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**THE CONSISTENCY OF TEXTBOOK “PATHWAY TO ENGLISH FOR SMA/MA GRADE X” WITH THE 2013 CURRICULUM**

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The aim of the study is to analyze whether the textbook “Pathway to English for SMA/MA Grade X” publisehd by Erlangga pass the BSNP assessment and the content is consistent with the 2013 Curriculum. This study used qualitative content consistency analysis as its research method. The data were collected from the English textbook “Pathway to English for SMA/MA Grade X” written by Th. M. Sudarwati et al., published by Erlangga in 2016. The data analysis used two instruments: the assessment based on KI-KD of the English syllabus of 2013 Curriculum and the rubric assessment by BSNP textbook evaluation. The discussion was focused on the content consistency of the materials in the textbook. There are two main findings. First, by using KI 3-4 and KD of the syllabus 2013 Curriculum the percentage obtained is 94% (very good). Based on the assessment, it is discovered that all the materials in the textbook are consistent with the KI 3-4 and the KD of the syllabus 2013 Curriculum. Second, by using BSNP assessment the percentage obtained is 81.25% (very good). Based on BSNP assessment, it revealed that all the materials in the whole chapters of the textbook are consistent with the criteria of the 2013 curriculum.

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## INTRODUCTION

#### Language is a way to communicate with other people. There are so many languages that exist in the world. One of the languages that must be learned by Indonesian is English. English is an important language because it becomes one of the international languages. Most people in the world use English as their language to communicate with people from different countries. As the progress of globalization, how important of English is clearly proven.

#### Nowadays, information is provided in the English language, started from spoken and written information. In the Indonesian education, English becomes one of the important subjects. The learning of English starts from Elementary School, Junior High School until Senior High School. The process of teaching English continue to evolve along with the times. The English teaching in Indonesia has been based on the curriculum designed by the central government throughout curriculum policies provision. The change of the curriculum is based on the Ministry of Education and Culture, Republic of Indonesia regulations to find the better curriculum which is suitable for Indonesia. The newest curriculum in Indonesia is the 2013 Curriculum. The implementation of the 2013 Curriculum is one of the government’s efforts to resolve the various problems being faced by the world of education today. (See for further details the Regulation of the Ministry of National Education Number 59 The year 2014 for SMA/MA).

#### The Government tries to develop education in line with the globalization development. At the beginning of its implementation, the 2013 Curriculum still have deficiencies so that Ministry of Education and Culture Republic of Indonesia carries out the 2013 Curriculum revision. On March 23, 2016, Ministry of Education and Culture Republic of Indonesia has officially launched the final revision of the 2013 Curriculum.

#### Based on the revision by the Ministry of Education and Culture Republic of Indonesia (2016), English language subject for SMA/MA/SMK/MAK aims to develop potential learners to have the communicative competence of interpersonal, transactional, and functional texts using various English texts both oral and written. The structure of the 2013 Curriculum consists of two competencies: core competence and basic competence. Core competence (KI) is the skill level to achieve the Standards Competence of Graduates who should be obtained by students at any grade level or program that became the base of the development of basic competencies. (Ministry of Education and Culture Republic of Indonesia, 2013: 67). Basic competence (KD) is the skill level in the context of learning content, learning experience, or subjects that refer to core competencies. (Ministry of Education and Culture Republic of Indonesia, 2013: 68).

#### The changing of the former curriculum to the last revision of the 2013 Curriculum makes many publishers offer textbooks based on the newest revision of the 2013 Curriculum. As it is known that textbook is urgently needed by the students as a source of learning and materials provider for teachers, so it must be proper with the curriculum. Hutchinson and Torres (in Awasthi, 2006:1) explain that a textbook is an almost universal element of teaching and guidance for a teacher, a memory aid for pupils, and a permanent record for measuring what has been learned. The importance of the textbook as a source of learning is also stated by Cunningsworth (1995: 7) that in English teaching-learning, the textbook has some functions and roles as: 1) a resource for presentation materials (spoken and written), 2) a resource of activities for learner practice and communicative interaction, 3) a reference source, 4) a source of stimulation and ideas for classroom language activities, 5) a syllabus, 6) a resource for self-directed learning or self-access work, and 7) a support for less experienced teachers.

