

## **An Analysis of Textbook Entitled “Pathway to English” Published By Erlangga at the First Semester of the 11<sup>th</sup> Grade of Senior High School**

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**Abstract.** *The purpose of this study was to find out whether the Pathway to English textbook of the eleventh grade at the first semester fulfilled syllabus points of the 2013 curriculum and how broad they presented. The researcher used descriptive qualitative research. The data would be gathered from document analysis of an English textbook entitled Pathway to English published by Erlangga. The Pathway to English textbook had fulfilled syllabus points of 14 from 16 items of basic competence and 6 from 6 items of learning material. Each basic competence was provided in some exercises of 4 English skills. The learning materials were successfully included and developed supported materials which interpreted about social function formed cooperating tasks, text structures were available and related the other rules of text structures, and language features were available and were developed based on suitable vocabulary, exercise of pronunciation and intonation, and related grammar to support the materials of modals, adverb, tenses, connector, etc. It was also provided and developed appropriate topics and multimedia using based on the syllabus guidance. On the other hand, this textbook had weakness about there were not available BC 4.5 and BC 4.6 criteria and lack notes of enrichment vocabulary and pronunciation.*

**Key words:** *syllabus points of 2013 curriculum, Pathway to English textbook, deductive content analysis*

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## A. INTRODUCTION

Nowadays, the government had arranged curriculum that was used in teaching learning process at school. Curriculum is, perhaps, best thought of as that set of planned activities which are designed to implement a particular educational aim - set of such aims - in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with statements of criteria for selection of content, and choices in methods, materials and evaluation” ( Paper National Focus Group). It means that curriculum consists of knowledge, methods, materials and evaluation in order to achieve educational aim.

In English language teaching field, our educational system had implemented different curricula for improving learners’ proficiency level and coping with the challenges of the global world. Some recent curricula which had been launched by Education National Standardization Board (Badan Standar Nasional Pendidikan/BSNP) and implemented in Indonesian’s ELT were *Competency-based Curriculum* (Kurikulum Berbasis Kompetensi/KBK), *School-based Curriculum* (Kurikulum Tingkat Satuan Pendidikan/KTSP), and the most current one, *2013 Curriculum* (Kurikulum 2013). There were two operational curricula which was formed and practiced by each school in Indonesia, but actually it did not change the basis of Competence-Based Curriculum substantially. Interpreting education’s goal, curriculum should be relegated to syllabus form. Syllabus referred to sub-part of curriculum which was concerned with a specification of the units which would be taught.

Ismawati explains that syllabus is course planning in a subject/ certain theme that include of competency standard, material, activity, indicator, scoring, time, and source. Parkes also defines that a syllabus will provide several pieces of useful information for students, in addition to the contractual and documentary material

previously mentioned. For the definition above it can be concluded that syllabus was educational instrument/ planning in teaching learning process.

The syllabus itself needed some sources to make it possible achieving the goals. It is supported by Chanie, he defined goals and objectives as well as learning experiences in the syllabus are made tangible with the teaching materials. Lamphear points that the materials can be authentic materials, for example from newspaper, magazine, recipe or textbook. One of the most useful tools an instructor possesses is the textbook. Nowadays, textbook became popular and became primary sources in teaching learning process, because it was the most effective source of materials. Textbook was tool for guiding teacher in the class. Textbook is part of completeness or means of learning mission lead materials to appropriate with curriculum and syllabus (LKPP UNHAS). It means that textbook has described curriculum and syllabus requirement in a lesson. So, the providing of textbook was for catching the idea or goal of education.

Textbook was important for students to prepare and fulfill experiences in a good process. Textbook had many functions in a course, it would be better if the teacher used textbook as guidance and did analysis whether particular textbook had fulfilled syllabus point or not, therefore the students had got standard knowledge based on particular curriculum. It means that the materials in the textbook should help the teacher in conducting teaching and learning process. So it was important for the teacher to select and analyze the contents of textbook about syllabus point. The English teacher should be able to decide whether the contents of the textbook are suitable with the current curriculum and syllabus. The most important analysis was the syllabus, because the syllabus had supplied some materials of certain indicators. The teacher should make sure that the textbook had fulfilled syllabus point before she/he would use it.

