

Chapter Two

Literature Review

This chapter discusses some aspects to support this study. Literatures related to the topic of this study are elaborated. Those are textbooks, reading comprehension, the difficulties in reading textbooks, and the strategies used in reading textbooks.

Textbooks

There are several reading materials that can be used to enhance reading ability. The reading materials include textbook, magazine, newspaper, novel, article, and journal. English textbooks are often found in several schools and used as media of learning in the classroom.

The definition of English textbooks. One of reading material is English textbooks. Teachers usually use English textbooks as the literature to support teaching and learning process. According to Graves (2000), textbooks are books used as an instrument for teaching and learning in educational area which those have standard information source. Additionally, textbooks are defined as useful resources and easy to access for both teachers and students, which they can apply it according to their needs (Mahmood, 2011). For teachers, textbooks are used as a resource in designing a course. In the other hand, for students, textbooks are used as a resource in receiving English language.

Textbooks offer materials that can be used for both teachers and students to support a process in learning language. The materials contain information about language learning of a course. It supported by Hutchinson and Torres (1994), in textbooks there are texts, activities, and explanations that can give input for

classroom lesson. Therefore, textbooks are a tool to support the academic purposes. It is used to help teaching and learning process through the materials that have been designed based on the curriculum.

The types of English textbooks. There are several types of textbooks in the language classroom. Some experts such as Grant (1990), Gardiner and Musto (2010) have been mentioned the types of textbooks include traditional textbooks, communicative textbooks, and e-books. Here is the detail explanation of them.

Traditional textbooks. The first category of textbooks is traditional textbooks. Traditional textbooks have several characteristics such as using learners' first language or the language they have already spoken. Many teachers prefer to use traditional textbooks, because they think it is easier to use. However, in using traditional textbooks learners still cannot communicate in the target language when they finished the study. Besides, this book focuses on grammar instead of communication. Then, most of exercises provided are reading and writing skills instead of speaking and listening skills (Grant, 1990).

Communicative textbooks. The second category of textbooks is communicative textbooks. This book has several characteristic such providing communicative activities because it focuses more on language skill than grammar. Communicative textbooks provide communicative activities in order to make students able to communicate in the target language. At the end of school, students are able to use the target language. Besides, it provides students' attractive topic. Then, it also allows students to make a group work (Grant, 1990).

E-books. Another form of textbooks is e-books. E-books are defined as reading media published digitally. The content of e-books includes text, images, or

both, which is readable on computers or other media. The materials can be accessed via internet, laptop, smart phones, e-readers, and tablet (Gardiner & Musto, 2010).

The roles of English textbooks in classroom. Almost all of schools use textbooks as the media of learning in the classroom. Textbooks play an essential role in the class especially for language learning because textbooks can provide what teachers and students' need. It is supported by Diniah (2013) that textbooks play a crucial role in learning language because they provide almost the whole aspects of English language teaching through the material served. Textbooks provide significance for both teachers and students in a learning process.

As the learning guidances. First, textbooks play a role as guidance for a teacher and students in the classroom. According to O'Neill (1982) as cited in Diniah (2013), through textbooks, the teacher and the students can know what they have to learn in the next meeting by looking each chapter. In line with what Graves (2000) mentioned in textbooks, there is a syllabus for a course in order to know what they are going to learn in the next meeting and in what order. For the teacher, by having textbooks in the classroom, it guides teacher to teach the material based on the syllabus and lesson plan. Besides, it gives instruction for students about the lesson and the objectives of the course. Thus, it helps the teacher to prepare materials or activities for each meeting and students are able to learn by themselves before the teacher explain material in the classroom.

As the teaching aids. The second significance of textbooks is becoming teaching aids for teachers. According to Nilsson (2006), textbooks can give a benefit for less-experienced teachers to develop their teaching. It is also supported

by Cortazzi and Jin (1999) as cited in Wang, Lin, and Lee (2011), textbooks can be a teacher, a map, a resource, a trainer, an authority, and an ideology. When the teacher introduces new topic or material for the students, textbooks can be a bridge to deliver the topic or the material with information consisted in the textbooks. The material in textbooks is discussed in detail for each course. For example, in Research Methodology textbook, it explains the whole aspect in conducting a research. It provides all of the important information that teacher needs to give to the students. Therefore, textbooks can be a teacher's assistant in a classroom in order to give new information for the students.

