disadvantages of using textbook. Lastly, this chapter elaborates about textbooks evaluation which consists of evaluating the aims and objectives and language skills of textbooks.

Textbook Definition

Textbooks are commonly used for the teachers or learners in instructional processing. Textbook is defined as prepackaged and published books which are used by teachers and learners in language course as the main basis in order to develop the language and specific skills (Nunan, 2003). Shannon (as cited in Wen-Cheng, Chien-Hung, & Chung-Chieh, 2011, p. 93) said that textbooks are commodities, political objects, and cultural representation. Furthermore, The Minister of Education of Ontario (2006) approved textbook as resource for schools as the implementation of curriculum. They defined textbook as a comprehensive learning resource which can be printed or electronic form and it has combination material such print, electronic, and non-print; they are used based on the specific needs and portion.

Tok (2010) said textbooks are necessary source and mostly used by both teachers and learners. Besides, textbooks are easy to find since it become a commercial. Richards (2001) stated that “commercial textbook together with

ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest form of teaching materials in language teaching" (p. 254). He added textbooks are used in different ways in language program which means that it provides the basis and model for the reading, writing, listening, and speaking skills. Meanwhile, Graves (2000) asserted textbook can be viewed as instrument or tool in teaching and learning process, then, it may be changed, supplemented, eliminated, or re-sequenced by the teachers. Textbook as an instrument means that the textbook is just stimulus for the process in teaching and learning. Textbook does not teach the language, but textbook is the instrument for teaching a language. Teachers' role becomes the key of the successful in using textbook where they should comprehend and explore the material to be taught to the learners.

Learners also are determiner for the successfulness in using textbook since students are the receivers and users of the material in language learning. On the other hand, teacher who wants to apply textbook as a tool can recognize two steps in using it. Graves added in understanding textbooks it should be considered two things which are getting inside of the textbook and everything other than textbook (2000). The term of getting inside means that the textbook covers three elements which are conceptualizing content, formulating goals and objectives, and organizing the course. Conceptualizing content can be defined that the material or text should be well organized and sequenced to each other. Moreover, the unit of the textbook should have objective and goals to be achieved. The more important

thing from those elements is how the unit content can help the learners to achieve the objectives.

To sum up, textbook is a print or electronic source ancillaries with the cassette or CD as the learning tool or instrument for teachers and learners in language learning which can increase learners' language skills, and it should represent social culture in language learning, then content of it should be well organized between goals, objectives, and the context to whom textbook will be distributed and selected. Additionally, teachers may change or adapt the textbooks.

Textbook as Teaching Material in English Language Teaching

Teaching material is the aid, resource, or tool used by teachers to support their teaching process in English language teaching and learning. It becomes one of the important things in language teaching and learning along with the teaching context. Meanwhile, language teaching is classified in the form of textbook, workbooks, worksheet, or readers (Richard, 2001). Principally, in the terms of textbook, Cunningsworth (1995) point out the roles of it in language teaching as syllabus, resource for presentation materials, practice and communicative interaction, reference on grammar, vocabulary, or pronunciation, and stimulation or ideas in the classroom activities for the learners. He also added that textbook's role can be the guidance for the teachers because of they have less experience in teaching so that they are able to gain confidence. Moreover, to maximize the use of textbook as teaching material in English language, it is necessary to know the advantages and disadvantages of textbooks.

Advantages of textbook. Graves (2000) argued that textbook has advantages in providing a syllabus for course, security for the learners, a set of visuals, activities, and reading material, task to assess the learners, and the consistency of the level as well as the sequence. In addition, Richards (2001) also proposed that the textbook gives advantages in providing syllabus for the course, helping the standardize instruction, serving the quality and efficiency, providing varieties of material, providing the language model, linguistic and input, and guiding the teacher in the class so that teacher can be more confident.

