TEXTBOOK: an Economic Review

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Abstract

Textbook becomes important thing in learning process in the class. On the other side some teachers have a problem in choosing a appropriate textbook for their student. They have only limited time for selecting and choosing the appropriate one for their student. That is a problem that is faces in teaching-learning. Text book can be a media for teachers to do their activity in the classroom. We shall divide and select text books is to give an idea of the type of books available, and in a few cases make some suggestion as to how selection may he made, and in this paper will be discussed about three main categories about text books. Textbooks and education are two things which are closely related each other. The existence of textbooks supports the development of education in general. Nowadays, the cost of textbooks which are generally used by the doer of education such as teacher and students are getting increased each year. This problem aroused because of several things. They are the high cost of basic materials, the full-colored books, and high demand of books. The high cost of books gives the advantages and also disadvantages. To the publishers, the high cost of books will give them more profit. Besides, high cost of books is identically with the better quality of the textbooks both from the content and also the paper used. From the students' point of view, the high cost of textbooks gives them less chance to buy it. That's because their purchasing power are quite low. To solve the problem, some solutions are needed. Some of them are the students may use digital textbooks, copy them, use the handbook made by the teacher, use old books as references, and buy imitation books or hijacked books. For the publishers, some of the solutions to reduce the price of the books are do not take profit much, use recycle materials to make books, and think about the purchasing power of the society. However, discussing the textbooks seen from the economical point of view seems like the coin which has two sides. Good side and bad side, benefits and loss.

Key words: *ELT, textbook, and economic view*

INTRODUCTION

It is a fact that some teachers have a problem in choosing a appropriate textbook for their student. Some publishers come to them and offer their textbooks on early semester. They always explain that their textbooks are based on recently curriculum. The teachers have only limited time for selecting and choosing the appropriate one for their student. Based on their experience, they will meet some problems in the middle of leaching process. Some materials are not match with their lesson plan, or the materials are so difficult for the student. So they must revise these material before is given to the student.

The most obvious and most common form of material support for language instruction comes through textbooks (Brown, 2007:188). A lot of materials are covered in textbooks. A lot of language instructions and exercises are found out in textbooks. Almost all sorts of language practice are covered in textbooks. By having so, the students can do much on language learning. Whether textbooks will be much advantageous or not to students, it depends much on the teacher and the students themselves in making use of them. Practically, there seems no excuse to reject and neglect textbooks.

What do we mean textbook? Textbook is an almost universal element of ELT. Bayne (1998) defines textbooks as all forms of printed ELT instructional materials, commercial or non-commercial, bound or loose-leaf, and whole or part of a textbook. According to Tomlinson (2000) textbooks will include course books, self-access materials, supplementary materials and workbooks. While Gershon (2000) also states that textbooks can be in the form of in house

materials. From several definitions above we can conclude that the scope of textbooks is very wide. Textbooks are in the form of printed instructional materials and they are designed to help the teachers and learners. Textbooks do not have to be published by famous publisher but they can be in house materials which are usually generated by the teachers.

How necessary is a textbook? The answer to this question depends on the teachers' own teaching style, the resources available to them, the accepted standards of teaching in every language school, etc. However, the teachers have three options open to teachers as regards the use or nonuse of a particular textbook in a language classroom. First, teachers need textbook; second, they do not need them or the third, they select them and supplement some other materials to complete them.

Before the teachers decide to choose the appropriate textbook for their student, there are some parameters that can be used to select the appropriate textbook. Some of them are:

1. A textbook is a framework which regulates and times the programs.
2. In the eyes of learners, no textbook means any purpose.
3. Without a textbook, learners think their learning is not taken seriously.
4. In many situations, a textbook can serve as a syllabus.
5. The learner without a textbook is out of focus.
6. A textbook provides ready-made teaching texts and learning tasks.