As the resources. Third, textbooks play a role as resources for both students and teachers. For students, textbooks are the essential source in order to obtain language exposure. According to Gak (n.d), textbook has important role for the learners in order to obtain the useful resources. Furthermore, Gak (n.d) also mentioned that textbooks are the connection between the learners and the language to get the important sources. Textbooks have an essential role in EFL learners as a significant source of exposure to construct students' perception of English language (Matsuda, 2002). In other words, textbooks are beneficial for students in providing knowledge and information of English language.

For teachers, the role of textbooks is to help teacher to create materials for a learning process. Richards (2001) as cited in Nilsson (2006) mentioned that by using textbooks, teachers do not waste their time to create their own materials. The advantage of using textbooks is keeping teachers' time in creating materials because it has served a set of visual, activities, read, and so on (Graves, 2000). Moreover, textbooks might add materials such as teaching guide, CD, worksheet,

and video to support teaching process (Graves, 2000). The teacher does not need to spend their time to make materials, because textbooks have provided almost whole aspects in teaching and learning activity. By saving time, means that the teacher can distribute more time in helping students comprehending the materials rather than making them. Therefore, the teacher can spent more time in developing activities. In short, textbooks can be sources for teachers to help them in creating the materials.

Therefore, it shows that textbooks have many functions in learning process in the classroom. Textbooks give significances for both teachers, as creators of the lesson to explain the information and students, as language learners to obtain language exposure.

Reading Comprehension

To access reading material, students need a comprehension in reading. Bernhardt (1987) as cited in Chung (2012) mentioned that reading comprehension is a process to correlate new information towards their background knowledge. According to Indrayani (2014), reading comprehension is defined as the competence to understand the whole meaning or ideas of written text. On the other words, reading comprehension is the ability to correlate new information with the background knowledge in order to obtain the ideas of reading text. Reading comprehension gives several significances for students' learning process.

First, reading comprehension is an essential for students to access reading material such as English textbooks. In line with Chawwang (2008), it is important to have reading skill for EFL students, because most of textbooks and other reading materials are written in English. Furthermore, reading comprehension is

very crucial for college students. Most of their courses are conveyed through reading materials. Reading is beneficial for college students because it provides sort of information of their major fields of study (Farhady & Mirhasani, 2003). Students will be hard to interpret every subject without reading comprehension skill. At the end, the learning goals will not be achieved by students.

Second, having good reading comprehension can give a big contribution for students in receiving new information and knowledge. Then, they can apply their current knowledge with their prior knowledge and apply them in real life. Furthermore, they are able to analyze the new information they get.

Hence, by having good reading comprehension, students can obtain a lot of information through English textbooks that they read. When students can get the ideas of the text, they can become successful textbooks readers. It means that students can achieve the purposes of the course because most English textbooks have provided the material of the course.

The difficulties in reading comprehension. In reading comprehension, students might face several difficulties. According to Wallace (2007), students have different views of reading process. Some of them are interested in reading while the others find the obstacle on it. Some experts such as Shehu (2015), Chou (2011), and Chung (2012) have been identified the difficulties in comprehending reading materials especially English textbooks.

Unfamiliar content. The first difficulty relates to unfamiliar content. According to Carrell, Devine, and Eskey (2000), background knowledge of content gives more benefit for readers in order to help them to remember and to understand the text than someone who is unfamiliar with the topic. This

unfamiliar content might lead the problem in reading process. In this situation, students might face the problem in comprehending the text.

Lack of vocabulary knowledge. The second difficulty relates to vocabulary knowledge. Vocabulary and motivation to re-read become the highest problem that occurs in comprehending English reading (Chung, 2012). It is also supported by Shehu (2015) she stated that a great problem in comprehending the text is unfamiliar words. It shows that vocabulary knowledge and reading comprehensions are related. It is necessary for students to have adequate knowledge of vocabulary in order to understand fully passage in foreign language (Chou, 2011). Vocabulary knowledge gives an influence for students to be a successful reader. Students might struggle with unfamiliar words during the reading process whereas vocabulary knowledge determines the students' interpretation towards the text. Thus, students will be difficult to access the information without having good vocabulary knowledge.

Complex sentence. The third difficulty faced by students is complex sentence. Complex sentence is a sentence consists of independent clause and dependent clause. According to Chawwang (2008), second and foreign language students face difficulties in complex and very long sentences in reading comprehension. The complex sentence is known by subordination conjunction such as before, after, because, though, even though, while, when, whenever, during, as soon as, as long as, since, until, unless, where, wherever, as if, and if.