Both Graves and Richards have same points about those advantages. They maintained that textbook can provide a syllabus and structure for the course, which means that the textbook that is made by author or teacher can facilitate the program of the course. Whereas the textbook can serve the goals and objectives of course that will learners do in the course during semester which is systemically planned and structured. The same points also mentioned by Graves and Richards that textbook provides varieties of learning resource, visuals, activities, reading, listening, speaking, or writing. It can be defined that in textbook, it has many activities to increase the learners' language skill, then; it also can be accompanied by CDs, cassettes, or video to provide the audio especially for listening skill. Moreover, the textbook should have good visual on the design which suitable with learners' level. Textbook is efficient and save teacher time in developing material since in textbook the materials are prepackage rather than teacher create material one by one for each meeting. Therefore, teacher gets many advantages to use textbook in teaching English language.

Disadvantages of textbook. Using textbook as tool or instrument in teaching English language not only gets advantages, but also teacher should analyze the negative effects of using textbook. Here Graves (2000) asserted the disadvantages of textbook in English language learning such as textbook serves content which not be relevant to the level of the learners, the textbook may be too focused in one aspect and it does not link to each other, the activities and visuals aids may be boring and out of date, and the time allocation to do the activities may be unrealistic.

Whereas Richards (2001) also explained there are five disadvantages of textbook to be used in teaching English language, there are textbooks that may contain inauthentic material, distort content, deskill teachers, high cost to be obtained, and it does not reflect learners' need. It is important to analyze the textbook somehow when the content is not relevant to learners' need. For example teacher will teach first grade of elementary school, and teacher uses material for second grade. It is not possible to use this teaching material since the learner needs are different from age, proficiency and skill. The other cases in creating textbook is for market purpose which all textbooks are made in big amount so that sometimes the content also may not be at the right level.

Moreover, inauthentic material is also the disadvantages of textbook. Using authentic material in teaching process will be helpful for learners to learn language since the learners know the information and application of it in real-life. Furthermore, the use of authentic material can increase the teacher's creativity approach; for example the teacher can make activities by showing a video then

teacher asks the learners to interpret the information in the video. In view of that, authentic material is important in the main of textbook as it will not only help teacher to be more creative to teach, but also it will make learners more understand how the language is applied in real-life. Then, inauthentic material such language, picture, or the other source do not represent the application in real context. Inauthentic material also can be boring for learner since those materials are created. Additionally, the lack of textbook can be viewed from the out of date the material. A textbook sometimes is used in long time in teaching and learning process whereas the material should be always up to date. In the previous discussion, it mentioned that the textbook is written for commercial market so the price of textbook sometimes is too expensive to be obtained by learners.

Essentially, those disadvantages can be covered by a solution. Block and Maley (cited in Harmer, 2000, p. 304) indicated the use of a do-it-yourself (DIY) approach can cover disadvantages of textbooks. DIY approach enhances learners' motivation in learning English language since teacher creates attractive and creative material for their text and task. Then, teacher may develop material with many varieties based on the fact or what is happening in the class. Teacher also is free to choose the supporting material that teacher's need from the authentic material.

Teachers' Created Teaching Material

When talking about teachers, they have responsibility and obligation to plan the instructional material. Material is crucial things because it will facilitate the learners in learning language which can be linguistic, visual, auditory, print or

not-print, display, cassettes, CD-ROM, DVD or internet (Tomlinson, 2001).

Institution or government may provide the instructional material for the teachers.

However, the material may be not attractive, inappropriate, and does not provide the enough task, exercise, practice, or activities (Brewster, Ellis, & Girad, 2002).

For that reason, teachers need to be creative and able to create their own material.

Howard and Major (2004) proposed the advantages of teachers' created teaching material in four areas. These are contextualization, individual needs, personalization, and timeliness. In the term of contextualization, teachers are the one who know right who are the learners, learning environment, purpose of the course, and the time that will be spent to learn (Graves, 2000). By creating own teaching material, it can overcome the inappropriate material to the context.