DISCUSSION

As stated above, that the teachers decide to choose the appropriate textbook for their student before they begin to teach them. There are some parameters that can be used to select the appropriate textbook. Some of them are:

- a) A textbook is a framework which regulates in the programs.
- b) In the eyes of learners, no textbook means any purpose.
- c) Without a textbook, learners think their learning is not taken seriously.
- d) In many situations, a textbook can serve as a syllabus.
- e) The learner without a textbook is out of focus.
- f) A textbook provides ready-made teaching texts and learning tasks.

In order to get clear understanding, the writer wants to try describing every statement in a simple way.

- 1) A textbook is a framework which regulates in the programs.
Book is a part of the human life. As a teacher, he will use more than two books when he will make a lesson plan before he does learning process. It will easier for him to measure his teaching process.
- 2) In the eyes of learners, no textbook means any purpose.
Beginning learner has assumption that it's not easy learning without book. As if learning process has not clear purposes. If we see student's competence in producing skill (listening or speaking) they don't have enough vocabulary to express their idea.
- 3) Without a textbook, learners think their learning is not taken seriously.
Based on the second reason, some of the students think that learning is not so serious, because they don't have any materials that can be used for learning at home. They can't depend on their memories for remembering most of the materials that have learned.
 - a) In many situations, a textbook can serve as a syllabus.
If we try to discuss about this statement, the teachers can take some advantages from this situation. Some publishers always serve a syllabus in every textbook recently. The teachers only need simple modify some of the materials according to their plan
 - b) The learner without a textbook is out of focus.
It will happen if the students don't have printed material. They fell boring if they always listening the teacher explanation in every learning process. What happen after this? Learning process can't well, because the students can't concentrate in learning material

- c) A textbook provides ready-made teaching texts and learning tasks.

This condition can be seen in learning process in the class, the teachers don't need extra power to make hand out or work book their selves. Generally some textbook provides ready-made teaching texts and learning tasks. Both of teacher and student will take some advantages in this situation.

Textbooks for Teachers

Learners are supposed to master communicative competence. And the learning process is carried out to help students to understand and produce various kinds of knowledge and ideas on their competency in reading texts. It would be clearly not very helpful to include a complete bibliography of the enormous numbers of book publish on this subject. What we shall try to do in this paper is to give an idea of the type of books available, make some suggestions as to how selection may be made, and in a few cases make some recommendations. We shall divide our books in three main categories for the first, Course Books, the second, Books for Teachers, and the third, Supplementary Teaching Books which are used for the media of teachers and students in process teaching learning in the classroom.

Course Books

There has been development over the last view years in this field, and there are now some very fine courses on the market. Perhaps the first consideration when choosing a course is whether or not you have, or are likely to have a laboratory. If you have a laboratory, this may well make up your mind fur you. It is surprising how few good laboratory courses there are. One can think of one or two really first- rate classroom textbooks whose laboratory courses have serious weaknesses. Let us consider first, then, what factors to look for in a good laboratory course. The factors are:

a. Dialogues and Repetition

Most courses make use of exploded dialogues, that is to say a piece of prose or conversation read like a dictation by the master voice on the tape with spaces for student to repeat this in our view has very limited value. It is not useless and students always like it. They are to go back afterwards and hear their own voice alongside the native voice and thus make instant comparisons and corrections. But in the short time usually available for laboratory work there are much more important drills to be done. If there is exploded conversation, however, make sure 1. that it is short, 2. that it is a conversation and not literary prose (who speak in prose?), 3. that as with every item in the laboratory, it is fast—that is to say that spaces left for student repetition are only just long enough for the student to speak at normal native speed with all the natural elisions ('thi sisa table'), short form (don't'), and weak forms ('can', 'not' 'can') and of course with undistorted intonation patterns.

b. Drills

The more valuable part of a laboratory course is the structure drills. The structure has been learnt in the classroom. It now needs many practicing with many examples. First, as already mentioned the drill should be fast. This establish rhythm and, therefore, confidence. It also eliminates the desire of a student to 'think it out'. We do not want him thinking; we want his response to be automatic. Second, the drills should be varied. Monotony is danger anywhere, but particularly in the laboratory where students are by themselves without the stimulus of other people. Here are three different kinds of drills and there are many others.