#### The Ministry of Education and Culture Republic of Indonesia provides a textbook that compiles with the 2013 Curriculum for Senior High School. However, some schools still use other books from famous publishers. One of the chosen books is from Erlangga entitled “Pathway to English for SMA/MA Grade X”. Erlangga published this textbook in 2016.

#### In order to know whether the textbook is proper or not, it requires an analysis to prove that the textbook is consistent with the 2013 Curriculum. The researcher is interested in describing the content of the textbook and explaining whether the textbook passes the BSNP assessment and the syllabus (core competence and basic competence) of the 2013 Curriculum, especially the textbook for the tenth-grade students of Senior High School entitled “Pathway to English for SMA/MA Grade X” by Erlangga.

## METHODOLOGY OF THE RESEARCH

#### The study focused on analyzing the content of the textbook which compiles the 2013 Curriculum. The researcher used a qualitative research design. According to Cresswell (2010:4-5), qualitative research is a method to explore, describe and understand the meaning of a case. In this study, the data were not described in number.

#### The researcher purposefully chose a textbook entitled “Pathway to English for SMA/MA Grade X” by Erlangga. The textbook was chosen as the object of the study since it is used in some schools. The researcher analysed the content of the textbook to find whether the textbook is relevant to the 2013 Curriculum or not.

### Instruments

#### In this research, there were two instruments. The first one was the instrument from the syllabus of English for the first grade of Senior High School using the Core Competence (KI) 3-4 and Basic Competence (KD) by Ministry of Education and Culture Republic of Indonesia and the second one is the instrument from BSNP textbook evaluation about the feasibility of book content.

### Procedures

#### The procedure of collecting data was one of the important aspects of research. It needs one or method uses. The detailed procedures of getting data were as follows:

#### Choosing the textbook that is “Pathway to English for SMA/MA Grade X” published by Erlangga.

#### Reading the materials in the whole chapters of “Pathway to English for SMA/MA Grade X” published by Erlangga.

#### Scrutinizing every detail of the chapter in the textbook.

#### Gathering the data from the whole chapters (Chapter I to Chapter X) using a noting technique.

### Data Analysis

#### After collecting the data, the next step was analysing the data by following these major steps:

#### Selecting the data by reading intensively the whole chapters of the textbook. (There were ten chapters altogether, Chapter I to Chapter X).

#### Categorizing the data from the whole chapters of the textbook. The researcher categorized the data from Chapter I to Chapter X.

#### Comparing the data with the assessment rubric published by BSNP textbook evaluation and the syllabus (KI3-4&KD) of the 2013 Curriculum. The researcher analysed Chapter I to Chapter X using BSNP textbook evaluation (8 points feasibility of content). Then, the chapters were analysed using the syllabus (KI3-4&KD) of the 2013 Curriculum.

#### Evaluating the materials in the textbook to find out its relevancy with the 2013 Curriculum. Then, the researcher made conclusions of the result of the data analysis in the form of percentages.

#### The researcher evaluated the materials in Chapter I to Chapter X using BSNP textbook evaluation and the English syllabus (KI3-4 and KD) of the 2013 Curriculum. After that, the researcher described the results of the evaluation in the form of percentages following Yudoleksono (1999).

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| Level of suitability = $\frac{number of the criteria fulfilled}{total number of EFL evaluation criteria} x 100\%$The level of suitability of the textbook:0% - 25% = barely relevant (poor)26% - 50% = slightly relevant (fair)51% - 75% = adequately relevant (good)76% - 99% = approximately relevant (very good)100% = completely relevant (excellent) |

#### (Yudoleksono, 1999:15)

#### Interpreting the results of the data analysis based on the level of suitability. The interpreting step was written in the form of words description.

#### Drawing conclusions on the textbook evaluation using the two instruments.

#### Lastly, the researcher drew conclusions based on the results of the analysis.

#### **RESULT AND DISCUSSION**

#### The researcher analyzed the data using two instruments. The first instrument is Rubric Assessment using KI 3-4 and KD in the first grade English syllabus of the 2013 Curriculum and the second is BSNP (*Badan Standar Nasional Pendidikan*) textbook evaluation. The findings contain two main sections: the first is the syllabus (KI3-4 and KD) analysis and the second is the BSNP analysis.