Second advantage is the individual needs. Knowing needs help the learners reflect their learning. Teachers' created material provides the opportunity to select activities or text based in learners' level. Teachers can develop material in line with the learners' first language, local value, and background. The teachers are also able to choose the "topics, situations, nations, functions, skills, or combination of it" (Howard & Major, 2004, p. 102) in the material. Further, the advantage of teachers' created material in the personalization area is teachers know that each learner has their own learning style. For that reason, creating own material which is incorporate to the learners' learning style will motivate the learners to learn English assuredly. A last advantage is the timeliness. Teachers may select the topics which relate to up-to-date events so that the moment can be touched effectively.

Besides, teachers have to think that create own material may be face problems like the organization and quality (Howard & Major, 2004). Teachers' created material may lack a clear progression and not well-organized. Further, the material does not link to each part. It may be happen since teachers have lack experience and understanding about designing material. It adds the material lack clarity in layout, print, and pattern, therefore, teachers need to learn and follow a guideline for creating material. In addition, creating own material may be take long time (Howard & Major, 2004; Harmer, 2000) so that the teacher has to manage time properly in order to get the attractive material in teaching and avoid the problems.

Textbook Evaluation

It has already discussed that textbook is one of materials that can be used in teaching and learning process. An understanding about the advantages and disadvantages of the textbooks can be the consideration in using textbooks. Instead, the textbook must be evaluated in order to make sure that the textbook is appropriate to be used in teaching and learning process. By evaluating textbooks, the user can know the strength and weakness of a textbook itself. It is also useful for teacher development in gaining the nature of the material (Cunningsworth, 1995). As defined by Cambridge Dictionary (2008), evaluation is to judge or calculate the quality, importance, amount or value of something. According to Cunningsworth (1995) and Ellis (1997) textbook evaluation aids teachers to review the assessment that they made. Moreover, by textbook evaluation, it can help teacher to obtain the appropriate and correct textbook that will be used. It

also looked the textbook whether it is well organized and circumstantial or not (Rahimpour & Hashemi, 2011). While Hutchinson and Waters (1987) pointed out that “textbook evaluation principally straightforward, analytical matching process: matching need to available solutions” (Wen-Cheng, Chien-Hung, & Chung-Chieh, 2011, p. 93). This means that textbook is judged openly and analytically. This judgement is to find out whether the textbook is suitable with the learners’ need or not, perhaps textbook unmatched to the need so the teachers can find an alternative. Hence, textbook evaluation can be defined as a review, analysis, or judgment process in order to examine the content of textbook is suitable and reliable to be used in teaching or learning process.

Littlejohn and Windeatt (1989) suggested that materials can be evaluated from the following perspectives; (1) the general or subject knowledge, (2) the nature and acquisition of knowledge, (3) the nature of language learning, (4) role relations implicit, (5) opportunities for the development of cognitive abilities, (6) the values and attitudes inherent in the materials (Nunan, 1991).

Furthermore, Harmer (2000) emphasized the three stages procedures to evaluate or assess textbooks. The first is selecting of areas for assessment, this means that teachers have to list the features or component that they will assess in the textbook. They may choose to assess the language use, and teacher can expand to evaluate the language use like grammar or vocabulary. Teachers also may evaluate the layout or design of textbook. Actually teachers may assess all features in the textbook as long as they list it in order to make the evaluation process is sequence and structured. The second step is stating beliefs. When

teachers decide to evaluate the part of textbook, they have to state their belief about the criteria of textbook. Belief in this context is defined the criteria of the evaluation. For example teachers want to evaluate the layout and design of textbook, they may state their belief that the page should clean, the margins should have same size, or the picture should has clear color. The last stage in the procedure to evaluate textbook is using statement for assessment. After stating belief in statement, teachers use that statements for assess the textbook. The statement can be listed and teachers can make a table for each statement. When teachers start to assess the textbook, they can use a cross or checklist system. Teacher also may use this way to compare the different textbook.