Every lesson should contain several types.

Type 1. key sentence (for repetition)

she's got a cat He They.....

Type 2. key sentence

" She's got a cat", he's....., ' they.... '

Type 3. key sentence

'Mary hasn't got any tea',

'John's got money',

'We haven't got..... animals.'

In the last type, of course the examples are mixed, it means it is not simple substitution as in the first two examples. Some courses have simple substitution drills first to establish the sound and the rhythm of the drill, then a mixed type to test the ear of the student to make the necessary changes without thinking.

You should make sure that each item is capable of only one response. There is nothing more irritating to a student than when he responds, perfectly correctly, to a stimulus (the stimulus in the first example above 'he' or 'they') only to hear a different answer following his voice. He doesn't know if he is right or wrong and there is no teacher to say, 'that's all right; you can say that, too' if he is strong character he may form a dislike of the machine and if weak he may begin to distrust himself.

We have discussed, then, what to look for in a laboratory course book. We will turn now to textbooks which have no laboratory course attached to them. Remember, though, if you have a laboratory there is no reason why you should not write your own laboratory material to go with any text book you may wish to use - not that this is an easy task, nor one that should be entered into lightly.

Most textbooks consist of the following items, or some of them we will discuss these in turn.

a. New vocabulary and idioms

The vocabulary is useful, taking into consideration the level of our students and the type of people they are. It may be useful for top executives to know about cats sitting on mats, but they are likely to feel the course is more relevant to them if letters are lying in in-trays(or perhaps secretary sitting on executives' knees'). It is probably going to be difficult for you to suit the vocabulary to your students exactly, but it is the factors to be borne in mind. Another point is the amount of vocabulary introduced. Too little is better than too much. You can always introduce extra vocabulary, but you can't usually afford to neglect printed vocabulary because it will appear in the text.

b. The text

We strongly recommend that most of the texts, certainly at the beginner's level (before students are ready to discuss a text) should be conversation and not straight prose pieces. The language will then be colloquial, and probably more lively. This introduces a second point, perhaps the important factor in choosing a textbook. The text must be lively. An excellent first move when assessing a new textbook is to open it at random and read a particular text. Is it amusing? Is it relevant to modern life? Will it interest your students and make them want to talk about it? Another point to assess is the structure - is it introduced in the text in a natural way, or does one feel(as is, in fact, the case) that the script has been written in order to bring in the new grammar? Intermediate and advanced texts can afford to be longer, but it is still bad technique to be forced to study a text over several lessons. Students get bored with the subject.

c. The grammar

It is a moot point whether or not grammar should be explained. Many textbooks have a substitution table so it is much more useful, perhaps there is no harm in having an explanation, in English that the student can read at home. Perhaps there is even no catastrophic harm in having a textbook in which explanation appears in a foreign language (this would only be, of course if you were teaching abroad and the book had been translated). The grammar will not be taught initially from the explanations, but orally without the textbook, in ways we have suggested. To sum up, we do not feel this is a very important factor. What is important is that the grammar is built up systematically and clearly, without unnecessary complications. How should grammar be graded? We can take the four examples to be obviously a very detailed and highly technical matter and it can't be attempted to be exhaustive here.

The present tense

('he's smoking a cigar') ----- non habitual.

('he smokes a cigar') ----- habitual

The future tense usages in English

(I'll go to London tomorrow) (I'm going to London tomorrow)

(I'm going to go to London tomorrow)

There are many textbooks teaching 'shall' and 'will' first. This is a mistake. The essential difference between the 'shall' and 'will' tense and others is that the former express cold fact, while the latter is more personal, more emotional, more involved. The other interesting examples: 'I've waited here for half an hour' with 'I've been waiting here for half an hour'. Which would you use to reprimand an errant friend? But it is a fact that in language learning the thing one learns first, where their choice, tends to be one you remember and use. Take yourself as an example, when learning foreign language. Each new point of grammar requires an extra output of mental energy. If the teacher says, 'you can say it in this way, or that way,' you will tend to grasp one and leave the other for a later date. We don't like making what seems necessary effort. There for if this is true, coming back to the future tense usages, one should surely teach the one that is more used- either the second or the third in our list above. And incidentally, when you do come eventually to teach 'shall' and 'will' do remember to teach the contractions, I'll, he'll etc. before you teach the full forms. If you do it the other way round you will find it much harder to get them to use the contracted forms in their speech.

