

CHAPTER II

LITERATURE REVIEW

This chapter deals with review some theories and previous studies which are relevant that will to the topic to support the research opinion. There are several contents be discussed in literature review, such as textbooks, students' English achievement, correlation between textbooks activities used of students and students' English achievement, previous research, and conceptual framework.

Textbooks

Poerwadarminta (2007) states that textbooks are defined as a collection of notes which is filled with knowledge and published by the government through the department of Education and Culture of Indonesia. In American Heritage dictionary (2007), textbook is a book used in school or collages for the formal study of a subject. According to Oxford Dictionary textbooks is a book used as a standard work to study a particular subject.

A textbook is a tool in learning process used by teacher and students' at the school, in order to achieve educational goals. Textbook can be used as prescribed readings for students as text with a positive influence (Syah, 2007). Based on definition by the experts, the textbooks are a part of learning process schools or colleges which contains a source of knowledge and gives the role to the success of students' learning.

Types of Textbooks

In Indonesian education, currently the types of textbooks that are used in the learning process in the classroom are issued by government thought by the ministry of national education (DEPDIKNAS). DEPDIKNAS published a textbook to be used by teacher and students at each level of education as a process of teaching and learning at school.

The textbook use in learning process in Indonesia consist of: (1) Textbooks that was issued by government (DEPDIKNAS), is compulsory to be used by teachers for the study English. In the class which was subject to this research, teacher and students use the book entitles 'Pathway in English' which was published by Erlangga and recommended by the government and the researcher uses this book to observe in this research. (2) Supporting textbooks, that is a workbooks or in the scope of education in Indonesia namely *LembarKerjaSiswa (LKS)*. In Madrasah Aliyah Muallimin Yogyakarta the teacher used *LKS* as supporting textbooks. This book is used when the teachers give an assignment or home work, so that students get additional opportunities to study which relies on the support of the book.

The Functions of Textbooks

Based on the type of textbooks above, books contain learning tools that are used to convey knowledge from teacher to students to achieve educational outcomes. The textbooks also allow students to learn independently without teacher supervision for homework or private activity.

Richards (2001) states that textbooks may serve primarily to supply the teachers' instruction. Meanwhile, he also argues that using textbooks an important part of teacher professional knowledge, because the textbooks can provide the teacher knowledge from the contents, material, and instruction of the textbooks.

Students' English Achievement

Achievement is the act of achieving or accomplishment of a person which show the only real patent of anything achieved especially something accomplished by a hard attempt (Webster, 2008). Students' learning achievement is a score to justify how far students can mastery and learn the learning materials in the learning process. Winkel (1996) states that learning achievement is a measure of the quality and quantity of the success on has in the mastery of knowledge, skill, and understanding.

Surya (2004) argues that students' achievement is a result of learning or alteration of behavior concerning science, skill and attitude, as a result of individual's experience with the environment interactions. Winkel (2012) points out that the evaluation of students' achievement is an important part of the educational process. Students' achievement can be maximised through implementing strong and solid learning approaches.

The evaluation of students' achievement can be undertaken with a suitable graduated scale based upon the final examination results of students'.

KEMENDIKNAS (2003) states about the criterion graduation, "in general, the purposes of learning English in Indonesia is students or learner should be able to demonstrate skills of listening, reading, writing, and speaking English. Students

also have ability or master four skills, like speaking, reading, listening, and writing while performance is completeness of using English accordance with the rules" (*Depdiknas, 2006, p. 33.*)”

Factors Influencing Learning Achievement

The achievement of an individual is the result of the interaction between the various factors that influence both internal and external the student. Shah (2008) points out the several factors influencing students' achievement. First, internal factor (individual's factor) involves students' physical and spiritual conditions such as students' motivation, and exhaustion of students. Second, external factor (individual's external factor) involves student's environment, such as parental factor, and students' socializes. Third, learning approach that is a type of efforts student learning (habit) which includes strategies and methods used by students to perform learning activities of subject matter. Slameto (2003) states that to guarantee that students study better, the students must use the textbooks. It is in line with the hobbies and talents, so that students don't become bored or unmotivated to study. In learning process the teachers should have an idea to make students more active during the lesson, for example teacher use musical instrument, so that the students who have skill with using musical instrument can improve their talent based on textbooks activities.

Evaluation of Students' English Achievement

Learning process is activities of mental or physical that work through environment interaction which produces changes of knowledge, understanding, skill, and attitude (Winkel, 2003). Evaluation means measures the level of

students' achievement to achieve learning goals based on educational program.

Hedge (2000) states that evaluation is a systematic process to measure the progress of students' learning. The evaluation has function to make teachers know the progress THAT the students' gain in learning process.