In this time, Littlejohn (2011) proposed there are two aspects in analyzing of language teaching material which are publication and design. Publication is related to the physical aspect of the material. Physical aspect can be covered how textbook appear when it is published. The material can be in the form of paper, cassette, or the other component. Those components also have to be considered about where the material will be used and does the material can be accessed for the user or not. Additionally, the subdivision of sections into sub-section also needs to analyze. It means that distribution of material has to run based on the sequence for each section, and each section should coherence.

For the second aspect, design, it relates to the principle of language learning. In this aspect, the aim of the material becomes the first point that will be analyzed since the aim can propose the learning objective that will be achieved. In this aspect, it also covers how to analyze about the task, language, content, or the

activities in the material. In analyzing design, the types of teaching and learning also should be observed whether the activity that learners do can improve learners' ability and skill or not. Then, the learners' role in the material also should be considered like who will receive, what will do, whom they do with, and what will they achieve from the material by the teachers lead. Thus, in aspect of an analysis of language teaching material, design is related to aim of the material which means that the aim and the activities have to sequence in order to make the learners' comprehend in all competencies.

On the other hand, Cunningsworth (1995) presents categories for textbooks evaluation; they are aims and approaches, design and organization, language content, skills, topic, and methodology. Garinger (2002) also proposed textbook evaluation in English as second language. He asserted that in evaluating textbook, the things are the learners' preferences, the sequences of each unit and series, the appropriateness if the age group and background, and the sensitiveness to the cultural background and interest. Nevertheless, as the purpose of this study is going to analyze the aims and objectives and the language skills in textbooks so the categories that will be discussed are the aims and objectives and the language skills evaluation.

Evaluating the aims and objectives covered in the textbooks. In writing textbooks, the first thing that should be done is formulating the aims and objective in order to know what will be achieved in teaching and learning process. Thus, evaluation of textbook can be started from the aims and approaches. Aims and approaches are evaluated to find out whether the textbook's aim has closed aim

with the program and learners' needs, the suitability of textbook in teaching and learning process, and acceptability in term of the material. Through evaluating the aim and approaches, it can be known the textbooks are flexible to be used or not. Moreover, the aims and objectives of the textbooks have to be appropriate with the curriculum and the program, "if the goals and curriculum of the program are clear and well defined, the parallels with certain textbooks may become obvious" (Garinger, 2002, para. 3).

In evaluating the aims and objectives, Cunningsworth (1995) emphasized there are several things that should be considered such as the comprehensiveness of the textbook, learners' need, the effectiveness of the textbook and soon. He also added more comprehensive checklist in evaluating the textbook particularly in the teaching and learning situation for instance the suitability of the aim in English program, syllabus, and the measurements of the aims and objectives can be achieved.

In writing textbooks, the pre-service teachers at EED of UMY formulated the aims and objectives based on the curriculum. According to Richards (2001), "curriculum is a far boarder concept" (p. 39). It includes all fundamental aspects not only about the nature in teaching and learning process, but also about how learners learn, teachers' role, materials, styles and methods of assessment, and facilities. School-based curriculum which existed in 2006 was used as the guidance in creating textbooks. In bahasa Indonesia, school-based curriculum is known as *Kurikulum Satuan Tingkat Pendidikan (KTSP)*. According to Department of Indonesia National Education Standard, school-based curriculum is

operational curriculum which was arranged and organized by each school. In this curriculum, it elaborates the learning purpose of the school, curriculum structure and content and syllabus. Further, they also regulate the English as the global language to be taught for the learners in order to achieve English literacy levels which are performative, functional, informational, and epistemic (BNSP, 2006). Additionally, the other purposes are to developing learners' communication competences in functional literacy level through listening, speaking, reading, and writing skill. The learners are also able to comprehend and create monologue text like procedure descriptive, recount, narrative etc., and short functional text. The linguistic competence also should be taught for the learners so that they can know the grammar, vocabulary, phonology, and morphology of English.

School-based curriculum also elaborates the learning purpose of each class clearly. In addition, the pre-service teachers at EED of UMY write the textbooks based on the class that they choose. They formulated the aims and objectives of the textbook by looking at the curriculum. As a result, through knowing the learning goals in curriculum, it will aid the pre-service teachers to create their textbooks. By using school-based curriculum, the pre-service teachers can write the textbook more directed and produce the material based on the learners' need in learning English.

