

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Nature of textbook

##### 1. The definition of textbook

The books are used in the schools of Indonesia consists of four kinds of book, these are; textbook, reading book, sources book and handout. Reading books and sources books of teacher and students are difference.<sup>1</sup> Because the level of teacher must be higher than students.

The term of “textbook “is different with “text”. Texts are any of a wide variety of type of genres of linguistic form. Text can be spoken or written. In written text, the range of possibilities extends from labels, forms, charts to essays, manuals and books. Textbook is one of text, a book for use in an educational curriculum. Textbooks are a key component in most language programs. In some cases they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of the skill taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher’s instruction. For learners, the textbook may provide the major source of content they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbooks may also serve as a form of teacher training - they provided ideas on how to plan and teach lesson as well as

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<sup>1</sup> Dr. Dedi Supriyadi, *Anatomi Buku Sekolah di Indonesia*. Yogyakarta: Adicita Karya Nusa, 2000, pg. 1.

formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial textbooks. Learning how to use and adapt textbooks is hence an important part of a teacher's professional knowledge.

According Muslich, textbook is one kind of education book, textbook is books containing descriptions of material about subject or definite field of study, which is arranged systematically and have been selected based on specific objectives, learning orientation, and students' development to be assimilated.<sup>2</sup>

Textbook is a students' instrument to understand and to learn things which is read and also to understand the world outside of it. Textbook has an extraordinary power to change the students' brain. Textbook may affect the child's knowledge and certain values.<sup>3</sup>

Directorate general secondary education stated that the textbook is a collection of posts made systematically contains about a particular subject matter prepared by its author using the applicable curriculum reference. The substances contained in the book are derived from competencies that must be mastered by readers (students).<sup>4</sup>

Textbooks are the textbooks in the field of study which is the standard book compiled by experts in the particular field that has the sole purpose of instructional objectives and equipped with the appropriate teaching facility and

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<sup>2</sup> Mansur Muslich, " *Hakikat dan Fungsi Buku Teks* " , [http://www.masnur-muslich.blogspot.com/2008/10/04 archive.html](http://www.masnur-muslich.blogspot.com/2008/10/04%20archive.html). pg:1, accessed on Monday 15 June 2015, at 7:37 pm

<sup>3</sup> Chambliss, MJ and RC Calfee. *Textbook For Learning: Nurturing childrens minds*, Massachusetts: Blackwell Publishers.1998pg .23

<sup>4</sup> Mansur Muslich , loc.cit.

easy to be understood by the users, such as in the schools and colleges so as to support a teaching program.<sup>5</sup>

National education minister regulation Number 11 of 2005 explains that the textbook is a mandatory reference book to use in the schools which contains learning materials in order to increase the faith and devotion, character and personality, ability to Master of Science and technology, sensitivity and aesthetic ability, health and physical potential which is based on national education standard.<sup>6</sup>

Textbook consists of principle textbook and complementary textbook. Textbook is provided by the government or National Education Department. Complementary textbook is privately published books purchased by schools or students based on local option, which is based on schools policy and local.<sup>7</sup>

Since that time, there are some definitions from some experts that give their concern about textbook. Here are some definitions of textbook:

- a. "A textbook is a record thoughts compiled for instructional aims and objectives".
- b. "Textbook is a book that is arranged by the studies in a particular course accurately, added by the relevant instructional facilities and designed for teaching and learning in class".<sup>8</sup>

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<sup>5</sup> Diananda Nur Basmalah,dkk "Menelaah buku teks dan bahasa dan sastra indonesia untuk SMA/MA kelas XI", <http://slideshare.net/DMasday/archive.html>, pg.4 accessed Tuesday 8 September 2015

<sup>6</sup> Focusmedia team Redaction, *Himpunan Peraturan Perundangan Standard Nasional Pendidikan*, Bandung:Fokusmedia,2005, pg.162

<sup>7</sup> Dr. Dedi Supriyadi, *Anatomi Buku Sekolah di Indonesia*,Yogyakarta: Adicita Karya Nusa,2000, pg. 1-2.