### The KI 3-4 and KD Syllabus of the 2013 Curriculum

#### Secondly, the content relevancy aspect with the syllabus (KI 3-4 and KD) of the 2013 Curriculum is to find out whether the materials in the textbook cover all the materials that become the criteria of KI 3-4 and KD in the syllabus of the 2013 Curriculum. Below are detailed analyses of the second instrument using English syllabus (KI 3-4 and KD) of the 2013 curriculum. The assessment is explained in every chapter because one basic competence (KD) presents one chapter of the textbook.

#### In the English syllabus, Core Competence (KI) 3 is understanding, applying, analysing factual, conceptual, and procedural knowledge based on the interest in science, technology, arts, cultures, and humanities with humanistic, nationalistic, and civilized insights in relation to the causes of phenomena and events; applying procedural knowledge in desired specific field of studies in solving problems. In its implementation, the KI 3 is explained in detail through Basic Competence (KD) 3.1 until 3.9.

### Chapter 1 (KD 3.1)

#### The KD 3.1 is fulfilled by the chapter 1 of the textbook. The writer gives score 5 for this chapter because chapter 1 presents all materials which are determined in the KD 3.1. The implementation of the social function, text structure, and language feature is explained through the spoken and written transactional texts material about self-introduction. It can be seen on page 09, 17 and 18.

### Chapter 2 (KD 3.2)

#### The KD 3.2 is presented in chapter 2 of the textbook. The writer gives score 5 because all the criteria in KD 3.2 are fulfilled in chapter 2. The application of the social function, text structure, and language feature in spoken and written transactional texts about expressing and responding to extended compliments according to the contexts.

### Chapter 3 and 4 (KD 3.3)

#### The writer gives score 5 to the chapter 3 and 4 because of chapter 3 and 4 present all materials that are determined in KD 3.3. The social function, text structure and language feature in spoken and written interpersonal texts about giving and asking intentions/plans according to the texts are explained in chapter 3. Moreover the language feature “be going to” and “would like to” are explained in detail in Chapter 4.

### Chapter 5 (KD 3.4)

#### The KD 3.4 is presented in chapter 5 of the textbook. The writer decides to give 5 because the chapter explains clearly all materials that are determined in KD 3.4 about spoken and written descriptive texts. The social function is explained in chapter 5 on page 80. The text structure in the descriptive text is presented clearly on page 85. Therefore, the language feature is explained on page 85 (to be and to have), page 87 (relating verbs), and etc.

### Chapter 6 (KD 3.5)

#### In chapter 6 of this textbook, the writer gives score 5 because criteria of the KD 3.5 are fulfilled in chapter 6 about an announcement. The social function of the announcement is presented clearly in chapter 6. Furthermore, the text structure is explained on page 113 and 114. The language feature is also explained in detail on page 114 (conjunctions) and page 116 (adverbs of time and place).

### Chapter 7 (KD 3.6)

#### The writer gives chapter 7 score 5 because chapter 7 of the textbook presents all materials correspond to the KD 3.6. This chapter discusses simple past and presents perfect tenses. The social function of chapter 7 is fulfilled on page 123 of this textbook. Therefore, the text structure is presented in chapter 7 on page 128. The language feature is also explained on page 130.

### Chapter 8 (KD 3.7)

#### The KD 3.7 is presented in chapter 8 of this textbook. The chapter 8 of this textbook has the complete materials that are determined in KD 3.7. The material is about spoken and written recount texts about historical events. The social function is fulfilled in the whole materials in this chapter, the text structure is explained clearly on page 144 until page 146, and the language feature is explained in several pages. From that reason, the writer gives score 5.

### Chapter 9 (KD 3.8)

#### In chapter 9, the writer gives score 5. The reason, all the criteria from KD 3.8 is fulfilled in chapter 9. The chapter is discussed spoken and written simple narrative texts about legends, the social function is fulfilled on page 165 until page 166, the text structure is presented on page 187 and the language feature is described on page 178, 180, and etc.