Evaluating language skills covered in the textbooks. The main purpose of language learning, particularly English, is to improve the language skills (Garinger, 2002). Language skills are divided in two terms which are receptive skills and productive skills. Receptive skills are the ability to expose the language

through listening (hear) and reading (see), while productive is the ability to produce the language through speaking and writing (Harmer, 2000). In this context, Cunningsworth (1995) pointed out the language skills need to be evaluated with the purpose to check it is organized adequately and sequencedly, it is balanced among all skills, it is appropriate to the situation of the learners especially for the integration skills, and it also considers whether each skill uses semi-authentic or authentic material.

Listening. As the receptive skills, listening can aid the learners to gain the input language (Harmer, 2000) and it is also the crucial factor of communicative competence so that learners are able “to develop a principled approach to language pedagogy” (Flowerdew & Miller, 2005, p. 30). Thus, the listening skill in textbook has to handle the activities which take role with speaking or work in its own through recorded or audio listening (Cunningsworth, 1995). Video also can be used in listening skill. According to Cunningsworth (1995), the audio material should consider the sound quality, speed, accent, and authenticity. The audio may provide the dialogues or listening passage, so the audio should be clear to be listened by the learners. English as second language may be the reason of the learners difficulties in acquiring and understanding the sound. Therefore, the speed of delivery must be considered since the learners may lose what they are listening to if the speed is too fast. Further, accent should be clear and familiarized by the learners.

Listening also should cover the three stages which are pre-listening, while-listening, and post-listening activities. Pre-listening is the preparation process

before the learners do the activities. The process can be “personalize a context, provides motivation, and interest build up the background knowledge, and introduce the words, structures and concepts” (Brewster, Ellis, & Girad, 2002, p. 100). Pre-listening has to be included in the textbooks in order to make the learners have description what they are going to learn. In addition, according to Underwood (as cited in Banat, 2015), while-listening enables the learners to obtain the information from spoken language and self-monitor learners’ comprehension process. Meanwhile, post-listening focuses on the evaluation of the listening comprehension. For that reason, post-listening activities may be longer than pre-activities. Post-listening activities can be in the form of questions, reviews, pictures, graphs, and e.t.c. Briefly, the consideration that should be concerned in the listening skill of textbooks are audio material must have a good quality to be used and the activity should cover the three stages.

Speaking. Through providing the speaking activities in the textbook, it will encourage the learners to speak by applying the language features so that they can process information and language directly (Harmer, 2000). Expectantly, it will give the opportunity for the learners to improve their fluency and confidence as the important goal in this skill (Scrivener, 2005). The speaking skill can be developed by giving dialogue, role play, oral presentation, or information gap (Cunningsworth, 1995) activities in the textbook. The activity like role play can be used in developing learners’ verbal expression and oral fluency based on the real situation (Harmer, 2000). Cunningswroth also added “the more mechanical aspects of speaking are also covered in pronunciation practice” (p. 69). The

pronunciation skill like stress and intonation should be taught in speaking so that learners can emphasize the communicative value and relevance (Litz, 2005).

Reading. As the receptive skills, reading is different from listening skill in the term of acquiring process. “Reading is a set of skills that involves making sense and deriving meaning from the printed word” (Linse, 2005, p. 69). There are two approaches to teach reading. Those are intensive reading and extensive reading. Harmer (2000) defined intensive reading as the process to gain information without worrying the meaning of each word. In other word, intensive reading is comprehension reading to explore the meaning (Alyousef, 2006). Meanwhile, Haider and Akhter (2012) proposed intensive reading “usually involves a slower process of reading relatively small amount of the materials with view to extracting the specific information. Learners may look for the meaning of each word by using dictionary and translate it one by one. Contrary to intensive reading, extensive reading is the condition where the learners should read a material that they can understand (Harmer, 2000). The purpose of extensive reading is for getting pleasure. Therefore, the learners may choose many types of passage like tabloid, fiction or non-fiction books.