<sup>8</sup> Guntur Tarigan, Henry. *Menyimak Sebagai Suatu Keterampilan Berbahasa*, Angksa :Bandung,1986 pg.11

- c. "Textbook is the material which the teacher and the students has a copy and which is in principle to be followed systematically as the basis for a language course".<sup>9</sup>
- d. Grambs, J.D said that, "The textbook is one of the teacher's major tools in guiding learning".<sup>10</sup>
- e. A book giving instruction in the principles of a subject of study
- f. The source that so important to decide the material that will be given to the students<sup>11</sup>
- g. Textbook is "the foundation of learning in classroom"<sup>12</sup>

Based on the definitions above the writer infers that textbook is instructional material in any particular subject that is used by the educators and the learners for teaching and learning process. Textbook is a guideline for the teachers to provide the materials that are given to the students and to help them to find a text and items that are appropriate with level of students' abilities because the textbook has provided all everything which are the teachers' need. Besides that, the textbook helps the students to know all everything that they have never known before. Chambliss and Calfee explain that textbook is supporting device to understand and learn from anything what to be read and to

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<sup>9</sup> Penny Ur. 1996. "A Course in Language Teaching", Cambridge: University Press. pg. 183

<sup>10</sup> Jean D. Grambs, "Foundation of teaching: an introduction to modern education" "London: Holt.Reinhart and Winston, 1595. pg 34

<sup>11</sup> Surya Darma, "Kurikulum Tingkat Satuan Pendidikan (KTSP)", Direktorat Tenaga Pendidikan Direktorat Jendral Peningkatan Mutu Pendidikan dan Tenaga Kependidikan Departemen Pendidikan Nasional 2008,pg.9-10.

<sup>12</sup> Mansur Muslich, "Text Book Writing: Dasar-Dasar Pemahaman, Penulisan Dan Pemakaian Buku Teks",Jogjakarta: Ar-Ruzz Media, 2010.pg.30

be understood about all everything in the world.<sup>13</sup> They can know them by a passage in a reading text, for example reading passage about a culture of another ethnic that is different with their culture so that it can add their knowledge about several of culture whole the world while they can also do the exercise items in that textbook.

Reading-book is book is intended to encourage the students' interest in reading. The books are used in the schools must obtain authorization from Directorate General for Primary and Secondary Education (Dirjen Dikdasmen). Meanwhile, the sources book is the books are used as a reference by teachers or students, consists of dictionary, encyclopaedia, and atlas.

Handbook is a book that is meant to provide guidance to the teachers in managing the learning process. There are two kinds of handbook. The first, the handbook which can be as a complement of the students' textbook and therefore it prepared and published jointly with the books of the students. The second, handbook that separated entirely from textbook for the students. The second type of handbook is similar to the source book but the teacher use only.<sup>14</sup>

## **2. The Criteria of Qualified Textbook**

It is known that textbook is an instrument to support the teaching and learning process. Of course, the teacher and students want the instrument that supports them is qualified. Obviously, there are some criteria are needed for a textbook to be qualified.

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<sup>13</sup> Chambliss, MJ and RC Calfee. "Textbook For Learning: Nurturing children's minds, Massachusetts": Blackwell Publishers. 1998, pg.23

<sup>14</sup> *Op Cit* , pg .3

Textbook has its own characteristics when compared with other education book, it can be known from content, setting or presentation, and or function side. If we look from content side, textbook is the book the consists of description of teaching material in particular field, for a certain education level and on certain period of the academic year. If we look from the presentment side, textbook is teaching material that considering some factors, these are (1) learning objectives, (2) curriculum and structure of the educational program, (3) the level of development of learners or target, (4) the condition of school infrastructure and facilities, (5) the condition of teacher as user. Meanwhile from function side besides having function as a book, textbook has some functions, these are:

- a. Material development tool and program in the education curriculum
- b. Teacher academic duty aide tool
- c. Learning goal achievement tool in teaching learning
- d. Promoting the efficiency and effectiveness of teaching and learning activity.<sup>15</sup>

There are so many function of textbook which are stated by some experts. The main function of textbook is as source of material. Textbook helps the teacher to provide materials structurally and of course it is made based on curriculum.

According to Grenne and Petty in Indanashwa, textbook has some function, as follow:

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<sup>15</sup> Mansur Muslich, *Loc.cit.*

- a. To reflect the certain point of view
- b. As a means to support the implementation of the curriculum
- c. As a source of a systematic and gradual learning
- d. To present a variety of methods and means in teaching process
- e. To provide the detail an insight source for the tasks.
- f. To provide the sources of evaluation and remedial teaching.

It means that textbook has functions as means and source of material that help teachers and students in teaching and learning process. Moreover it does not only provide learning materials, but also activities and evaluation for students. Then according to Muslich general functions of textbook are:

- a. Means of material development and program of educational curriculum
- b. Means to supporting duty of teachers' academic.
- c. Means to support in achieving learning process.
- d. Means to support efficiency and effectively and the learning activity.