### Chapter 10 (KD 3.9)

#### The writer gives score 3 for chapter 10 because all materials in the KD 3.9 are partially fulfilled in chapter 10. This chapter discusses song lyric related to the teenage life. The explanation about the social function is less obvious in chapter 10. The text structure and language feature are also not complete in this chapter. It can be seen, there are not samples song lyric as a material in this chapter.

#### In English syllabus, Core Competence (KI) 4 is processing, analyzing, presenting developments of the concrete and abstract domain of the learner’s materials; being able to apply various methods according to scientific principles. The implementation of Core Competence (KI) 4 is explained in detail through the Basic Competence (KD) 4.1 until 4.9.

### Chapter 1 (KD 4.1)

#### The KD 4.1 is a skill competence in constructing spoken and written a transactional text about self-introduction. The implementation of the KD 4.1 is presented on several pages in this chapter for example on page 17, 18, 23, and etc. It means that this chapter is fulfilled the criteria of KD 4.1, so the writer gives score 5.

### Chapter 2 (KD 4.2)

#### The writer gives score 5 for the chapter 2 because it presents the criteria of KD 4.2. The KD 4.2 is a skill competence in constructing spoken and written transactional texts about extended compliments. The implementation is fulfilled in chapter 2. The evidence can be seen on several pages 36, 38, 39 and 47.

### Chapter 3 and 4 (KD 4.3)

#### The implementation of KD 4.3 is explained in chapter 3 and 4. The KD 4.3 is a skill competence in constructing spoken and written transactional texts about giving and asking intentions/plans of actions/events according to the appropriate social function, text structure, and language features as well as the contexts. The implementation of KD 4.3 is fulfilled in chapter 3 and 4. It can be seen through the exercises on pages 58, 59, 71 and 76. As a result of the fulfillment, the writer gives score 5.

### Chapter 5 (KD 4.4)

#### The KD 4.4 is a skill competence in constructing simple spoken and written descriptive texts about tourist attraction and historical building. The implementation of the KD 4.4 is fulfilled in chapter 5. The evidence can be seen through the exercises on page 102, 104 and etc. From the evidence, the writer gives score 5.

### Chapter 6 (KD 4.5)

#### The chapter 6 of this textbook present exercises correspond to the criteria of the KD 4.5. The KD 4.5 is a skill competence in constructing simple spoken and written texts in the form of announcement. The implementation of the KD 4.5 is explained through some exercises on page 114 and 119. It can be concluded that the KD 4.5 is implemented in chapter 6 of this textbook. Therefore, the writer decides to give score 5.

### Chapter 7 (KD 4.6)

#### The KD 4.6 is a skill competence in constructing spoken and written transactional texts to tell and ask about past experiences/activities/events when it happened and afterward, according to the appropriate social function, text structure and language features as well as the contexts. The implementation of KD 4.6 is partially fulfilled in chapter 7. The reason is because some exercises in chapter 7 are not clear enough to be understood. It makes difficult to differentiate whether it is spoken or written exercises. Furthermore, the writer gives score 3 for this chapter.

### Chapter 8 (KD 4.7)

#### The KD 4.7 is a skill competence in constructing simple spoken and written texts about recount-related to historical events. The implementation of this KD is partially fulfilled in this chapter because many exercises just point to construct written texts not spoken texts. It can be seen on several pages (159 and 160). From the reason, the writer only gives score 3.

### Chapter 9 (KD 4.8)

#### The implementation of KD 4.8 is presented by the chapter 9. It contains the skill competence in catching meaning contextually about spoken and written narrative texts related to legends. The application of the KD 4.8 is fulfilled by the chapter 9. It can be seen through some exercises are clearly explained on several pages (182, 187, 188, and 190). From the reason above, the writer gives score 5 for this chapter.

### Chapter 10 (KD 4.9)

#### In chapter 10 of this textbook, the KD 4.9 is presented clear and complete. The KD 4.9 is a skill competence in catching the meaning contextually about song lyric. The implementation of the KD 4.9 is fulfilled by this chapter. The evidence can be seen on several pages (194, 196, 197 and 198). Moreover, the writer decides to give score 5.