Low motivation to read. The further difficulty is students' motivation to read. Clarke, Truelove, Hulme, and Snowling (2014) mentioned one of the possible difficulties is motivation to read. It is supported by Boardman, Roberts,

Vaughn, Wexler, Murray, and Kosanovich (2008) who stated that reader who are struggling in reading often face lack of motivation to read. This situation might be influenced by kind of reading text or the length of text which students have to read. Lack of motivation affects to students' reading process such as they are difficult to comprehend, they are not able to develop effective reading strategies, and it limits their exposure to important content area information, world knowledge, and vocabulary (Morgan & Fuchs, 2007). This situation might occur because students do not read for pleasure. According to Karim and Hasan (2007), students spent long time to read article, journal, academic books, and website because the obligation of doing assignment, instead of their pleasure.

Working memory. The other difficulty faced by students in reading comprehension is working memory. Shehu (2015) mentioned students face the difficulties to recall the information of what they just read. Students need to read some passage which contains a lot of information. It is supported by Clarke et al., (2014) who stated that working memory is essential for text comprehension, because it is necessary for reader to integrate the information that has just been read towards the upcoming information. For the length of text, students need to comprehend all of the information and keep it to their memory. However, some students are difficult to recall some passage they have read. Therefore, this problem affects for student in reading process, which also gives effect for students' reading comprehension.

Based on the explanation above, all of the points are the potential problems faced by students in reading. Those problems might occur in reading

material text such as textbooks. Then, those problems will affect for students to obtain the information of textbooks they have read.

The strategies in reading comprehension. The difficulties in reading English textbooks above show that students need to utilize some strategies in order to solve reading difficulties. By having good strategies students can comprehend a text easily. Nunan (2003) stated that reading strategies are needed for students to learn which appropriate to their reading purpose.

Making questions. First, student can use specific strategy such as asking question to stimulate preceding knowledge. They can implement this strategy to trigger previous knowledge before reading process. According to Pullupaxi (2012), student can activate prior knowledge by making list of questions of what he/she has known to correlate with topic. According to Pullupaxi (2012), activating prior knowledge can give benefit for students to enjoy a reading process and make students become successful reader.

Writing summary. The strategy, which can be implemented by students, is writing summary. Misulis (1997) stated that students can make outline and write summaries in order to understand the textbook. The summaries can be written in students' own word. In line with Pressley and Woloshyn (1998), to increase students' understanding, they can use summarization or description strategies. It is also supported by Hasani, Rahimy, and Arjmandi (2014) who stated that students could employ some strategies including practice to relate the text with their background knowledge, draw conclusions, arrange questions at the text, and summarize information to gain the comprehension in reading. Therefore, in

summarizing, students have to find out the ideas of the text and list the important information of the text.

Using collaborative learning activities. The further strategy is using collaborative learning activities. This strategy can be used during the reading process. Collaborative is one of the methods used in the teaching and learning process, where the students are allowed to participate in sharing ideas and experiences about the lesson (Suprihatiningrum, 2016).

In this activity, students are allowed to make a group of two or more in order to understand about a reading text. Through collaborative learning, students get some benefits such as they are able to share the ideas and knowledge to other students. Moreover, they can practice their language in the group. It is supported by Guthrie & Humenick (2004) who stated that students are able to read together, share the information, and explain their knowledge to others through collaborative learning. Additionally, collaborative learning is beneficial for students to increase their motivation in reading and reading related to task (Guthrie & Humenick, 2004). Therefore, in collaborative learning students can overcome their problem in understanding English textbooks by sharing the information.

Using mind mapping. In reading comprehension, students can implement strategy such as using mind mapping. Students can apply this strategy after reading process in order to reveal their understanding of the text. As related to mind mapping, it is fun way, which students can use note taking while reading. Sugiarto (2004) defines mind mapping as a technique to comprehend reading text by making visualization of problem based on the summarization of reading resource. Students are able to use symbols or picture to represent information of

the text by using mind mapping. According to Suryani (2015), mind mapping contributes some benefits to teach reading skills such as students are able to comprehend a text by writing main ideas in the readers' own way and students are able to obtain the information based on mind map and diagram. Therefore, in mind mapping, students can identify the information of the text, and then it helps students to take note easily.

Producing ideas. The other strategy that can be used by students is producing ideas. Students can reveal their understanding of the text through several ways including writing a poem, writing a play, drawing pictures, and making charts (Shehu, 2015). Besides, Shehu (2015) also mentioned that students are allowed to review what they have read through story re-telling and story maps. This strategy can be implemented by students when they have read the text in order to ensure their understanding.