According to Grambs, J.D. in Muslich "textbook is one of the teacher's major tools in guiding learning". Loveridge in Muslich added that "lesson in the classroom really depends on the textbook. In the condition, the teacher does not fulfill the right requirement, so the textbook is guidance and supporting in teaching. For the students, the textbook has function as base to study systematically, to repeat, and to join the next lesson".<sup>16</sup>

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<sup>16</sup> Andriana,Puput Cynthia. *An Analysis of English textbook "Get Along with English2" for Vocational school grade XI elementary level to School-based curriculum*". Thesis. English education study program of language and art Education Department of teacher training and educational faculty of Palangka Raya University ,2013. pg:26-27

It is obvious that the function of textbook is as sources and means for teaching and learning activity that provide the materials. The materials are made based on the curriculum beside that the textbook is as s means in providing some exercises to students. It can help students to study or repeat the lesson by themselves.

Greene and Petty stated that a qualified textbook should posses the following characteristics:<sup>17</sup>

1. It has clear point of view such as what are the principles, approaches, and methods that are used in the textbook.
2. It has clear concept
3. It is relevant with the curriculum
4. It is interesting
5. It grows motivation of the students
6. It stimulate activities of the students
7. It is illustrative
8. it is communicative
9. It support other subjects
10. It appreciates individuals difference
11. It confirms norms in society.

According Tarigan and Tarigan qualified textbook has several criteria based on different aspects of methods, teaching objectives, and the needs of student. From the aspects of methods, a textbook should:<sup>18</sup>

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<sup>17</sup> Tarigan, henry Guntur, “*Kualitas buku yang baik*”, Bandung :Angkasa,1986,pg.22-24



- a. Be interesting
- b. Be attractive
- c. Ensure of success of the students
- d. Has motivating exercise
- e. Has proper diction on the students
- f. Stimulate personal judgment of the students
- g. Not cost the students so much

From the aspect of teaching objectives, a textbook should be able to help the students to reach the teaching objectives.

From the explanation above, the writer concludes the criteria of qualified textbook is it should be able to support the students to master all materials on a subject based on aspects of methods, teaching objectivities, and the need of students. Especially English textbook in this study, it is support the students to master English not only easier but also be fun with it.

### **3. The teacher's role in choosing the teaching materials**

Teaching and learning process is the core of the process of formal education in schools in which there is interaction between the various components of teaching. The components can be classified into three main categories, these are; (1) the teacher, (2) the materials, and (3) the students. The interaction between the three main components or categories involve infrastructure such as the method, media and arrangement of the environment in which to learn, so as to create the teaching and learning process situation

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<sup>18</sup> Ibid

that enables to achieve the purposes that have been planned before.<sup>19</sup> Therefore, the teachers who hold a central role choosing a good learning media in teaching and learning process.

Development of science and technology encourage efforts in utilizing the results of technology in teaching and learning process. The teachers are required to be able to use the tools that can be provided by the school and it also possible that the tools are in accordance with the development and the demand of the times. Besides being able to use the tools that have been provided and the teachers are also required to be keen in selecting a suitable medium for teaching and learning process. Therefore the teachers must have enough knowledge and understanding about instructional media, these are:<sup>20</sup>

- a. Media as an effective communication tool in teaching and learning process
- b. The function of media in reaching the purposes of education
- c. The ins and out of the teaching and learning process
- d. The relationship between teaching methods and education media
- e. the value or benefit of media education
- f. The selection and use of educational media
- g. Various of tools technique of educational media
- h. Educational media in every subject.
- i. Innovation effort in education media.

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<sup>19</sup> Drs.H.Muhammad,dkk “*Guru Dalam Proses Belajar Mengajar*”, Bandung: Sinar Baru Algensindom,2007, pg. 4

<sup>20</sup> Prof. Dr Azhar Arsyad,M A., *Media Pembelajaran*, (Jakarta:PT. Gafindo Persada, 2003), pg .2-3.

It can be concluded that the teachers have the important role in choosing instructional media. Where the media is one part of instructional that cannot be separated from teaching and learning process for the achievement of the purposes of education generally and instructional purpose in the school especially.

Media as a tool and as a source of teaching which can not change the teacher's role over all. It is mean that media without teacher is impossible to improve the quality of education. The teachers role still be needed although the media have been made all of the materials to be summery based on the students' need.

The teachers' obligate is giving some help to the students about what kind of material that should be learnt, how the students learn the material and what the result that can be gotten from the media is used. It should be remember that media is the tool that can be used to reach the instructional purposes, and media is not as a purpose.<sup>21</sup>

Textbook for each subjects that is used in basic and middle education unity is taken from textbook that have been established by the minister based on the recommendation of appropriateness assessment of Education National Standard Council (BSNP).<sup>22</sup>

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<sup>21</sup> Dr. Nana Sadjana and Drs Ahmad Rivai, "*Media pengajaran* " Bandung: Sinar Baru Algensindo, 2009, pg.7

<sup>22</sup> Fokusmedia Redaksi Team , op.cit, pg. 163.