In addition, the things that should be concerned in providing the text for reading material are the length of the text, authenticity, complexity of the grammar and structure, range of vocabulary, and background knowledge (Cunningsworth, 1995). Firstly, in creating the reading material, it should be ensure that the text is not too long to be read by the learners to avoid the misinterpretation and boredom. Secondly, the text should represent the authentic

material. Authentic material is the use of material based on the real-life context and real information such video, photographs, newspaper, or magazine which are not prepared for teaching and learning process (Berardo, 2006; Cook, 1981; Richards, 2001). Authentic material will aid and motivate the learners to read since they read based on real context so that they can enjoy it. Thirdly, the grammatical aspect needs to be considered because it is “essential aspect of communicative competence as means of accomplishing reading objectives” (Litz, 2005, p. 28). Further, the text has to be proper with the learners’ level. Learners’ level will determine the vocabulary mastery and background knowledge of the learners. Therefore, it will be beneficial to apply the reading stages which are pre-reading, while-reading, and post-reading in teaching English. Pre-reading is done to develop learners’ focus and attention as the key to understand the text (Cunningsworth, 1995). While-reading is applied to develop learners’ linguistic and schematic knowledge while post-reading is addressed to emphasize learners’ comprehension through task or exercise like comprehension questions (Alyousef, 2006). To this end, textbooks should cover the reading approach either intensive or extensive. Then, the reading skill must be done through three reading stages as already discussed above.

Writing. Sokolik (cited in Linse, 2005) argued that writing can be defined as the process and product combination. The meaning of process is collecting idea that will be written while the product is the result of writing like passage or book. In writing process, Harmer (2000) proposed the language resource such as the spelling, layout, and punctuation. There are many variety of English which can

determine the types of word that will be chosen by the learners. For example, *authorize* is American spelling and *authorise* is British spelling. Therefore, to avoid inconsistency in using the word learners have to be aware of the spelling. Layout and punctuation are also important aspect in writing skill. The writing purpose, e.g. formal, informal, or business have difference layout and punctuation. The learners should be able to recognize where they should put the capital letter, commas, or the other punctuation.

Moreover, the writing process can be done through emphasizing the brainstorming, planning, drafting, revision, and editing (Litz, 2005). On the other hand, White and Arndt (as cited in Harmer, 2000) also presented the writing processes. Those are drafting, structuring, reviewing, focusing, and assessing the draft. Both of writing processes have similarity and learners may choose it by themselves. Further, in assessing the writing skill of textbook, Hyland (2003) offered the requirements of writing evaluation. There are the attractiveness and appropriateness of the content, the clearness of model, the variety of the content, and variety of the text in stimulating, motivating, and gaining the learners' confidence.

Briefly, in evaluating textbook, we should find out whether the textbooks cover four skills such listening, speaking, reading, and writing skills. In listening skill, sometimes the textbook is supported by the audio listening. It should be evaluated whether the sound is clearly to be listened. The audio also should be authentic. In speaking skill, evaluation is conducted to find out whether the material provides activity to improve the speaking skill such role play, dialogues,

or conversation that are well designed and suitable with the social context or real life. For reading skill, we can find out the text or passage is suitable for the learners' level and interest or not. In writing skill, this is to seek the accuracy degree and the organization of longer pieces of writing, say for example there is activity to create a paragraph.

Review of Related Studies

Textbook is a common material that is used in teaching and learning process as the resource and objective of the activity in the class. In Iran, there is limited resource to select and evaluate the textbooks which are suitable and applicable to be used in teaching and learning process. Hence, Rahimpour and Hashemi (2011) conducted this study to evaluate the three of English language textbooks currently used at high school in the perspective of high school English teachers. There were 50 high school English teachers (20 male and 30 female) with more than 10 years of teaching experience as the participant in this study. There were seven aspects which were analyzed in the questionnaires; those were vocabulary, reading, grammar, language functions, pronunciation practice, physical make-up, and practical concern. As the result, only "grammar" category which was acceptable and the other of aspects in English language textbooks did not encounter the teachers' expectation. Although this study does not show clearly whether those three English textbooks were in the same level or not and the study is used quantitative research, I can use the aspects of evaluation and the findings as the references.