#### The analysis description of the textbook above shows that every chapter has each score. Based on the analysis of the content consistency above, it can be seen that the textbook is assessed with the syllabus (KI 3-4 and KD) of the 2013 Curriculum. In the newest English syllabus for first-grade Senior High School of the 2013 Curriculum, the KI 3 and KI 4 are translated into several KD (Basic Competences) as follows. The KI 3 becomes nine KD (Basic Competence) that is KD 3.1 until 3.9 and the KI 4 becomes nine KD (Basic Competences) also that is KD 4.1 until 4.9. Most of them are elaborated clearly in 10 chapters of this textbook. KD (Basic Competences) 3.1 until 3.8 are fulfilled by chapter 1 until chapter 9 of the textbook and given score 5 for every chapter. However, for KD 3.9 are partially fulfilled by chapter 10 and given score 3 for chapter 10. Moreover KD 4.1 until 4.9, there are 8 chapters that are fulfilled scored 5 and 2 chapters are partially fulfilled scored 3. All of them make up the total of 48 from 50 for KI 3 and 46 from 50 for KI 4. The analysis description explains that the KI 3 has conformity 96% and KI 4 has conformity 92%. Then the total conformity can be known as follows:

P$ =\frac{96\%+92\%}{2}$ =$ \frac{188\%}{2}$ **= 94%**

#### Furthermore, it can be concluded that 94% of the content materials in the textbook “Pathway to English for SMA/MA Grade X” are consistent with the KI 3-4 and KD of English syllabus for first-grade Senior High School of the 2013 Curriculum.

### The BSNP Analysis

#### Firstly, the data analysis is focused on the content of the textbook, so the writer chooses one of the BSNP criteria for assessing the textbook that is the feasibility of content that evaluates the materials develops within the textbook based on the criteria from BSNP textbook evaluation. Below the detailed analyses of the eight categories of the feasibility of content in the textbook using the scoring guidance from BSNP textbook evaluation are explained by the writer.

### Completeness

#### According to the first indicator, the data material shows that the completeness of the textbook is fulfilled in the textbook entitled “Pathway to English for SMA/MA Grade X”.

#### The completeness of the materials in the first assessment can be shown in three points; interpersonal text, transactional text, and functional text can be shown as follows:

####  The interpersonal text is explained in chapter 2 that discusses expressing and responding to extended compliments according to the content.

####  The transactional text contains in some chapters in the textbook. Chapter 1 of the textbook explains about self-introduction then chapter 3 and 4 are discussed expressing intentions/plans and language features (modal: be going to and would like to). The last, chapter 7 discusses telling and asking about past experience/activities/events when it happened and afterward.

#### The functional text consists of specific functional text and functional text. In the textbook, the specific functional text is explained in the two chapters. The first, chapter 6 is about text structure and language features of announcements. The second, chapter 10 presents the language features of song lyrics. Moreover, the functional text is explained in three chapters of the textbook. Chapter 5 discusses descriptive text about tourism destinations and famous historical buildings. Next, chapter 8 explains recount text about historical events and chapter 9 discusses sample narrative texts in the form of legends.

#### From the assessment above, it can be concluded that the completeness of the materials that consists of three types are fulfilled in the textbook by Erlangga. Therefore, the writer gives score 4.

### In-Depth

#### The second criterion is in-depth of the materials of the textbook. The materials which are presented in the textbook can fulfill the in-depth of the materials criterion. It can be shown in all 10 chapters in the textbook, in assessing the in-depth of the materials, those are three points that should be fulfilled; exposure (pajanan), retention rules (aturan retensi) and production (produksi).

#### In the exposure (pajanan), the materials in the textbook should be relevant to daily life. The textbook “Pathway to English for SMA/MA Grade X” represents the materials completely in every chapter.

#### In the retention rules (aturan retensi), the materials relate to an explicit understanding of the elements of the formation of text type (social function, elements and meaning structure, linguistic feature). In the textbook, the elements are fulfilled every chapter of the textbook.

#### The production is related to produce the oral and written texts. In this point, the textbook are fulfilled the production.

#### From the explanation above, it can be concluded that all the materials in the textbook correspond to the in-depth category. However, some chapters only provided texts less than 2. Moreover, the in-depth category in the textbook scores 3.