#### **4. Criteria textbook based on Education National Standard Council (BSNP)**

Textbook has an important role in national education system, because it is one of component in teaching and learning process. With a good textbook , which the content involve all of the Competency Standard (SK) and Base Competence (KD) appropriate guidance content standard, attractive presentation, normative language, interesting and appropriate illustrations. It is expected that teaching and learning process can achieve graduate competency standard optimally.. Therefore, there is a council that organizes about textbook whether it is proper to be published or not, it is Education National Standard Council (BSNP).

Basic juridical which organize the criteria of textbook are:

- a. Legislation number 19/ 2005 chapter 43 verse (5):”the properness of contents, language, presentation and descriptive design of textbook is assessed by BSNP and decided by minister regulation.”
- b. National Education Minister Regulation Number 2 year 2008:
  - 1) Chapter1: “textbook is a reference book mandatory for use in units of primary and secondary education or higher education that includes learning materials in order to increase faith, piety, noble character, and personality, mastery of science and technology, increased sensitivity and ability aesthetic, kinaesthetic abilities and health improvement which is based on national education standards.
  - 2) Chapter 4 verses (1): “The textbooks in primary and secondary education levels assessed the feasibility-useful beforehand by the National

Education Standards Council before being used by teachers and / or students as a learning resource in the educational unit".

- 3) Chapter 10 verse (1): "unit of primary and secondary education textbooks define life as referred to in Chapter 5 the shortest is 5 years".

BSNP (National Education Standards Council) set out some criteria for the quality of textbooks Indonesian who meet eligibility requirements, which includes four components, namely:<sup>23</sup>

#### **a. Contents Eligibility**

In content eligibility there are three indicators that must be considered, namely (1) conformity with the description of the material standard of competence (SK) and basic competence (KD) contained in the relevant curriculum subjects; (2) the accuracy of the material; and (3) learning support materials.

##### **1) Compliance with the material description of Competency Standards (SK) and the Basic Competency (KD)**

Textbooks are either supposed to contain material that supports the achievement of SK (competency standards) and KD (basic competence) of these subjects.

SK and KD is benchmark guidance in learning and the achievement of learning objectives the material presented includes all materials contained in the Competency Standards (SK) and the Basic Competency (KD). The materials presented also reflect the achievement of all descriptions which support Basic Competency (KD). Furthermore,

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<sup>23</sup> Mansur Muslih, op.cit. pg 292-313

Indicators conformity with the description of SK and KD material is directed to the following:

**a) The completeness of the materials**

- (1) The material presented in textbooks at least include all subject matter within the scope of the aspects that support the achievement of SK and KD have been formulated in the curriculum of subjects concerned.

**b) The broadness of the material**

- (1) Presentation of concepts, definitions, principles, procedures, examples, and training contained in text books according to subject matter needs to support the achievements of SK and KD.
- (2) Material (including examples and exercises) in the textbook outlines minimal substance (facts, concepts, principle, and theory) contained in SK and KD.

**c) The deepness of the material**

- (1) The material contained in the text book contains explanations of related concepts, definitions, principles, procedures, examples, and training so that students can recognize the idea or ideas, identify ideas, harms the characteristics of a concept or idea, can define, prepare formula / formula / rules, construct knowledge in accordance with SK and KD has been formulated.
- (2) Description of the material should be in accordance with the realm cognitive, affective and psychomotor demanded SK and

KD. The level of difficulty and complexity of the material tailored to the developmental level of students cognitive.

And if it does not comply with the above into unfavourable category. SK and KD is not written explicitly (clearly) in the textbook, but written implicitly.

## **2) The accuracy of the material**

Accuracy of the material Indicators are directed at the following target.

### **a) The accuracy of the concepts and definitions**

- (1) The material in textbooks should be presented accurately to avoid misconceptions do students.
- (2) Concepts and definitions should be formulated with the appropriate (well-defined) to support the achievement of SK and KD.

### **b) The accuracy of the principle**

- 1) The principle is one aspect that is used to construct a theory
- 2) The principles presented in textbooks must be formulated accurately so as not to cause multi-interpretation for students.

### **c) The accuracy of the Procedure**

- (1) Procedures are the steps that must be taken to achieve a particular goal.
- (2) The procedure should be formulated to accurately so that students make errors systematically.

### **d) The accuracy of the examples, facts, and Illustration.**

- (1) Concepts, principles, procedures, or formulas should be clarified by examples, facts and illustrations are presented accurately. In this way, students not only understand the knowledge verbally.

**e) The accuracy of the Problem**

- (1) Student mastery of the concepts, principles, procedures, or logarithm to be built by the problems presented accurately.