Commonly the teachers seldom analyze the content textbook based on syllabus appropriateness, therefore the textbook was used without being analyzed. Meanwhile the school-based 2013 curriculum was providing syllabus, so the teacher should not design the syllabus again. Automatically the syllabus content must be in the textbook. Implementation of two curricula in these school years had made publisher produced some books. It would decrease quality of education if those textbooks did not have syllabus requirement.

There were some publishers of textbook in Indonesia, they produced some title of textbook. Pathway to English was a series of English textbook for senior high schools students. It was published by one of the qualified textbook publisher. Thus, the Pathway to English textbook was popular to be used in Indonesia. The aim of this research was to analyze the particular textbook entitled Pathway to English which published by Erlangga based on the characteristic of its textbook

## **B. RESEARCH METHOD**

The method used in this research was classified as content analysis or document analysis. According to Shannon et al, content analysis is a widely used qualitative research technique. A part of qualitative descriptive research was mainly document analysis which provided a valuable source of information consisted of public and private record that was used by qualitative researchers in collecting data. We make a judgment about how useful and usable a document is, in relation to the processes it is expecting customers to engage in (Waller). Document was an important source of data in many areas of investigation. As qualitative study, the analysis of a document was concerned with the explanation of some phenomenon at a particular time or its development over a period of time. Shannon et al also add that qualitative content analysis is one of numerous research methods used to analyze text data.

In collecting the data, the researcher used textbook entitled *Pathway to English* published by Erlangga of eleventh grade as primary document. Research which uses qualitative content analysis focuses on the characteristics of language as communication with attention to the content or contextual meaning of the text (Shannon et al). This research was classified using of published textbook as the text data of document analysis.

In addition, the instrument of this research was syllabus points. The syllabus points consisted of core competence, basic competence, main material, teaching-learning methodology, assessment, time schedule, and resources. The researcher used syllabus points of basic competence, and main material in this research. The researcher would focus on basic competence 3.1- 4.10 because it can be measured by the points in some materials. In the other hand, the researcher would eliminate basic competence 1.1- 2.3 in this research because these basic competences were visible in learning process so it cannot be measured in the textbook. Therefore the researcher would focus on basic competences 3.1- 4.10 and 6 learning materials as presented in the first semester of eleventh grade senior high school. Then they would be checked by using checklist evaluation.

A checklist is an instrument that helps practitioners in English Language Teaching (ELT) evaluate language teaching materials, like textbooks (Makundan). It means that textbook can be analyzed based on the criteria by using checklist evaluation as the instrument. English language teaching (ELT) material developers and evaluators need to take a wide range of factors into consideration before they make decisions on the materials they develop or select for particular contexts. In the development of this checklist several points had to be considered. First was the issue of validity. According to Makundan to ensure the validity or relevance of any instrument, its developers must be aware of the relevant theories. It can be said that relevant theory made the instruments were valid. Therefore the

researcher presented the checklist evaluation based on theories of syllabus points especially about basic competences and learning materials.

The researcher also used triangulation of person as source to validate the instrument of syllabus points. Therefore the instrument that had validated would be used by the researcher to analyze syllabus point appropriateness of basic competence and learning material on Pathway to English textbook.

Meanwhile, in analyzing the data, researcher used deductive content analysis. It is supported by Mayring who says that the procedure is deductive because the category system is established before coding the text. Mayring also adds that the categories were deduced from theory of syllabus point analysis. Theoretical considerations can lead to a further categories or rephrasing of categories from previous studies, but the categories are not developed out of the text material like in inductive category formation. Therefore deductive content analysis was applicable in this research.