It is surprising how many point of English grammar are 'paired' that is to say that one is built upon the other. The two present tenses mentioned above are a very good example of this. Here is another, which has already been mentioned in another context:

I saw him in the street'.

I was walking in the street when I saw him'.

The two past tenses, which contrast the duration of two actions, one lasting longer than the other. It's obviously better here to teach the past definite (T saw') before the 'I was walking' tense (often called 'the imperfect' in the text books of grammar). It might have been tempting to think that having taught 'I'm walking' in the present, it have been a good step to teach 'I was walking' next, as the forms are so similar. This is to apply wrong principle. It is not the meaning of two tenses which is linked; in fact they express entirely different concepts. It is purely an accident that the form happens to be similar. It is always meaning that matters, not grammatical form. So the real 'pair' of T was walking' is not 'I'm walking', but 'I saw', or some other verb in this tense.

Dictating and exercises. there are two other general point about course text books which are relevant. They are the question of teachers' book and the illustration.

Books for Private Study of Teachers

There are grammar books, phonetics, and commercial English. This is the way how to teach phonetics to our students. This is the other field in which teachers may want to process a text book. This is perhaps an easier problem than grammar as far as selection is concerned, as it is a definite subject. To sum up, as well- armed teacher need to know about the following : stress, intonation, the phonetics alphabet , how individual sound are made, ideas and tricks to help a student with a particular difficulty; the pronunciation in different nationalities, and where to look for detailed information on all these.

There is any difference that teachers' needs aren't much the same as those of students. We think not, for the reason that a very important part of teacher's job is to know what to leave out. English grammar, though basically very easy, has usually an immense number of exceptions and variations, and it is very important to keep a beginner's course as simple as possible. Let the complications come in at a later time at a more advanced level. Let us quote an example:

'Some and any'. A rough- and -ready rule is that 'some' is used in affirmative sentences, 'any' in negative and interrogative ones. But then one comes across this:

'Will you have some tea?' (Not 'any more'.) We learn that the distinction between 'some' and 'any' is not really a clear, grammatical one, but one of meaning. 'Some suggest a positive situation, 'any', a negative. (Hence it would be rather anti-social to say, 'Will you have any more tea?' because this would expect a negative answer.) We realize that 'some' can be used in affirmative, though never in negative, sentences when a positive sense is implied. Now it is important for the teacher to know all this. He should know the underlying real grammar point and he should also realize that it would probably be disastrous to try to get over such a subtlety

(by the direct method) to beginners. For them the rough-and-ready rule is good enough. To find a textbook which do this is very difficult and we have never seen one that does. All we can use in conjunction with the textbook you are using—which we will hope, has been written by an experienced teacher who has learnt how to simplify the grammar according to the level of the students being taught. So, perhaps the prime consideration in buying yourself a good grammar book for reference is that it is reasonably thorough and, above all, right. It is extraordinary how many mistakes are made by reputable authors who have not bothered to think the point right through—either this, or they avoid or skirt the real difficulties. We always think a very good point on which to test a grammarian's prowess is the difference between the two past tenses—I traveled ' and 'I've traveled '. In particular, look to see into what sub-categories the author has broken up the use of 'I've traveled'. If there are less than four he hasn't thought enough. Just to supply you with the yardstick here are four separate uses of this tense:

'I've often traveled to the United States'. ----- Repeat action

'I've never traveled to the United States' ----- Indefinite action

'I've lived in France since the war' ----- past-present use

'I've just left school' or 'I've dropped my pencil' (and there it is still on the floor). This is completed action, but the result of the action, probably because of its recentness, continues until the 'present'.