**3) Learning supporting material**

Indicators of learning support materials aimed at the following rights:

**a) The compliance with technological developments**

- (1) Material (including examples, exercises, and Bibliography) tiles lying textbooks must be in accordance with the development of science and technology.

**b) The currency of the features, examples and references**

- (1) Features (including a description, examples, and exercises) reflect current events or conditions. This currency looks at the source or references are used. In general, the references in the textbook proper to use maximum use of the referral last five years

**c) Reasoning**

- (1) This reasoning plays a role when students must make conclusions. Therefore, the material in the textbook should



contain a description, examples, tasks, questions or exercises that encourage students to make inferences coherently is authentic (valid).

- (2) The material may also include questions open (open-ended problem), questions that require students to provide answers or solving strategies varied.

**d) The Problems Solving**

- (1) To develop student creativity, presentations of the material in the textbooks need to load a variety of strategies and problem-solving exercises.
- (2) Solving the problem involves understanding the problem of designing a model, solving the model, check the results (search for viable solutions), and interpret the obtained solution.

**e) The linkage between the concepts**

- (1) The linkage between the concepts in textbooks could appear in the description or sample. It is intended to assist students in building a knowledge network intact. In addition, it should be also shown a link between teaching and learning, or the link between the material being studied and everyday life so that students realize the benefits of such material in real life.

**f) Communicative**

- (1) The material in textbooks should contain examples and exercises to communicate ideas, either in writing or orally, to clarify the situation or problem is being learned or encountered.
- (2) Written communication can be delivered in various forms like symbols, tables, diagrams, or other media. Verbal communication can be done individually, in pairs or group.

**g) Application**

- (1) The material in textbooks should include a description, examples or questions which describes the application of a concept in everyday life. This is so that students can apply in real life every concept studied.

**h) The attractiveness of the material**

- (1) The material in textbooks should contain a description, strategies, images, photographs, sketches, historical stories, examples or issues of interest that can lead to motivate students to explore beyond. If students are interested in the material being studied, he would inflame to be able to learn about it.

**i) To encourage for seeking the further information**

- (1) The material in textbooks should contain tasks that encourage students to obtain more information and a variety of other sources such as the Internet, books and other articles.

**j) Enrichment**

- (1) The material in the textbook should provide a description, examples, or problems related to the enrichment of the topic so that the grain material is wider or deeper than the material charged by KD. With this enrichment, students are expected to have a broader competence and rich.

#### **b. Presentation Eligibility**

In terms of feasibility presentation, there are three indicators that must be considered, namely (1) presentation techniques; (2) the presentation of learning; (3) the completeness of the presentation.

##### **1) Technical of the presentation**

Indicators of the text book presentation techniques directed at the following:

##### **a) Systematic of the presentation**

- (1) Each chapter in the text book at least include motivational, predecessor, and content.
- (2) Generating motivation can be presented in the form of images, illustrations, photographs, history, sentence structure, or examples of use in everyday life that corresponds to the topic that will be presented.
- (3) The predecessor of at least contain material prerequisites required by the student to understand the topics that will be presented.

- (4) Contents containing matters covered by the sub-components of the feasibility of content.

**b) The regularity of the presentation**

- (1) Presentation of the textbooks in accordance with the logic of inductive or deductive.
- (2) Presentation groove inductive thinking (especially to the public) to make conclusions from a fact or data.
- (3) Presentation groove deductive reasoning (general to specific) to declare the truth of a proposition. The concept presented from easy to difficult, from simple to complex, or from the informal to the formal premises so that students can follow him either.
- (4) The material prerequisites presented precedes the subject matter so that students can understand the subject matter well.

**c) Balance of the inter-chapter**

- (1) Description of the substance between chapters (reflected in the number of pages) presented proportionately by considering SK and KD. Description of substance between the sections in the chapter (reflected in the number of pages) is also presented proportionally by considering the KD to be achieved.

**2) Learning presentation**

Indicators presentation of learning in textbooks aimed at the following:

**a) Student-centred**

- (1) To present the material in textbooks are interactive and participatory so as to motivate students to learn independently, for example by using questions, interesting pictures, sentences solicitation, activity (including group activities), and so forth.

**b) To develop process skills**

- (1) Presentation and discussion of the textbook more emphasis on the skills and thought processes of psychomotor) agrees with the verb Operations in SK and KD, not only on the acquisition of the final result.

**c) To pay attention to safety aspects**

- (1) The activity served to develop the skills of safe processes performed by students. Materials, equipment, premises, and other forms of activities which is done contains no danger to students. If there is any risk of danger, it is necessary to be a clear indication.
- (2) Observation, investigation, exploration and inquiry
- (a) presenting material in the textbook includes assignments observation investigation, exploration or inquiry
- (b) The observations were made to identify, detect patterns. The same phenomenon repeated / or traits to build students' knowledge on an informal basis.