### C. FINDINGS AND DISCUSSION

#### *Findings*

This table showed the result checklist evaluation of basic competences of the eleventh grade of senior high school based on syllabus of the 2013 curriculum.

| No. BC | Basic Competence  | (√/-) | Explanation  |
|--------|---|-------|--|
| BC 3.1 | Analyzing the social functions, the structure and language features of expressing and responding a suggestion and offer, according to the contexts. | √     | There were some analysis about expressions of giving recommendation and offers according to the functions. It was appeared in methodology of associating on the exercise page 10. The language feature to express recommendation and an offer was also available on page 11. |
| BC 3.2 | Analyzing the social functions, the structure and language features of giving and asking opinions, according to the contexts.                       | √     | In observing methodology of chapter 2 had provided exercise to analyze some expressions of asking for and giving the opinions, agreeing and disagreeing according to their functions on page 32.   |
| BC 3.3 | Analyzing the social functions, the structure and language features of  | √     | On page 48, there was available exercise to analyze the expressions of hopes and wishes. It was about the structure which  |

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|        | expressing hopes, according to the contexts.  |   | should be divided into essential clue of expressing, subject, predicate, verb, objective, noun and the others. There was also explanation to compare the differences between hopes and wishes on page 49. It was talked about social functions, the structure and language features of expressing hopes and wishes based on the contexts. Besides students should analyze some reading texts to check understanding and to get the specific information of the material.                 |
| BC 3.4 | Analyzing the social functions, the structure and language features of formal invitation letters, according to the contexts.                              | √ | The social function and language feature of an invitation letter were appeared on pages 62-63. Next, the part and generic structure of formal invitation was on page 65. Analyzing the materials was on dialogue and monologue form.   |
| BC 3.5 | Analyzing the social functions, the structure and language features of personal letters according to the contexts.  | √ | There were available some exercises and explanations about analyzing essential elements of personal letter according to their functions, text structure and language function based on their accuracy, efficiency, and effectiveness in form analyzing of reading text, the body of personal letter, and also the structure of grammar on personal letter.   |
| BC 3.6 | Analyzing the social functions, the structure and language features of procedural text in the forms of manual and tips, according to the contexts.        | √ | In analyzing the material, it was provided many reading texts pictures as the way. There was exercise to observe the generic structure of procedure text, analyzing specific information on reading text, and analyzing some pictures to make sentences of the material. Then it was available a summary about social function, text organization, and language features of procedure text on pages 108-109. The explanations and treatment of language features were on the next pages. |
| BC 4.1 | Constructing spoken and written text to express and respond to a suggestion and offer according to its social functions, structure and language features. | √ | Constructing spoken and written text was formed on some exercises to express and respond suggestion and offer according to its social functions, structure and language features. The exercises were on pages 9, 10, 11, and 14.   |
| BC 4.2 | Constructing spoken and written text to express and asking for opinions, according to its social functions, structure and language features.              | √ | On page 22, there were some sentences of reading text that should be spoken by the students after they listen first. Then there were some tasks about spoken expression with pairs and teacher about the expression. Constructing the expression should be done also with writing some blank texts, and free writing based on social function, structure,  |