Supplementary Teaching Books

It is the most important that a language school or department should possess a number of sets of books that can be taken into the classrooms by teachers and collected up at the end of the class. These are books which are vital to good teaching but which one could not expect students to buy. Again, we can divide these into various categories:

- a. Picture books
- b. Grammar books
- c. Phonetics
- d. Games
- e. Composition
- f. Readers
- g. Wall Charts

Textbooks Seen From the Economic Point of View

Textbooks and educational world are two things which are closely related each other. Since at the most basic level of education, the existence of textbooks cannot be seen from one point of view only. The teacher as an educator has to think about the appropriate materials that should be taught to the students. As the time through, some problems raised from the necessity of the material until the high cost of the textbooks. It is a fact that the higher level of education, the cost of the books will be higher, too.

The writer thinks that it is a dilemma for the students to buy textbooks because from the first side, the need of textbooks is undeniable and from other point of view, the price of the textbooks sometimes is unreachable especially for the people or the students coming from the low economic level. To buy a textbook, they will sell something such as rice from their harvest or from their crop. Beside the disadvantages got by the society, there are some advantages got by a number of people. In this paper, the writer will discuss more about the textbooks seen from the economic point of view. The discussion of it will be discussed on the next chapter.

It has been discussed on the previous part that the textbooks and the world of education have a very close relationship. They cannot be separated each other. Textbooks also influence and have a great role in the world of education. It also has been an open secret that nowadays, the students without the textbooks are not real students. Sometimes, the students of senior high school must have two or three textbooks for one subject only. Also, it is well known by the public that the prices of the textbooks are not cheap. Actually, there are some points of view related to the textbooks. This paper will discuss more about the textbooks seen from the

economic point of view. Moreover, the writer will discuss about the textbooks seen from the society or the students as the user and the publisher as the creator.

a. The Cost of Textbooks

It is well known that the school and textbooks are closely related each other. The necessities of the textbooks for school are increasing each year. Moreover, there are many publishers which published the various textbooks for almost all of the subjects taught in school. As the impact of it, costs of textbook are getting increased each year. This is the effect of the law of supply and demand, where there are many demand, the cost of the thing will get increased. Based on the research done by the GAO in 2005, there are two major reasons that caused the price of textbooks has increased each year. First, the revision cycle of three to four years common to many books, regardless of whether or not the revision cycles, or more frequent revisions, limit students' ability to reduce their costs by purchasing used textbooks and selling their textbooks back to bookstores at the end of the term. The second contribution to the significant rise in textbook cost is a more recent trend, i.e. enhanced offerings of additional instructional materials such as software and workbooks bundled into textbooks. In a certain instance a textbook was available both bundled and unbundled (only the textbook), and the bundled version was more than twice as expensive as the unbundled version of the same textbook. Publishers say they have increased investments in the development of supplements, particularly web-based tutorials and self-assessment tools, to meet the increased demands from instructors who hope to enhance student learning.

b. Textbooks seen from the students' point of view

As a student, it is undeniable that he/she needs some textbooks to give them more knowledge. It is impossible for the teacher to give all knowledge about the subject to the students in a very short time. Perhaps in school, the rate of the meeting will take about half an hour. Moreover, if the subject is held in the afternoon, the students' motivation to follow the class will get decreased. So, as the alternative of the problem, the existences of the textbooks are important. Nowadays, the textbooks in the market are quite various. The publishers are trying to give the customer, in this case are the students, the best materials, content, and books that probably they can do. So, the prices of the textbooks are getting higher and higher each time. This is the main problem of the students in developing country. Those who have low purchasing power will have lower chance to have those textbooks. Based on my own experience, there are several alternatives for the students to have the textbooks. The first is making a note from the textbooks. This way is quite popular several years ago. Usually, the students study together in a small group and they discuss the content of the book. Later, they will make a note of the textbook or make a summary of the book. This way is cheap enough, but it takes more time and power to do. The good side of this way is the students must read the whole content of the book and then they will make a summary of it. Indirectly, the students will comprehend the content of the textbook. Now, this way is being left by the students. The second alternative is by copying the textbooks. This way is popular now because they can have the book fast and the price is reachable. The positive effect is the students may have more books with the lower price. The negative effect is they will have the low quality textbooks. Besides, the students usually just copy the books without reading it. They just compile those books and put it on their studying table.