- (c) Investigation is one of the activities that solve a problem that is likely to have more than one answer.
  - (d) Exploration is an activity that begins with the issue of collecting data or information, data analysis and ends with a conclusion
  - (e) Inquiry is a process of preparing the questions and collects relevant data and make conclusions based on that data.
- (3) Contextual problem
- (a) The material in the book presents a contextual problem that is familiar, interesting, or useful for students
  - (b) Contextual Issues raised as much as possible at the beginning of the presentation with a view to facilitating the discovery of concepts, principles, and procedures
  - (c) The problem can also be presented the last part as a test of understanding, an illustration application, or generalization.
- (4) To make grow the students' critical thinking, creative, and innovative
- (a) Presentation of the material in the textbook contains issues that can stimulate the growth of critical thinking, creative and innovative.
  - (b) Serving material that can foster critical thinking is a grain of material that students do not quickly believe, always

trying to find fault or error, or a sharp analysis in test the correctness of answers.

(c) Presentation material that can foster students' critical thinking is characterized by its inventiveness high student or the student's ability in creating

(d) Serving material that can foster student innovation is characterized by the presence of an update or new creations in the idea or method of presentation

(5) To load of Hands-on-Activity

(a) Presentation in the text should contain hands-on-activity that is part of an effort to actively engage students in the learning process to find and identify.

(b) This activity can encourage learners to interact and communicate ideas being studied.

(c) Activities in the form of concrete activities, among others, include identifying, cutting or trimming, pair or compiled object to form a pattern or regularity which is nature, formulas, or theorems.

(6) Variation presentation

(a) The material presented with various methods so as not boring, for example deductive (general to specific), inductive (particular to the general). Similarly, the use of

various types of illustration (ambers, photos, charts, tables or maps) to support the material presented.

(b) For the illustrations are protected, must be stated.

### **3) The completeness of the presentation**

Indicators completeness of the presentation of the text book directed at the following:

#### **a) Introductory part**

At the beginning there is a preface to a textbook, manual, utilization, and tables of contents and / or a list of symbols or notation

- (1) Foreword generally contains content that is explain.
- (2) Instructions for use contain a description of the purpose, the contents of the book, as well as the user guide book for students to learn.
- (3) Table of contents provides an overview of the contents of the book, followed by the appearance of page numbers
- (4) List of symbols or notation is a collection of symbols or notations and an explanation that comes with the appearance of page numbers or symbols and notation are presented alphabetically.

#### **b) Contents Part**

Presentation of the material in the textbook comes with pictures, illustrations, tables, references/sources of reference, varied and graded exercises, or a summary of each chapter



- 1) Pictures, illustrations or tables are presented with a clear, interesting and appropriate to the topics presented so that the material is more easily understood by students. Text, tables, and images are not homemade (cited from other sources) should mention references or references.
- 2) References or sources of reference can be directly mentioned or included in references list or sources
- 3) Presentation of each chapter or section contains exercises vary with the level of difficulty graded proportionally to help strengthen understanding of the concept or principle.
- 4) Summary of the chapter is a collection of key concepts expressed with concise and meaningful sentence, and make it easier to understand the contents of the chapter. This summary can be presented at the end of the chapter with the intention that students can recall the important things that have been learned.

**c) Ending part**

At the end of the textbook contained a bibliography, an index, a subject, a glossary of terms (glossary), or manual operations (hint) / answer practice questions selected. If there are at the beginning of the book. Symbol list or notation can be listed at the end of the book.

- (1) Literature list references describe the materials used in the writing of books and written consistently. Each library is used prefixed by

the name of the author (prepared alphabetically), the year of publication, title, place, publisher name funds.

(2) The subject index is a collection of important words, among other things grain material object, character names, or author, followed by the page number of appearance and presented alphabetically.

(3) Glossary is a collection of key terms and an explanation that comes with the emergence of the term and the page numbers are presented alphabetically.

(4) Instructions workmanship (hint) or answer the practice questions chosen are presented at the end of a chapter, the end of a discussion, or the end of the book is included.

### **c. Language Eligibility**

In terms of feasibility indicators language there are three factors that must be considered, namely (1) the suitability of language usage by the level of development of students; (2) the use of communicative language; (3) and the use of language and integration eligible chronological flow of thought.

#### **1) Compliance with the students' development of students' level**

Indicators of using appropriate language based on the students' level are directed to the following matters.

##### **a) Compliance with the level of students' intellectual development**

(1) The language used in textbooks to explain a concept or application of a concept or an illustration to abstract with the

example conformed to the intellectual level of students (which imaginatively conceivable by the students).