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|        |  |   | and language functions.  |
| BC 4.3 | Constructing spoken and written text to express hopes, according to its social functions, structure and language features. | √ | Firstly, it was available written text of sentences to express hope and wishes that should be spoken by the students on page 39. Secondly, there was a picture should be discussed by the students about hopes and wishes. Then it was available the reading text on pages 42-43 of dialogue about giving and responding hopes then the students should act it out with pairs. After that, there were also available the exercises should be written by the student with the situation were given on page 44, create the dialogue on page 46, create the short dialogue on page 51 and create get well message based on the picture were available on page 52. |
| BC 4.4 | Understanding the message in formal invitation letters.  | √ | There were available some reading texts of formal invitation which had completed some questions to check students' understanding. They were on pages 59, 66, and 68-69.  |
| BC 4.5 | Editing formal invitation letter according to its social functions structure and language features.                        | - | The students should edit some samples of invitation letters on pages 75-76. They were edited based on the structures and situations were given. But the invitation was provided on informal form.  |
| BC 4.6 | Writing formal invitations, according to its social functions, structure and language features.                            | - | There were 3 sub questions about free writing should be done by the students. They were about completing the blank dialogues, creating the dialogues based on the situations were given, replaying the informal invitation. It meant that, the invitations that should be written by the students were on informal form. It could be weakness in this basic competence.  |
| BC 4.7 | Understanding the message in the personal letter.  | √ | There were some reading texts which were followed by some exercises to check students' understanding about specific information, detailed information, and main ideas. They were available on pages 81, 84-85, and 86-87.  |
| BC 4.8 | Writing personal letters, according to its social function, structure and language features.                               | √ | There were available 2 blank texts of personal letter on page 95. The student should complete them by their own answer. Then, there was free writing about personal letter based on the situation was given on page 96.  |
| BC 4.9 | Understanding spoken and written procedural texts, in the form of manual and tips.   | √ | Firstly, on page 105 was available the text of tips that was completed with some questions to check students' understanding. Then the students should choose true or false about statements based on the   |



structure and language features. The first exercise was on page 9 about constructing the expression by finding the information in the internet about the direction of giving a recommendation, responding recommendation, expressing an offer and responding an offer. There was task on page 10 which was completed the blank dialogue with suitable expression based on the context. Then the formula of this material was explained on pages 11-12, it represented language element to express recommendations and offers. The language feature was about modal auxiliary and using WH- Question to make affirmative, negative, and question statement. Constructing the expression was appeared also on tasks page 14. They were about creating the expression of recommendation and offer and finding the reference of pronoun using in the sentences. Then the social function was achieved about sustained good relationship among teachers, students and the other. It signed on the some tasks had relation among them.

#### *Basic Competences in the Second Chapter*

Learning material: expressing of asking and giving opinion and the responses.

a. BC 3.2 Analyzing the social functions, the structure and language features of giving and asking opinions according to the contexts. In observing methodology of chapter 2 was provided exercise to analyze some expressions of asking for and giving the opinions, agreeing and disagreeing, impolite and avoiding opinion according to their functions, structure, and language feature on page 32. Then there was analyzing of reading text based on the structure of getting specific information of the expressions on the monologue and the dialogue. The other reading texts were spread on some pages. The one was on page 23 talked about corruption was quoted by the Jakarta post, it should be read aloud by the students to check their pronunciation. The other written texts were formed the monologue on page 24, the dialogue on pages 25-26.

b. BC 4.2 Constructing spoken and written text to express and asking for opinions, according to its social functions, structure and language features.

On page 22, there were some sentences of reading text that should be spoken by the students after they listen first. Then on page 24, there was available the picture to stimulate students' speaking with friends and teacher which completed some questions should be discussed. Besides, the exercise of the dialogue about "Parents Speak Out" should be acted out with pairs on pages 25-26. After that, the students should construct the expressions by completed some sentences on their answer about agree and disagree response and avoid opinion on page 33, next they should also completed some dialogues and monologues of expression asking and giving opinion on monologue and dialogue with social function, structure, and language functions pages on pages 32 and 33.

#### *Basic Competences in the Third Chapter*

a. BC 3.3 Analyzing the social functions, the structure and language features of expressing hopes, according to the contexts.

There available the exercises and explanation about the materials of expressing hopes and wishes. It was began on page 41, there was a topic on picture of get well wishes that should be spoken and written. On page 48, there was available exercise to analyze the expressions of hopes and wishes. It was about the structure which should be divided into essential clue of expressing, subject, predicate, verb, objective, noun and the others. There was also explanation to compare the differences between hopes and wishes on page 49 based on the contexts. Then the students should analyze specific information of the monologue and dialogue on reading texts. The exercises and explanations above would help students to analyze with social functions, the structure and language features of expressing hopes and wishes.

b. BC 4.3 Constructing spoken and written text to express hopes, according to its social functions, structure and language features.