c. Textbooks seen from the publishers' point of view

Textbook publishers simply seek greater profit margins now than they did in the past. After all, the market used to be dominated by rather genteel textbook companies that really cared about scholarly texts and not so much about being wildly profitable. A comfortable, modest profit line was fine in the old days. Those days are now gone, because traditional textbook companies have been bought up by gigantic conglomerates that look only to the bottom line and seek huge profits. For these companies, so the theory goes, textbooks are just one more product line, no different from detergent or tires or toilet paper, on which to make a

profit. The fact that many formerly independent textbook companies are being bought up and merged under the same corporate umbrella could also be partly responsible, if this process reduces competition through having fewer companies. Another facet of the debate is the frequent revision schedule of basic textbooks. Most introductory psychology textbooks are revised every three years, some every two years.

There are several reasons for the publishers to raise the price of textbooks. First, the raw materials of the textbooks are getting increased. They usually use paper pulp to make qualified textbooks. These raw materials are made of wood, and the existences of wood are getting rare now. So, the publishers raise the price of the textbooks because the raw materials are not cheap. Second, the *textbooks made are in full color* with glossy paper. This factor also takes part in making the price of the textbooks getting higher. Third, they need to do promotion both by using hard material such as poster and banner, and soft material that is advertising it in internet or television. It takes more money to put the advertisement there.

Solution

From the discussion above, the writer is trying to give the solution about the problem of the textbooks seen from economical point of view. Those solutions are as follows: 1. From the students/user's point of view

Textbooks seen from the students' point of view, the writer proposes five solutions that probably be used by the students in getting textbooks with low price.

a. Use digital textbooks

Digital textbooks are quite easy to find. The students need to surf on internet and find the appropriate textbooks that support certain subject. The other way to find the digital textbooks is by buying or renting it. Unfortunately, the shop which provides digital textbooks exists only in development country such as in America. The writer doesn't know exactly about the bookshop provides digital textbooks in Indonesia. Hopefully, in the following years, the digital textbooks will be popular in Indonesia and it will help the students in getting the information or in getting more knowledge especially in educational world.

b. Make a note

As it has been explained in the previous part that is the students, several times ago, prefer to make a note based on the textbooks or handbooks from the school than buy or copy it. Based on the writer own experience, the students at that time also like to do discussion with their friends and make small groups. They study together to discuss the problems related to the difficulties faced by them and also they will make a note or make a summary of the books. As a consequence of it, the students must read the whole books to know the material or the content of the book. Then, they make a *summary of it*. *Later, in the process of teaching learning, those students have read the chapter which is going to be discussed. This gives positive effects that is beside the price is very cheap, the students, indirectly, are forced to read the book and to comprehend the content of it.* The disadvantages of this method are it takes a lot of energy and time to read the book and to make the summary.

c. Copy the textbooks

This is the popular way of Indonesian students to have the textbooks. The students who have low purchasing power prefer to copy the book than buy the original ones. Beside the price is quite low, the students get the same knowledge as them who buy the original one. Beside those advantages, it also gives disadvantage. First, the students just need to copy the book if they want to have it. It drives the way of thinking of the students become joking about the textbooks. Second, the students usually just copy the books and put it on their studying table without reading it. It is a phenomenon that the students are lazy to read now. They prefer finding the information they need on internet rather than reading books. They depend on the search engine such as Google or Yahoo. The writer thinks that this is not a good idea.

d. The teachers create their own textbooks

The next alternatives that probably do are the teacher creates his own textbooks. Usually, the teacher compiles the materials from many sources, and then he makes his own textbooks. This textbooks, hopefully, fulfill the students needs because the teacher himself know what his students need. Besides, the teacher usually thinks the purchasing power of his students, so he will

ask the students to copy the books by themselves. Based on the writer experience in making the handout of certain subject, the cost to copy the book is between five thousand to twenty thousand rupiah. I think the price is reachable.