### Social Function

#### Texts which are provided by the textbook should direct to the attainment of social functions that related to daily life. The materials in the textbook fulfill the social function criteria. The attainment of social functions can be seen in every chapter of the textbook. In chapter 2, the social function of the interpersonal communication can be seen in the materials about expressing and responding extended compliment. Therefore, in chapter 1, 3, 4 and 7, those social functions about transactional communication for asking/giving services/goods/facts/opinions which are related to student’s daily life can be found in several dialogues and texts in the whole chapters. In addition, the functional communication has the social function according to each type of texts such as the social function of announcement is explained on the chapter 6 page 113, the social function of song lyric in chapter 10, the social function of recount text that is mentioned on chapter 8 page 146, the social function of descriptive text found on chapter 5 page 106, and the narrative text has the social function which is explained in chapter 9 page 173.

#### From the explanation above, it can be concluded that the social functions category is consistent; however most of chapter in the textbook only provided text less than 2 so the writer gives score 3.

### Generic Structure

#### The accuracy of materials in the elements and meaning structure in the textbook is good in directing the students to develop the thinking ability coherently and systematically. In interpersonal text and transactional text, interactive activity that consists of initiation of communication and response in asking/giving information/goods/services has been fulfilled. It can be seen in chapter 1, 2, 3, 4, and 7. As for the functional text, the textbook has elements of meaning as follows:

#### Recount, it is explained good and clearly in chapter 8. The generic structure of recount text is explained chronologically.

#### Narrative text in chapter 9 also explains the generic structure very well. Some narrative texts in the textbook are written completely that covers orientation, complication, and resolution.

#### Descriptive texts in this textbook are explained accurately, it can be proven in chapter 5. Some texts in chapter 5 have fulfilled the criteria that cover identification and description.

#### From the analysis above, it can be concluded that the accuracy of the generic structure in the materials is fulfilled completely in the textbook. However most of the chapter in the textbook only provided 1 text for every chapter. Therefore, the writer gives score 2.

### Linguistic Feature

#### The language feature criterion is fulfilled by the textbook. It can be seen through the use of language in the whole chapters are good and acceptable. Most of the languages are used in student’s daily conversation. The texts are developed in an effective way. Most of the exercises are written using acceptable and polite language. The topic of the dialogues in every chapter of the textbook is also commonly found in student’s daily conversation. The texts are also commonly found in the student’s daily life story. Furthermore, the language of texts is easy to understand by the students. From the elaboration above, the textbook is given score 4 by the writer.

### Relevance

#### As for relevance criterion, the illustrations of the whole chapter are good. Materials in the form of dialogues, texts, pictures, and tables are well developed. It is also relevance with the topics covered. The textbook also contains some current materials that customized with the need of the students, such as the tables and pictures in every chapter can motivate the students. In every chapter of the textbook also provides good examples of what will be learned for students. Texts are also based on the actual news that has already happened.

#### Therefore, the source of the current materials is written in the page 201 and 202 of the textbook. It is not explained clearly because it was not written in the materials of every chapter. Furthermore, the references in the textbook are not relevance because the references taken are from year 1912 and 2006 means too old. From that explanation, the writer decided to give score 3.

### Development of Life Skills

#### The next criterion is the development of life skills. It consists of four skills that are personal skill, social skill, academic skill and vocational skill. The development of life skills in the textbook is mentioned through the texts, exercises, and tasks that developed within the whole chapters.

#### Development of student’s skill in personal skill is fulfilled in every chapter of the textbook. It can be achieved through the “self-reflection” and individually tasks. Through those tasks, directly the students will develop themselves in achieving the personal skill. Then, for developing student’s skill in social skills, the textbook provides group exercises in the whole chapters of the textbook. The group exercises can improve their cooperation, tolerance, and interaction with others.

#### Moreover, the development academic skills can be achieved through the project tasks. Through the personal tasks, students achieve the academic skill with finding information, solve the problem and make a decision.

#### The last, development of student’s skill in vocational skill is also fulfilled in the whole chapter of the textbook. Vocational skill can be achieved through abilities, attitudes, and skills shown to perform certain activities. In developing the vocational skill, the textbook provides several practice tasks.