Firstly, it was available written text of sentences to express hope and wishes that should be spoken by the students on page 39. Secondly, there was a picture should be discussed by the students about hopes and wishes. Then it was available the reading text on pages 42-43 of dialogue about giving and responding hopes then the students should act it out with pairs. After that, there were also available the exercises should be written by the student with the situation were given on page 44, create the dialogue on page 46, create the short dialogue on page 51 and create get well message based on the picture were available on page 52. They showed the social function of sustaining of good relationship among the students and teacher were achieved.

#### *Basic Competences in the Fourth Chapter*

a. BC 3.4 Analyzing the social functions, the structure and language features of formal invitation letters, according to the contexts.

The structures of an invitation letter were appeared on pages 62-63 which discussed about the meaning and types of invitation letter and the part of generic structure was on page 65. Then on pages 67-68 were appeared the explanation to accept an invitation and declining an invitation. Next, there was available the sample expressing to make, accept and refuse an invitation. The treatments that were used to analyze the material were provided on some sentences and reading texts of formal invitation which were completed some questions. For first example was available on page 57 some expression that should be analyzed to match some expressions based on their functions. Then there were some reading texts that should be analyzed by the students about monologue and dialogue form.

b. BC 4.4 Understanding the message in formal invitation letters.

There were available some reading texts of formal invitation which had completed some questions to check students' understanding. The first was on pages 59, there was reading text about letter of invitation "VCA School of Drama", the questions were available about the specific information and detailed information. The other

example was available on page 66 about RSVP completed the questions about the text. The example was also available on pages 68-69, there were 2 sub exercises about the dialogue and some questions to check students' comprehension of understanding. The last was on page 73, it was appeared the text should be analyzed by the students with give checklist on the column of the body of text in structure, language feature and context.

c. BC 4.5 Editing formal invitation letter according to its social functions structure and language features.

Firstly, the students should edit the blank of written informal invitation according to card of formal invitation that available, it was on pages 61. Then on pages 75-76, there was task to edit the informal invitation based on the structures and situations were given. After that, the students should edit list of the content invitation. The exercises were available many forms of informal invitation, therefore the teacher should add the other sources for achieve the goal in this basic competence.

d. BC 4.6 Writing formal invitations, according to its social functions, structure and language features.

There were 3 sub questions about free writing should be done by the students. The first was about completing the blank dialogues. The second was about creating the dialogues based on the situations were given on page 70. The third was replying informal invitation on page 76. There was no writing on formal invitation in this chapter, the writing was about complete the blank text, or writing on informal invitation. So that, the teacher must add the other resources to complete the weakness.

#### *Basic Competences in the Fifth Chapter*

a. BC 3.5 Analyzing the social functions, the structure and language features of personal letters according to the contexts.

There were available some exercises and explanations about analyzing essential elements of personal letter according to their functions, text structure and language function based on their accuracy, efficiency, and effectiveness. The first was appeared on some reading texts which should be analyzed about the body of personal letter, it was on pages 82, 84 and 89. The second was about analyzing some structures of simple present, simple past, and connectors on personal letter pages 90-93.

b. BC 4.7 Understanding the message in the personal letter.

There were some reading texts followed by some exercises to check students' understanding about specific information, detailed information, and main ideas. They were available on pages 81, 84-85, and 86-87.

c. BC 4.8 Writing personal letters according to its social function, structure and language features.

There were available 2 blank texts of personal letter on page 95. The student should complete them by their own answer. Then, there was free writing about personal letter based on the situation was given on page 96. The social function was relationship among friends. The structure was about the body of personal letter and grammar which included on previous discussion.

#### *Basic Competences in the sixth chapter*

a. BC 3.6 Analyzing the social functions, the structure and language features of procedural text in the forms of manual and tips, according to the contexts.

Firstly, there was exercise to observe the generic structure of procedure text of "How to Use Chopsticks" on page 108. Then it was followed the questions about specific information and pronoun using. Secondly, analyzing sign on pictures to create sentences on using should do and should not do pages 111-112. It also completed the exercise using of must and must not on procedure text page 114.

