CHAPTER II

REVIEW OF RELATED OF LITERATURE

This chapter presents the review of related literature which is based on relevant theories, it covers the definition of the textbook, function of textbooks, textbook evaluation the definition of writing skill, writing task, the component of writing task by Raimes.

2.1 Textbooks

The textbook, as the researcher writes in the previous chapter, is one of the learning materials which are commonly used. According to Tomlinson (2011), textbook is one media that contain the core material that already designed and arranged in a book so that students can use it during a course.

In addition, according to Sitepu (2012), textbooks are textbooks required for use in the units of primary and secondary education or higher education that includes learning materials in order to increase the faith, piety, character, and personality, mastery of science and technology, increased sensitivity and the ability aesthetic, capacity building kinesthetic and health which are based on national education standards.

Using textbooks is important for providing information of materials for the students. The teacher is a reliable source of information, but textbooks can be used to provide more. This is because teachers do not always mention everything, maybe due to the limitation in the duration of the lessons. There are many English textbooks, but not all of them contain what the learner’s need.
Based on the statement above, the writer takes the conclusion that the textbook is one of crucial media that can help students and teachers in the fluency of teaching learning activities.

2.2 Function of textbook

Textbooks are one source of learning and teaching materials that are many used in learning. According to Sitepu (2012) In general, textbooks contain learning materials that can provide students with the abilities set out in the curriculum as well as the stages of achieving the educational goals of the institutional level and the goals of national education. Further, Sitepu (2012) judging from the content of the presentation, the textbook lessons serve as a manual for students in learning and for teachers in teaching students in a particular field of study or subject. Learning guidelines for students mean students use them as the main reference in:

1. Preparing themselves individually or in groups before classroom activities,
2. Interact in the learning process in class,
3. Doing the tasks assigned by the teacher,
4. And prepare for a formative and summative test or test.

For teachers, textbooks are used as reference in:

1. Create lesson design,
2. Preparing other learning resources,
3. Developing learning materials that are contextual,
4. Assigning tasks and,
5. Compiling evaluation materials.
From the explanation above, it can be concluded that textbooks providing knowledge for learners and educators.

2.3 Textbook Evaluation

According to Tomlinson (1998), “material evaluation refers to attempts to measure the value of materials”. The goal of textbook evaluation is to predict whether or not the textbooks will work.

Cunningsworth (1995) in Richard (2001) proposes four criteria for evaluating textbooks, which are:

a. Textbooks should correspond to the learner’s needs.

b. Textbooks should reflect the uses (present or future) which learner will make of the language.

c. Textbooks should take account of students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method.

d. Textbooks should have a clear role as a support for learning.

From the theory above, the writer concludes that an evaluation of English textbook is really needed. So that the teacher will know the appropriate English textbook that are suitable to the learners' needs.

2.4 Writing Skill

According to Weigle (2002), the ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second and foreign
language education. From the previous sentence, it can be seen that writing skill is very crucial to learn in language education.

Another definition of Graham and Perin (2007), “along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy”. In other words, writing skill has a crucial role to have high predictor of academic success. Speaking and listening are natural, it mean that they do not strictly need to be learned.

From the definition above, the writer concludes that students have to learn writing skills well if they want to master foreign language education.

2.5 Writing tasks

Writing task is rated as a main evaluative tool to see students’ progress in writing subject. They must have good skills to write a good quality composition, which is understandable by the readers. There are some of the advantages of writing task: writing task helps students to learn stringing words, training students ability to researching other important tasks. When any writing task is assigned to students, they will get enough time to complete that task, research best topic as material for their composition.

From the definition above, the writer conclude that to develop the student’s ability in writing skill, the students are directed in writing task.

2.6 Component of Writing task by Raimes

There are some criteria which can be used to evaluate the writing task, whether it is appropriate or not. Raimes (1983) in Kobayakawa (2011) describes that the writing as the “clear, fluent, and effective communication
of ideas” and categorized into three categories, there are controlled writing, translation, and free writing. To develop the criteria of writing task as suggested by Raimes (1993) in Kobayakawa (2011), the students need the following components. There are: (1) grammar (e.g. rules for verb, agreement, articles, and pronouns), mechanics (e.g. spelling and punctuation), word choice (e.g. vocabulary and idiom).

**a. Controlled Writing**

The classification of writing tasks in controlled writing according to Raimes (1983) in Kobayakawa (2011: 30-33) are as follows:

1) **Dictation;** Listen the passage and fill in the blanks

2) **Conversion;** Rewrite the English sentence with the same meaning by using a participle construction.

3) **Sentence combining;** Combine the two sentences by using a conjunction.

4) **Fill in the blank without translation;** a type of question or phrase with one or more word replaced with a blank line and giving the reader the chance to add the missing word

5) **Question-answer;** the teacher are given some of the questions, and the answers to the which form of the text.

6) **Sentence ordering;** Put the words in parentheses in order.

7) **Addition;** Expand the sentence with modifiers

8) **Summary writing;** a shortened version of a text that highlights its key points

9) **Scrambled paragraph;** a paragraph that are not logical order or a paragraph that has sentences that are not logical ordering.
10) Cloze test; Text gaps which must be equipped with a proper word that the text can be understood

b. Translation

The classification of writing tasks in translation of writing tasks according to Raimes (1983) in Kobayakawa (2011) are as follows:

1. Direct translation of a whole sentence; Translate the Indonesian sentence into English
2. Fill in the blank with translation; Using Indonesian sentence as a guide, complete the sentence;

c. Free Writing

According to Raimes (1983) in Kobayakawa (2011), the classification of writing task in free writing is as follows:

1) Free composition; a task that makes students freedom to express their wants in their writing. In this task teacher don’t give rules students to write on one topic.
2) Write the text based on the topic provided; students make an essay writing based on topics given