#### From the explanation above, it can be concluded that many exercises/ tasks in the textbook provide a good development of life skill in vocational skill. The whole exercises/tasks are useful and helpful to develop student’s skill in vocational skill. However, most of the chapter in the textbook only provided less than 2 texts so the writer gives score 3

### Development of Diversity Insight

#### As for the development of diversity insight, the materials in the textbook should motivate the students in developing the diversity attitudes. In the whole chapters, it can be seen that the textbook fulfills the development of diversity insight criterion. The textbook provides an explanation box in each chapter with title “cultural awareness”. The box explains the difference using English in Indonesia and another country. It means although students learn about English, however, the textbook gives an explanation how to learn the material without ignoring the Indonesia culture.

#### Therefore, in chapter 5, 6, 8, 9, and 10 the materials were given also develop the diversity insight. It can be shown in chapter 5 there are some descriptive texts about places are known as famous places in Indonesia. Then it also can be seen in chapter 6, the textbook provides the announcement materials about legend stories from Indonesia and Batik which are known as the icon of Indonesia culture. In chapter 8, the materials also can motivate students to appreciate the democratic values that are explained in some historical events in Indonesia in form of recount texts. In chapter 9, the textbook provides some materials of narratives texts about legend stories from Indonesia. The last, a famous singer from Indonesia named Agnes Monica is added in chapter 10 as a material for the song lyric. Those texts can motivate students to develop diversity attitudes in understanding the concept of nationalism. From that analysis, it can be concluded that the textbook provides materials that can motivate the students in developing diversity insight. Therefore, the writer gives score 4.

#### From the analysis description about eight points of the feasibility of content above, the assessment and evaluation have been done. The research findings of the feasibility of content are shown in the eight points of the feasibility of content. Based on the table of the feasibility of content above, there are eight points of the feasibility of content. All of them make up the total of 26 from 32. Then the total feasibility can be known as follows:

**P** =$ \frac{26}{32}x100\%$ **= 81,25%**

#### Moreover, it can be concluded that 81,25% of the materials, texts, and exercises/tasks in the textbook “Pathway to English for SMA/MA Grade X” are fulfilled the rubric assessment of feasibility of content from BSNP textbook evaluation.

## CONCLUSIONS

#### Based on the results of the data analysis, the writer concludes that the textbook entitled “Pathway to English for SMA/MA Grade X” published by Erlangga in 2016 in the implementation of the 2013 Curriculum has fulfilled the standard of the textbook used in Indonesia. After assessing the textbook uses two instruments, it is obtained high scores that mean fulfilled very good categories. It is shown through the results of acquisition score in the each instrument as follows:

#### After assessing the textbook by using KI 3-4 and KD of English syllabus for first-grade Senior High School, the obtained percentage of the content consistency in the textbook “Pathway to English for SMA/MA Grade X” is 94% (very good). Based on BSNP assessment, it was known that all the materials in the whole chapter of the textbook are consistent with the criteria of the 2013 curriculum by BSNP.

#### After assessing the textbook by using the rubric assessment by BSNP textbook evaluation, the obtained percentage of the content consistency in the textbook “Pathway to English for SMA/MA Grade X” is 81.25% (very good). Based on the assessment, it is known that all the materials in the textbook are consistent with the KI 3-4 and the KD of the syllabus 2013 Curriculum.

#### Based on the result of the study obtained, the writer proposes several suggestions for improving the textbook and teaching quality in the classroom as follows: 1) For teachers: Teachers have an important role in using a textbook in the classroom. Therefore, in choosing the suitable textbook that is appropriate to the standard textbook in Indonesia, teachers should be selective in choosing the materials contained in the textbook. The textbook “Pathway to English for SMA/MA Grade X” fulfills all the requirements, the materials of the textbook matches with the 2013 Curriculum and it is suitable textbook based on BSNP textbook evaluation. By choosing and using this textbook, hopefully, it will improve the quality of the teaching and learning process. 2) For Publishers:

#### As for publisher, before publishing the textbook, they should notice the materials in it. The materials of the textbook should be corresponding to the syllabus of the newest curriculum. The author should create and develop the materials based on students need in the 2013 Curriculum. It also should be relevant to the KI (Core Competence) and KD (Basic Competence) in the syllabus of the 2013 Curriculum. From this analysis, the writer hopes that this study can be a reference in creating and publishing the better even the best textbook.

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