Then it was available a summary about social function, text organization, and language features of procedure text on pages 108-109. The explanations and treatment of language features and grammar that used were on the next pages about using of modals and imperative sentences in procedure text.

b. 4.9 Understanding spoken and written procedural texts, in the form of manual and tips.

In checking understanding of the material, it was used some exercises. Firstly, on page 105 was available the text of tips that was completed with some questions to check students' understanding. Then the students should choose true or false about statements based on the procedural text in form tips on page 107. Next on page 108, there was exercise of the certain topics should be discussed by the student, after that they should answer some questions. Finally, there were available 2 reading texts of procedural text in manual and tips forms, they completed some questions to check the students' understanding of the differences between them.

c. 4.10 Editing procedural texts, in the form of manual and tips according to its social functions, structure and language features.

The students should edit some exercises on page 114 and 117. They discussed the using of adverb, modal, and connector on procedure text in tips form. Next on pages 120-121, there were available some pictures that should be presented about the tips with editing some clue body paragraph of personal letter on page 122 in manual form.

### ***Discussion***

Based on the discussion above, researcher firstly would draw the table about appropriateness of syllabus points on the pathway textbook. After that researcher would describe broad of syllabus point appropriateness finding generally.

Based on the table description above, there were available all of basic competences and learning materials in every chapter of textbook. Whereas in chapter 4, the item of basic competences was not completed, it was caused basic competences 4.5 and 4.6 were available on informal invitation form. Ideally, it must be on formal invitation form in editing and writing aspect. Therefore the textbook fulfilled 14 from 16 items of basic competences and 6 from 6 learning materials which should be achieved at the first semester of eleventh grade in 2013 curriculum. Then all of basic competences and learning materials fulfilled criteria of social functions, structures, and language features.

After finding frequencies of syllabus points, researcher would discuss how broad of syllabus points was fulfilled on the textbook. Firstly, it was appeared interpretation of basic competences 3.1- 4.10 were available in chapter 1-6, except basic competence 4.5 and 4.6 which were not suitable. Each available basic competence was provided in some exercises of four English skills which was included social functions, text structures and language features. Secondly, the learning materials were available completely with development of related material about the expression and grammar, beside that it was included some items of social functions, text structures and language features based on syllabus. The social function was achieved about relationship among students, teacher and the others which was formed on cooperating tasks. The text structures were suitable based on syllabus guidance and it was also developed in some rules and clues of the other related text structure. Language features were available and were developed based on suitable vocabulary, the other hand the pronunciation and intonation were also available in some exercises, then there was supplying and developing the related grammar to support the materials of modals, adverb, tenses, connector, etc. It was also provided and developed appropriate topics and multimedia using based on the syllabus guidance.

#### **D. CONCLUSION**

The conclusion of the research was first pathway textbook of the eleventh grade at the first semester fulfilled syllabus points of the 2013 curriculum. Second, the broad pathway textbook of the eleventh grade at the first semester fulfilled syllabus points of the 2013 curriculum included of basic competences and learning materials which were consisted of including and developing basic competences into some exercises of 4 English skills and successfully interpreting and developing learning materials based on social functions, text structures and language features items. The Pathway to English textbook had fulfilled syllabus points of 14 from 16 items of basic competence and 6 from 6 items learning materials. Each basic competence was provided in some exercises of 4 English skills which was included social functions, text structures and language features. The learning materials were successfully included and developed supported materials and it interpreted social functions, text structures and language features items completely. The social function was achieved about relationship among students, teacher and the others which was formed on cooperating tasks. The text structures were suitable and developed in some rules and clues of the other related text structure. Language features were developed based on suitable vocabulary, exercise of pronunciation and intonation, and related grammar to support the materials of modals, adverb, tenses, connector, etc. It was also provided and developed appropriate topics and multimedia using based on the syllabus guidance. This textbook had weaknesses of none available BC 4.5 and BC 4.6 and then lack of enrichment vocabulary and pronunciation notes.

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