Meanwhile, Litz (2005) conducted his research to determine the relative strengths and weaknesses of the book and ultimately decide how well it suited the desired and attainable goals of intermediate EFL curriculum. The evaluation has been done by giving textbook evaluation questionnaires to the instructors and students. The researcher used case study as the methodology. As a result, this study found that the textbook has many consistencies in some aspects but the textbook failed to encourage the meaningful activities and practice, realistic discourse, and internalization of language. Further, this research does not explain clearly the comparison of the evaluation between instructors' perspective and students' perspective. Nevertheless, this research can be my references of my study since it has in-depth analysis through systematic survey.

On the other hand, Susanto (2014) conducted the textbook evaluation research to compare between EFL textbook based on 2013 curriculum and the textbook based on school-based curriculum. The methodology that she used was document analysis in qualitative approach. The researcher compared the textbook using two different criteria which are criteria of good textbook based on Namibia's instrument and McGrath (2005). The criteria were physical characteristic, content, pedagogical aspects, language level, and theme. The result of this study found that the textbooks are appropriate for each curriculum. However, the textbook based on 2013 curriculum is applied for students' centered while textbook based on school-based curriculum is good for improve the language skills of the learners by using the teacher's centered. Thus, the textbook based on 2013 curriculum is not ready yet to be implemented by the learners in

learning process. Consequently, the results of this study can be used as the foundation of my research which is to examine whether the textbook correspond to the school-based curriculum or not.

Briefly, from those three studies this research has differences in terms of research method, the analyst, the aspect of evaluation, and the textbooks. If the studies by Rahimpour and Hashemi (2011) and Litz (2005) used quantitative method with teachers' and students' perceptive in analyzing the textbooks while this study uses qualitative content analysis where the researcher will analyze the textbooks by her own. Although Susanto (2014) also conducted her study used qualitative content analysis and the analyst was her as well, it also has difference. Susanto (2014) evaluated the textbooks by commenting each textbook. Meanwhile, the result of this study will be explained in percentage. In addition, more than two aspects were evaluated in those three studies such as aims and objective, layout and appearance, language level, theme, vocabulary, grammar, and language function whereas this study will only evaluate two aspects. Further, in this study is not only uses checklist evaluation criteria which developed by some theorists, but it also uses standard competence in curriculum to evaluate the aims and objectives in the textbooks. Those three studies analyzed the textbooks which were used and implemented in teaching and learning process. Meanwhile, this study examined the textbooks which have not implemented yet.

Conceptual Framework

As the future teacher, pre-service teachers at English Education Department should be able to design good material for their teaching process.

Material that had already been written by pre-service teachers at EED of UMY are textbooks. Textbook is printed out paper material that is common to be used by teacher or learners in language teaching and learning process. The pre-service teachers at EED of UMY are required to writing textbook since it also become the project assessment in Material Design subject. However, this project will be very beneficial for pre-service teachers' at EED of UMY development in teaching skill.

Textbook written by pre-service teachers at EED of UMY needs to be analyzed in order to make improvement in writing textbook. It can be known whether the textbook is good to be implemented or not by analyzing textbook which written by pre-service teachers at EED of UMY. The main point that will be analyzed is what should be improved from the textbook for better writing. Expectantly, the textbook written by pre-services teachers at EED of UMY can be implemented in language teaching and learning process. The process of analyzing textbook which is written by pre-service teachers at EED of UMY will use the evaluation criteria of textbook by the combination of Cunningsworth (1995) and Garinger (2002) that has already been discussed previously. The criteria of the textbook analysis will be drawn in the following figure 2.1. Conceptual framework.

Figure 2.1. Conceptual framework