Re-reading the passage. Additionally, another strategy in reading comprehension is re-reading the passage. It is necessary for students to re-read passages in order to help them increase their reading speed and fluency. It can also increase the knowledge through what they read (Shehu, 2015). Therefore, students are suggested to read the passage of reading in many times. It will help students to increase their reading ability indirectly.

In brief, several strategies have been identified by the researcher. Students can initiate their prior knowledge by making list of questions before reading process. Then, while reading process, student can write summary about what they read and implement the collaborative learning. After reading process, student can use mind mapping and produce ideas to disclose their understanding of the text.

Additionally, they can re-read the passage to increase their reading ability. Those strategies can be used in order to solve some problems in reading comprehension.

Review of Related Studies

In this section, the researcher relates some researches to this current research. There are some researches present the same topic about the problems in reading comprehension. The other research discusses the use of English textbook in classroom. Here, the researcher provides the summaries of the previous researches.

The first researches which title "*An Investigation of English Reading Problems of Thai 12th-grade Students in Nakhonratchasima Educational Regions 1, 2, 3, and 7*" was written by Chawwang (2008). This study had a purpose to investigate English reading problems of Thai 12th grade students in Nakhonratchasima. The participants of this study were students from science and arts program. This study used a test as data instrument. The test concerns on three aspects including vocabulary, sentence structure, and reading comprehension. The result showed that the participants found the difficulties in all three aspects of vocabulary, sentence structure, and reading comprehension.

The second research entitled "*Reading Comprehension Problems Encountered by Foreign Language Students, Case Study: Albania, Croatia*" was conducted by Shehu (2015). This study aimed to discover problems in reading comprehension which contribute impact on language learning. The other purpose of this study was to discover some strategies to solve problems in reading comprehension. This study used questionnaire, which was distributed into three different high schools in Albania. The result showed that the difficulties in reading

comprehension were found frequently. The difficulties occurred for some reasons such as vocabulary, working memory absence of extensive reading, and type of text. Besides, this study also presented the recommended strategies for students in reading comprehension. The strategies involved making a review, using cooperative learning, and allowing students to demonstrate their understanding about text.

The third research which title "*Teachers' Perceptions Towards The Use of English Textbook in EFL Classroom (A Descriptive Study of EFL Teachers at One Islamic Senior High School in Cirebon)*" was written by Diniah (2013). This study aimed to investigate teachers' perceptions on using textbook. Besides, this study also purposed to discover the strategies and the difficulties in using textbooks in classroom in order to improve the textbooks' development. This article presented a study about the use of textbooks in teaching and learning process. Two EFL teachers of 10th grade were being the participants of this study. The techniques in collecting the data used questionnaire, observation, and interview. This study showed the positive perceptions of using textbooks by the teachers. The teachers believed that textbooks were appropriate with students' need, teachers, syllabus, and examination. It also found the strategies used by teachers in using textbook such as adding materials, modifying task, and omitting material or textbooks. In addition, teachers also mentioned the difficulties when they used textbooks in classroom such as the level of difficulty of materials and limited aids for teaching.

Based on the previous researches, they give useful information for this current study. Those related researches discover some views on reading

comprehension problems and the use of English textbooks. The results of the previous research state that the problems faced by students in reading comprehension are vocabulary knowledge, sentences structure, reading comprehension, working memory, and absences of extensive reading. Students are not able to interpret the information of reading material without having good vocabulary knowledge. Moreover, the previous research also provides teachers' perception on the use of English textbooks in the classroom.

However, several things in this current research make it different from the preceding studies. First, this research focuses on the difficulties faced by students in comprehending English textbooks. Second, this study provides the strategies used by students to overcome problems in understanding English textbooks. Thus, this research is expected to give contribution on some views in reading comprehension problem and the strategies used to solve the problem in reading comprehension especially for English textbooks and then, it helps students to improve their reading ability.

Conceptual Framework

It has been mentioned previously that students use English textbooks as the literature in the classroom. However, in using English textbooks as the literature, students might face some difficulties related to comprehending the reading text. This study intends to discover the difficulties faced by students in understanding English textbooks at EED of UMY. In addition, in using textbooks as the literature in learning process, students need to implement some strategies in order to solve the problem in reading comprehension. By implementing some strategies, it helps students to comprehend English textbooks that they read. It

means that students can achieve learning goals, which comprehend a subject they learn.

Figure.1 Conceptual Framework