e. Use old textbooks

The other alternative is by using old textbooks. If the material used by the teacher or lecturer are the same as the previous year, the students may use the old textbooks which has the materials taught by the teacher. In this case, the students need to borrow those books from his brother or his neighbor who has graduated from school. Moreover, the use of old textbooks will decrease the budget to buy textbooks. The budget might be used to buy other needs or it can be used to fulfill the students' necessity.

f. Buy the hijacked book / imitation books

This is the last alternatives for the students to have the textbooks that is buy the hijacked book or imitation ones. In Indonesia, many places produce the hijacked book. They imitate those books then sell it with lower price. For example, in Yogyakarta we will find 'shopping'. That's the place where old books, imitation books, and hijacked books sell. We can find almost all books there, from the magazine, newspaper, Islamic books, dictionary, scientific books, until the thesis or paper. All of that is sold with low price. The writer thinks that the place like that is very helpful for the students with low purchasing power. From the publisher's point of view.

CONCLUSION

From the discussion about the textbooks seen from advantages, such as: a) Text book is an important thing for the teacher and the student in teaching-learning process, b) Learning process can be arranged in a good lesson plan if we have enough textbook as reference, and c) The student will trust that they will get new experience and knowledge if they will get **some book as the reference in learning process**.

While the discussion about the textbooks seen from the economic point of view; determining about the positive and negative effects, some solutions that probably can solve the problems, the writer draw some conclusions. They are as follows:

1. The world of education and the existence of textbooks are closely related each other. Those two things are needed each other. The existence of textbooks helps the teacher and the students to develop the materials and of course, it will increase the knowledge both to the teacher and to the students themselves.
2. There are some problems related to the textbooks seen from economical point of view. Some of them are the cost of the textbooks are getting higher and higher each year, the students' need on textbooks and their point of view, and the textbooks seen from the publishers' point of view which see the textbooks can make the company run.
3. After proposing the problems, the writer also proposes two major solutions. The first is from the students' point of view. The students can use digital textbooks, make a note based on the textbooks, copy the books; the teacher may create his own textbooks, the usage of old textbooks, and buy the hijacked textbooks. The second is from the publishers' point of view. The publishers are not expected to take profit much, use cheaper materials, thinking about the law of supply and demand.

From all discussions above, the writer thinks that discussing textbooks seen from the economical point of view seems like two sided coins. The other side gives advantage, the other side gives disadvantages.

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Mardalena, Lahir di Salam Buku, Kabupaten Merangin Provinsi Jambi 17 Oktober 1981. Menamatkan jenjang pendidikan Sekolah Dasar di SD Negeri 242/VI Salam Buku pada tahun 2003. Pada tahun 2006 menamatkan pendidikan Sekolah Lanjutan Tingkat Pertama di SLTP Negeri 1 Bangko. Kemudian tahun 2009 menamatkan pendidikan di Sekolah Menengah Kejuruan Negeri 4 Jambi. Pada tahun 2004 penulis berhasil memperoleh gelar sarjana Fakultas Sastra Jurusan Sastra Inggris di Universitas Bung Hatta Padang. Pada tahun 2012 memperoleh gelar magister pendidikan pada program pascasarjana di Universitas Ahmad Dahlan Yogyakarta pada program studi Pendidikan Bahasa Inggris. Saat ini penulis terdaftar sebagai salah satu mahasiswa kandidat doktor pada program doktoral (S3) program studi Manajemen Pendidikan di Institut Agama Islam Negeri Sultan Thaha Saifudin Jambi. Selain itu penulis saat ini juga menjabat sebagai Wakil Ketua I bidang Akademik, sekaligus merupakan salah satu dosen yayasan di STKIP YPM Bangko pada Jurusan PBS, program studi pendidikan Bahasa Inggris. Selama menjadi dosen, penulis telah menerbitkan beberapa buku ajar: Prose, Speaking I, & III, dan Reading II.