**b) Compliance with the level of students' social emotional development**

- (1) The language used in textbooks appropriate with social emotional maturity of students with illustrations depicting the concepts begins from the immediate environment (local) to the social environment.

**2) Communicative**

Indicators usage communicative language directed at the following points:

**a) Message legibility**

- (1) The message in the textbooks presented with interesting language, clear, precise, objective, does not cause double meaning (using the effective sentences), and prevalent in Indonesian daily communication so as to encourage students to study the book thoroughly.

**b) The precision of language rules**

- (1) Words and phrases used to convey the messages refer to the rules of Indonesian language support, spelling which is used refer Enhanced Spelling (EYD). Using of the term that describes a concept, principle, principle, or like to be precise and consistent meaning.

### **3) The chronological and Precision Flow Thought**

Indicators accuracy and integration flow of thought in language usage aimed at the following:

#### **a) The chronological and integration of each chapter**

- (1) The delivery of messages between one chapter and another chapter in the chapter adjacent and between sub-chapters reflect the logical connections.

#### **b) The chronological and integration of inter-paragraph**

- (1) Submissions of a message between adjacent paragraphs and between sentences within paragraphs reflect a logical relationship.

### **d. Graph Eligibility**

In terms of feasibility assessment indicators of graph there are three factors that must be considered in textbooks, namely (1) the size of the book; (2) the design of book covers; and (3) the design of the contents of the book.

#### **1) Book Size**

Indicators measure aimed at the following:

##### **a) Conformity with ISO standard book size**

- (1) The size of textbook are A4 (210 x 297 mm), A5 (148 x 210 mm) and B5 (176 x 250 mm).
- (2) Tolerance of differences in size between 0-20 mm.

### **b) Conformity with the size of the material contents of the book**

- (1) Selection of the size of textbooks need to be adjusted to the material content of the book is based on field of study. This will affect the layout of the content and number of pages.

## **2) Cover design**

Indicators leather design books aimed at the following:

### **a) Layout**

- (1) Appearance elements of layout on the skin of the face, back, and spine in a harmonious rhythm and unity as well as consistent.
  - (a) Design skin face, back, and the back is a unified whole.
  - (b) Elements of colour, illustrations, and typography is displayed in a harmonious and interlinked with one another
  - (c) The suitability of the placement of elements on the skin of the layout and content of the book based on the pattern established in the initial planning book.
- (2) The appearance of centre point well
  - (a) As the initial attraction of the book which is determined by the provisions in the placement of elements / materials design that you want displayed or highlighted among the elements/ materials other designs and illustrations that clarify the text display and other decorative elements.

(3) The composition and size of the layout (title, author, illustrations, logos, etc.) proportionally , balanced, late in tune with the layout of the contents (according to the pattern)

(a) There a balance of layout elements (title, author, illustration, logo, etc.) and the size of the layout elements (typography, illustrations and other supporting elements, such as squares, circles and other decorative elements) in proportion to the size of the book

(4) The harmonious layout elements colour and clarifying certain functions

(a) Taking into account the overall colour appearance which can give certain shades and can clarify the matter / content of the book.

(5) To put the consistent layout elements in a series

(a) There is no difference between the appearance of the book leather design (typography, pattern, and rhythm) in a series of books.

#### **b) Typography of the book covers**

(1) The letters used interesting and easy to read

(2) The letter size of the title of the book is more dominant and disproportionate (the size of the book, author, and publisher)

- (a) The book title should be able to provide rapid information about the material contents of the book is based on field of specific study.
- (3) The colour of the book's title contrasts with the background colour.
  - (a) The book title is displayed more prominently than the colour of the background

**c) Using of the letter**

- (1) Do not use too many combinations of fonts.
  - (a) To use two typefaces to make it more communicative nature convey information submitted.
  - (b) To differentiate and get to see a combination of letters, can use a variety and a series of letters
- (2) Do not use an ornamental font and typeface in accordance with disturbances contents of the book.

**3) Book content design**

Indicators of using communicative language directed at the following

**a) Reflection of the book contents**

- (1) To describe the content / teaching material and reveal the character of the object.
  - (a) Can be quickly provide an overview of specific teaching materials, and can visually reveal the type of illustration is displayed based on the material he taught. (Math, history, chemistry, etc.).