The Types of Evaluation

Formative Evaluation. This evaluation purposes to find out the feedback from the lessons. The results can be used to evaluate the teaching and learning process. Formative evaluation is evaluation that is done at the end of each discussion topic and aim to understand to what extent the program is going as planned (Sudijono,2007).

Summative Evaluation. Summative evaluation is designed and implemented to obtain information about learning outcomes. The assessment is to decide or determine the success or failure of the student learning. Hedge (2000) argues that summative evaluation can evaluate the whole process at the end of course and help to pinpoint the element for improvement.

From explanation above, teacher can evaluate the progress of the learning process done by the students. Therefore, teachers should provide the summative information after the class completed (Hedge, 2000).

In this study, the researcher used summative evaluation to evaluate the students' achievement. Based on the discussion with the teacher at the school regarding to the research process, the teacher said that he has used the final score from the last semester as a scale to measure the advancement in students' skills in English.

Correlation between English Textbook Activities used by Students and Students' English Achievement

Teaching and learning processes in the school aim to achieve the learning goals and such processes are created by every level of education. Kimble and Garmezy (2003) state that learning is a relatively permanent change in a behavioral tendency and is results of reinforced practice. Books can be used as a source of information and knowledge which is good to increase student's achievement.

Arsyad (2010) states that, books, magazines, journals, maps, newspaper, tale, and other related matter are the center of academics source in the learning process. Meanwhile, using a book to find information can improve knowledge and understanding about the lesson. In learning English for the example, the textbook helps students to improve reading skill and expand vocabulary used in short story, poem, and narration.

Textbooks are a facility which is given by the school to support the learning process of its students'. Textbooks as the support facility to teaching and learning process to be increase students' achievement. Textbook should be utilized maximally by the students.

Previous Research

Tandi (2014) undertook research entitled "The Influence of Using Textbooks in Civic Education towards Student Achievement at Gondo Primary School Grade 4". Based upon this research, he stated that academic achievement by students in Civic Studies increased following the use of text books. The results

of students' learning achievement after using textbooks that is: range of 70-80 by 38.9%, for the range of 81-90 by 19.05%, and for the range of 91-100 at 42.86%.

Sulistiani (2013) also undertook research entitled "The Influence of the use of Textbooks in the Study of Chemistry and Academic Achievement of Chemistry Students in Grade VII". There are 40 students used in the research sample. The results of this research showed a positive influence upon the academic achievement of students following the use of the prescribed chemistry textbook". Based on the research, the result showed for students' achievement Score F (count) 15,967 > F (table) 4,091 with significances score < 0, 05.

In 2010 Sutaji's published his research entitled "The Influent of Reading Sociology Text Books and Students Achievement in Sociology". This research found that 84.44% of the total 45 participating students agreed that they used the sociology textbooks in their studies. They also agreed that there was a positive influence upon their scholastic achievement in sociology as a result.

The objective of these research is prove that using textbook can increase the students' achievement. These research are relevant, the result of the research showed that have a correlation between using the textbooks with students' achievement.

Conceptual Framework

Environmental awareness has increased all over the world, there is a wider availability of appropriate materials, and environmentally themed topics are found in numerous textbooks (Hauschild, Poltavthencko, &Stoller, 2012).

This research focuses on English textbooks, as supporting learning to provide the students sources of information and knowledge. Meanwhile, the text book improve the efficiency or effectiveness of learning process in assisting the teacher and students to finding information and knowledge related the material of English learning.

In this research, the Genre Based Approach (GBA) will be applied. The researcher used Genre Based Approach because the GBA is complementary to the contents or materials of the textbooks which is used by teachers and students in the study English. In addition to this, the GBA is able to make students more active in the use at these English textbooks.

In the given textbooks that are used for English studies that are many instruction that encourage students to participate activity in each field of study. The Genre Based Approach upon 4 steps, consist of Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of a Text (ICOT).

BKOF is one stage on Genre Based Approach which function to develop student's background knowledge in particular fields of study. MOT is intended for students to explore a genre through the presentation of a model text and help students investigate the text type and features. JCOT is to assist the students to build confidence, develop skill and knowledge independently. And ICOT is the stage of GPA which function to develop student's working independently on the construction of a text, students can make a draft and entire text individually.

Joyce (1998) states that the genre approach to language learning was introduced by linguistics and teachers who had been working with disadvantaged groups of students. Hyland (2013) also states that the GBA offers students explicit and systematic explanation of the ways language functions in social context and also help them to consider the forces outside the individual that help guide purposes, established relationship, and ultimately shape writing.