- (2) The shape, colour, size, proportion corresponding object reality
  - (a) Displayed according to the shape, colour, and size of the object so as to avoid misinterpretation and understanding of students (e.g., comparison of proportional size and shape between lizards and crocodiles).
  - (b) The colours used accordingly so as not to cause misunderstanding and interpretation.
- (3) The placement of elements based upon a pattern consistent layout
  - (a) The placement of layout elements (title, subtitle, prologue, illustration list, illustration, etc.) at the beginning of each chapter consistent.
  - (b) The placement of elements on each page layout follows the pattern, the layout of an established rhythm.
- (4) The separation between paragraphs clearly
  - (a) The text at the end of a paragraph clearly separate, can be a distance (on average composition of the text left-right / block) or with a pivot (on the composition of the text with a paragraph).
- (5) There is no widow or orphan
  - (a) The number of rows of at least three lines at the end of a paragraph of text composition separately with the next page

**b) The harmony of the layout**

- (1) The line of printing and margin proportionally



- (a) The placement of elements of the layout (title, subtitle, text illustration, captions, and page number) on the print field proportionally.
- (2) Margin between two pages side by side proportional
  - (a) The page layout even affect the page layout odd next to him, referring to the principle of two open pages (centre spread)
- (3) Spacing between text and illustrations correspond
  - (a) It is a unity of views between the texts with illustrations on one page.

**c) The completeness of the layout**

- (1) The title of the chapter, subtitle chapter and page number / folios
  - (a) The chapter titles written in full along with the numbers of the chapters Chapter I, Section II, Chapter III, etc.)
  - (b) Writing and sub-subtitle subtitle adapted to the hierarchy of the presentation of teaching materials.
  - (c) The placement of page numbers adjusted to the layout pattern.
- (2) The illustrations and captions (caption)
  - (a) Be able to clarify the presentation of the material, in the form, proportional size, as well as interesting colour corresponding original object.
  - (b) Caption / legend placed by the illustration of a smaller size than the letter of the text.

**d) Understanding power of the layout**

(1) The placement of decoration / illustrations as background dont disturb the title, text, and page numbers

(a) Placed the ornaments / illustration on the page as a background not to interfere with the clarity and delivery of information in the text so that it can hamper students' understanding.

(2) The placement of the titles, subtitles, illustrations and caption does not interfere the understanding

(a) The title, subtitles, illustrations and captions are placed according to a predetermined pattern so as to avoid misinterpretation of the material presented.

**e) Typography of the book**

**(1) Simplicity**

(a) Do not use too many typefaces

Maximum in using of two types of letters so as not to disturb the students to absorb information presented. To differentiate text elements, can utilize the variety and series of letters from a family letter.

(b) Do not use the font ornamental / decorative

Will reduce the level of legibility of text composition

(c) Using of letter variations (bold, italic, all capital and small capital) is not excessive

Used to distinguish the level / hierarchy of headings and subheadings, and put pressure on the composition of the text that is considered important in the form of bold and italic.

## **(2) Power of legibility**

- (a) Type the letter corresponding with the content of materials

In accordance with the subject material. For example, for math use punctuation uses letters hooks (sansserif)

- (b) The width of the arrangement of text between 45-75 characters (5-11 words)

Obviously affects the readability of the text composition. The approximate amount of the above including punctuation, spacing between words and numbers

- (c) The space between lines of text composition of normal

The normal distance that can be used between rows of text composition ranging between 120% -140%.

- (d) The spacing between letters (kerning) normal

Affect the readability of text arrangement (not too tight and not too loose)

## **(3) Understanding facilitate typography**

- (a) Study / hierarchy of titles are clear, consistent and proportional.

Shows order / hierarchy arrangement in stages so that the text is easy to understand. Hierarchies' text arrangement can be made with different types. Font, font size, and font variations (bold, italic, all capital and small capital).

Hierarchy of titles displayed proportional and does not use the font size differences are striking.

- (b) There is no white groove in the arrangement of text

Should be avoided in order not to interfere with the readability of text composition.

- (c) A cutting word (hyphenation)

Cutter said more than two lines would interfere with the legibility of text composition.

**f) Illustration of the contents**

- (1) To clarify and facilitate understanding

- (a) Be able to reveal the meaning from the object

- To serves for clarifying the material / text so as to increase the understanding and understanding of students in the information submitted.
- To establish the accurate and proportional correspond to reality

The shape and size of the illustrations must be realistic and in detail to provide an accurate picture of the object in

question forms must proportional illustration so as not to cause misinterpretation learners real objects.

(b) The attractiveness of contents illustration

- The overall illustration of harmonious form

Published in harmony with the elements of the material / book (subtitled title, text, and captions) on the entire page.

- The scratches and raster lines loud and clear

Avoid misunderstanding or lack of clarity of the illustration shown

- Creative and dynamic

Featuring illustrations from various perspectives, not only displayed in front and able to be visualized dynamically to add depth comprehension and understanding of learners.

Based on the description on review or related literature above, we can make the mapping:

