

Contents Analysis of English Textbook “Pathway To English” for Tenth Grade of Senior High School

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Widiyawati

State Islamic University Imam
Bonjol of Padang
Watiwidiya08@gmail.com

*) Corresponding Author

Abstract :Teachers had better analyze the textbook whether it has fulfilled the syllabus to guarantee that the students have got standard knowledge based on particular curriculum. To achieve the purpose, therefore, the current study seeks to uncover the appropriateness of the content of English Textbook “Pathway to English” with the Core Competencies and Basic Competencies of 2013 Curriculum. Document analysis by using rubrics assessment promoted by National Board of Education Standard was conducted to "Pathway To English" for Senior High School grade Tenth. It was found that (1) “Pathway to English” was compatible with the curriculum 2013, as every single Core Competence and Basic Competence were successfully implemented in the textbook. (2) The feasibility of content and presentation met the standard of an English textbook (71.66 %). It is concluded that the textbook “Pathway to English” can be used to teach English at Senior High School Grade Tenth.

Keywords : *Textbook Analysis, BSNP, curriculum 2013*

INTRODUCTION

As the 2013 Curriculum requires some different approaches and methods in its implementation, they should be accompanied with textbook as the main sources for students’ learning. Because of the implementation of 2013 curriculum in teaching English, there are several changes in some parts of education, including the teaching materials. Teaching materials can be developed from many learning sources, one of it is from textbook. A good textbook should reflect the curriculum which is applied. It is because there is a relationship between both of them. It should match with the goal of the curriculum and be able to support curriculum and facilitate the process of teaching and learning.

Curriculum 2013 for senior high school in Indonesia began to be implemented from grade X or tenth grade of senior high school. Moreover, it is wise that the new Curriculum 2013 needed to be tested first before it takes over the previous curriculum. The Curriculum 2013 itself is different with the KTSP. (National Department 2013) stated that the purposes of the study of the Curriculum 2013 in the classroom are not only based on what student learned from curriculum, but also it hopes to achieve certain values. The religious values and some characteristic building values in the student’s character are also taught in the classroom.

Textbook becomes an essential partner for teachers in teaching and learning

process. A textbook usually overcome the whole school curricula, the aims, goals, even the materials (Cunningsworth, 1995). That is why no one can guarantee the quality of a textbook used. The effectiveness of a textbook in arranging aims and goals, and preparing teaching materials become a good consideration before deciding to use the textbook in the classroom. It means that textbook has to describe curriculum and syllabus requirement in a lesson. So, the providing of textbook is for catching the idea or goal of education.

Textbook is important for students to prepare and fulfill experiences in a good process. Textbook has many functions in a course, it would be better if the teacher used textbook as guidance and do analysis whether particular textbook has fulfilled syllabus point or not, therefore the students has 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 is important for the teacher to select and analyze the contents of textbook about syllabus point. Harmer (2004) states that the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with. Moreover, it also provides the learners with great opportunity to communicate English in the classroom.

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 is the syllabus, because the syllabus has supplied some materials of certain indicators. The teacher should make sure that the textbook has fulfilled syllabus point before she/he would use it. Not all textbooks published by publishers can be suitable with students' needs. Therefore, the teacher should select a textbook that suits the needs of students. The teacher also still has to choose which textbook is

the most suitable for use by the students. Cunningsworth emphasizes that no coursebook designed for a general market will be absolutely ideal for particular group of learners. Thus, the tasks of the teachers need to be careful in selecting the textbook. In addition He proposed sic criteria in evaluation, that are aims and approach, design and organizations, language contents, skills, topic, and methodology, but this research is focused on aims and approach.

Good textbook should be relevant with the curriculum. It also can support the implementation of curriculum. Textbook is provided to help the students understand the material that is suitable with the curriculum. Textbooks have to be completed with other supplementary materials. (Cunningsworth, 1998) emphasizes that "no course book designed for a general market will be absolutely ideal for particular group of learners". Therefore, analyzing textbook is needed to get a textbook which is appropriate with the learners need. This textbook entitled "Pathway to English" written by Eudia Sudarwati and Eudia Grace, published by Erlangga. From this book the researcher analyze several elements that are knowledge and skill from content based on BSNP and the 2013 curriculum that has been set for student learning.

Because of the implementation of 2013 curriculum in English Teaching, there are several changes in some parts of education, including the teaching materials. Teaching materials can be developed from many learning sources, including textbook. 2013 curriculum requires new textbook as the main learning source. As we know that a good textbook should be reflected the curriculum which is applied. Moreover, it is not a simple thing to determine a compatible textbook for learning process, especially for English lesson. Because textbook should suit the needs, interest and abilities of the students, suit the teacher, and meet the need of

official public teaching syllabus or examination.

There are two reasons why the researcher chose textbook *Pathway to English*. First, *Pathway to English* textbook was one of books based on the 2013 Curriculum. Second, *Pathway To English* textbook has just published in 2016. Therefore, it is important to find out whether the materials in the English textbook compatible with Core and Basic Competence with the 2013 curriculum based on BSNP.

METHOD

The resource of data in this research was an English textbook “Pathway to English” for Senior High School grade X, arranged by Th. M. Sudarati and Eudia Grace and published by Erlangga 2013. The textbook consist of 10 chapters and 212 pages. The researcher used documentation in collecting data which derives from curriculum 2013 for first grade of senior high school and rubric assessment from the BSNP (Badan Standar Nasional Pendidikan). The researcher analyzed the data from the textbook “Pathway to English” for Senior High School grade X based on core and basic competencies of BSNP.

The researcher used assessment of BSNP as instrument. Rubric assessment of

BSNP to analyze the feasibility of contents from the textbook. It consists of three components, they were compatibility of materials with core and basic competencies, the accuracy of the materials, and supporting materials. In this case, the researcher only need to give a sign or tally of each occurrence of the phenomenon in question. It conducted by adapting core and basic competencies of the 2013 curriculum to determine relevantly or not based on the syllabus.

The main procedures of the study followed the following steps namely preparation, tabulation, and application of data in accordance with the research approach. First, the researcher prepared of data such as the textbook of “Pathway To English”, rubric assessment of BSNP of the feasibility of content. Second, tabulation. Third, Implementation of data in accordance with the research approach. According to Sudijono (2005) the researcher concluded the data obtained and determined the result of the analysis textbook “Pathway To English” by using the quantitative output to show the result in percentage and number:

The researcher also used “Criterion Referred Evaluation” as proposed by *Book Center* by Latif cited in Rizky to count the data, as presented below:

Criterion Referred Evaluation

Internal Percentage	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Sufficient
0%-50%	Poor

The table above was a reference for the researcher to analyze the results for the latest data from the study, namely whether the contents of the English textbook "2013

Curriculum" in Core and Basic Competencies were appropriate or not.

Here is the process where data that has been collected from each sample chapter presented in the textbook “When

English Rings A Bell” is evaluated. Feasibility of content evaluated the exercise and text developed within the textbook based on the criteria from BSNP rubric assessment. This evaluation is used to make sure that every category of a standard textbook Those categories in feasibility of content are:

1. The Compatibility of Materials with Core and Basic Competence

a. Completeness

Completeness evaluated chapter from how the chapter developed interpersonal, functional and transactional text. Score 4 is given if 95% of KI and KD developed in text, and score 1 if it less than 95%.

b. In-Depth

How chapter provided text, developed procedure of how text created. Letting the students to produce a text and analyze the text are the assessment criteria for in-depth. Score 4 is given if chapter provide at least 2 text that relevance with the KD along with a clear description on how to produce and analyze those kinds of text while score 1 is given if it is less than the requirement.

2. The accuracy of the materials

a. Social function

Social functions means that every text provided in the chapter should fulfill the KI. Score 4 is given if the textbook fulfill at least 95% of KI and score 1 if the textbook could not fulfill 95% of KI.

b. Generic structure

In generic structure, the exercises and text provided to students should help them in developing a systematic way of thinking and creating an efficient and actives way of producing text in the real life application. Score 4 is given if the chapter provided a systematic theory in producing a text. If it did not provided a systematic theory on how to produce text then it is scored 1.

c. Linguistic feature

Linguistic feature concerned with the language uses in both exercise and text

written whether it is a good and acceptable language or not. Score 4 is given if the language uses in the text or materials are acceptable and polite while score 1 is given if it does not met the criteria.

2. Supporting Materials

a. Relevance

This criterion of feasibility of content judges the relevance of illustrations, tables and picture used in exercises or text in supporting the materials. The up to-datedness of the materials supported also considered. Score 4 is given if 91% to 100% the supporting tables, picture or illustrations are relevant with the materials, score 3 if 76% to 90% material supported is relevant, score 2 for 61% to 75% material supports are relevant, and score 1 if it is only 0% to 60% material supports is relevant.

b. Development of life skills

The development of life skills related to the usefulness of materials and text assist in developing student’s skills in social life. Score 4 is given if personal, social, academic and vocational life skills are developed in the materials, score 3 if its only 3 skills are developed, score 2 if it is only 2 skills are developed and score 1 if it is only 1 skill is developed.

c. Development of diversity insight

The appreciation for cultural diversity and the understanding of cultural richness in both local and global is the measurement in scoring the development of diversity insight. Score 4 is given if 91% to 100% materials or text provided in the chapter are relevant with diversity insight. Score 3 if 76% to 90% if it is relevant with diversity insight. Score 2 for 61% to 75 % if it is relevant with diversity insight and score 1 if it is only 0% to 60% materials relevant with diversity insight. All the feasibility of content scoring guidance above will be applied in judging and assessing each sample chapter.

FINDINGS

Feasibility of Content

The data of this research was data collected from each sample chapter presented in "Pathway To English" textbook. The appropriateness of the content evaluated the exercises and texts

developed in the textbook based on the criteria from the BSNP rubric assessment. This evaluation was used to ensure that each standard textbook category was met in this textbook. The categories in the feasibility of Content are:

- a. Compatibility of materials with Core and Basic Competence
 - a) Completeness
 - 1) Chapter 1 : "Would You Fill Out This Form, Please? "

It is suitable with KD 3.1 and 4.1. = P. 5, Scored 4
 - 2) Chapter 2 : "What Should I Do? "

It is suitable with KD 3.2 and 4.2. = P. 22 and 24, Scored 4
 - 3) Chapter 3 : "Whatever Will Be, Will Be"

It is not suitable with KD 3.3 and 4.3. = P. 43, Scored 2
 - 4) Chapter 4 : "Both You and I"

It is not suitable with KD 3.4 and 4.4. = P. 61, Scored 2
 - 5) Chapter 5 : "Why Were They famous "

It is suitable with KD 3.4 and 4.4. = P. 82-86, Scored 4
 - b) In-depth
 - 1) Chapter 1 : "Would You Fill Out This Form, Please? "

It is not suitable with KD 3.1 and 4.1. = P. 5-7, Scored 2
 - 2) Chapter 2 : "What Should I Do? "

It is not suitable with KD 3.2 and 4.2. = P. 24, Scored 3
 - 3) Chapter 3 : "Whatever Will Be, Will Be"

It is suitable with KD 3.3 and 4.3. = P. 55, Scored 4
 - 4) Chapter 4 : "Both You and I"

It is not suitable with KD 3.4 and 4.4. = P. 61, Scored 2
 - 5) Chapter 5 : "Why Were They famous "

It is suitable with KD 3.4 and 4.4. = P. 96, Scored 4
- b. The Accuracy of Materials
 - a) Social Function
 - 1) Chapter 1 : "Would You Fill Out This Form, Please? "

It is suitable with KD 3.1 and 4.1. = P. 5-7, Scored 4
 - 2) Chapter 2 : "What Should I Do? "

It is not suitable with KD 3.2 and 4.2. = P. 24, Scored 3
 - 3) Chapter 3 : "Whatever Will Be, Will Be"

It is not suitable with KD 3.3 and 4.3. = P. 55, Scored 3
 - 4) Chapter 4 : "Both You and I"

It is not suitable with KD 3.4 and 4.4. = P. 61, Scored 2
 - 5) Chapter 5 : "Why Were They famous "

It is suitable with KD 3.4 and 4.4. = P. 96, Scored 4
 - b) Generic Structure
 - 1) Chapter 1 : "Would You Fill Out This Form, Please? "

It is suitable with KD 3.1 and 4.1. = P. 5,6 and 7 Scored 4

- 2) Chapter 2 : "What Should I Do? "
It is not suitable with KD 3.2 and 4.2. = P. 18, Scored 2
- 3) Chapter 3 : "Whatever Will Be, Will Be"
It is not suitable with KD 3.3 and 4.3. = P. 55, Scored 1
- 4) Chapter 4 : "Both You and I"
It is not suitable with KD 3.4 and 4.4. = P. 62 and 63, Scored 2
- 5) Chapter 5 : "Why Were They famous "
It is not suitable with KD 3.4 and 4.4. = P. 81, Scored 3

c) Linguistic Feature

- 1) Chapter 1 : "Would You Fill Out This Form, Please? "
It is suitable with KD 3.1 and 4.1. = P. 5,6 and 7 Scored 4
- 2) Chapter 2 : "What Should I Do? "
It is suitable with KD 3.2 and 4.2. = P. 22, 23 and 24, Scored 4
- 3) Chapter 3 : "Whatever Will Be, Will Be"
It is not suitable with KD 3.3 and 4.3. = P. 55, Scored 1
- 4) Chapter 4 : "Both You and I"
It is not suitable with KD 3.4 and 4.4. = P. 62 and 63, Scored 1
- 5) Chapter 5 : "Why Were They famous "
It is not suitable with KD 3.4 and 4.4. = P. 83 and 89, Scored 3

c. Supporting Materials

a) Relevance

- 1) Chapter 1 : "Would You Fill Out This Form, Please? "
It is not suitable with KD 3.1 and 4.1. = P.4, 5,and 7 Scored 1
- 2) Chapter 2 : "What Should I Do? "
It is not suitable with KD 3.2 and 4.2. = P. 25, Scored 2
- 3) Chapter 3 : "Whatever Will Be, Will Be"
It is not suitable with KD 3.3 and 4.3. = P. 50 and 51, Scored 2
- 4) Chapter 4 : "Both You and I"
It is not suitable with KD 3.4 and 4.4. = P. 71Scored 2
- 5) Chapter 5 : "Why Were They famous "
It is suitable with KD 3.4 and 4.4. = P. 88 and 89, Scored 4

b) Development of Life Skills

- 1) Chapter 1 : "Would You Fill Out This Form, Please? "
It is not suitable with KD 3.1 and 4.1. = P. 5,and 7 Scored 1
- 2) Chapter 2 : "What Should I Do? "
It is suitable with KD 3.2 and 4.2. = P. 19, Scored 4
- 3) Chapter 3 : "Whatever Will Be, Will Be"
It is not suitable with KD 3.3 and 4.3. = P. 46, Scored 2
- 4) Chapter 4 : "Both You and I"
It is not suitable with KD 3.4 and 4.4. = P. 73 and 74Scored 3
- 5) Chapter 5 : "Why Were They famous "
It is suitable with KD 3.4 and 4.4. = P. 96, Scored 4

c) Diversity Insight

- 1) Chapter 1 : "Would You Fill Out This Form, Please? "
It is not suitable with KD 3.1 and 4.1. = P. 5,and 7 Scored 1

- 4) Chapter 2 : "What Should I Do? "
It is not suitable with KD 3.2 and 4.2. = P. 24 and 25, Scored 1
- 5) Chapter 3 : "Whatever Will Be, Will Be"
It is not suitable with KD 3.3 and 4.3. = P. 46, Scored 2
- 4) Chapter 4 : "Both You and I"
It is suitable with KD 3.4 and 4.4. = P. 73 and 74 Scored 4
- 5) Chapter 5 : "Why Were They famous "
It is suitable with KD 3.4 and 4.4. = P. 96, Scored 4

After the researcher analyzed the data, the researcher made a table to serve the contents of the textbook "Pathway to English". Data is shown in this table:

Table 4.2 Feasibility of Content "Pathway to English"

Component	Sub-Component	Score										Percentages
		1	2	3	4	5	6	7	8	9	10	
Compatibility of materials with Core and Basic Competence	Completeness	4	4	2	2	4	4	2	2	2	4	77,5 %
	In-depth	2	3	4	2	4	4	4	4	1	4	
The Accuracy of the materials	Social Function	4	3	3	2	4	4	2	2	2	4	75 %
	Generic Structure	4	2	1	2	3	4	2	4	2	4	
	Linguistic Feature	4	4	1	1	3	4	4	4	4	3	
Supporting materials	Relevance	1	2	2	2	4	1	1	1	1	1	62,5 %
	Development of life skills	1	4	2	3	4	4	2	4	4	4	
	Diversity Insight	1	1	2	4	4	2	1	4	4	4	
Percentage of Feasibility of Content											71,6 %	

Based on the content feasibility table above, from chapter 1-10 in The compatibility of materials with Core Competence (*KI*) and Basic Competency (*KD*) including completeness that scores 4 in 5 chapters, scores

2 in 5 chapters and its depth scores 4 in 6 chapters, scores 3 there is 1 chapter, score 2 there are 2, and score 1 there are 1 chapter from 40 categories. So, the solution:

$$\begin{aligned} \text{Completeness} &: 30 \times 100\% = 75\% \\ & \frac{40}{40} \\ \text{In-depth} &: 32 \times 100\% = 80\% \\ & \frac{40}{40} \end{aligned}$$

The results of the completeness and depth of the compatibility of materials with Core Competence (*KI*) and Basic Competency (*KD*) are 77.5%.

The accuracy of the Materials include social functions that score 4 in 4 chapters, score 3 in 2 chapter and score 2 in 4 chapters and generic structure score 4 in 4 chapters, score 3 in 1 chapters, score 2 there is 4 chapter, and

score 1 in 1 chapter ,linguistic features score 4 there are 6 chapters, score 3

there are 2 chapters, score 1 there is 2 of 40 words category.

$$\begin{aligned} \text{Social function} &: 30 \times 100\% = 75\% \\ & \frac{40}{40} \\ \text{Generic Structure} &: 28 \times 100\% \\ & = 70\% \\ & \frac{40}{40} \\ \text{Linguistic feature s} &: 32 \times 100\% \\ & = 80\% \\ & \frac{40}{40} \end{aligned}$$

The result of social function, generic structure, the linguistic feature of The accuracy of the Materials is 75%.

Supporting Materials include the relevance of scoring 4 in 1 chapter, scoring 2 in 3 chapter and scoring 1 in 6 chapters, and Development of Life skills scoring 4 in 6 chapters, scoring 3 there are 1 chapter, score 2 in 2 chapter and score 1 there are 2 chapter, Development of Diversity Insight who score 4 there are 5 chapters, score 2 there are 2 chapter, who score 1 there are 3 chapters from 40 categories.

$$\begin{aligned} \text{Relevance} &: \\ & \frac{16}{40} \times 100\% = 40\% \\ \text{Development of Life skills} &: \\ & \frac{2}{40} \times 100\% = 5\% \\ \text{Diversity Insight} &: \\ & \frac{27}{40} \times 100\% = 67.5\% \end{aligned}$$

The results of relevance, life skills development, Development of Diversity Insight of supporting materials is 62.5 2%. Thus, the results of the three points from the feasibility of content rubric assessment from BSNP are 71.66%. Based on the result, the researcher stated that the “Pathway to English ” textbook was categorized as “fair” with an average score of 71.66%. This statement according to *Book Center* by Rizky cited in Latif (2016:121).

CONCLUSION

Based on a study analyzing the English textbook “Pathway To English” published by Erlangga. The researcher concluded the textbook “Pathway to English” was fair to be used for Senior High School Grade Tenth who have started using the 2013 curriculum. There were some books that did not meet all competencies core and basic competencies

of the 2013 curriculum were based on *Minister of Education and the Culture Regulations Republic of Indonesia Number 68 the Year 2013 about the Basic Framework and Curriculum Structure of Senior High School/Madrasah Aliyah*. In addition, the exercises provided were interesting and can be applied in class. This exposes students to be active learners all the time even though there were some minor discrepancies based on rubric

assessment of BSNP of analysis in the feasibility of content in the English textbook "Pathway To English". Based on these considerations, the researcher can concluded that the

English textbook " Pathway To English" fulfill English textbook standards performance in Indonesia is suggested by rubric assessment od BSNP of Feasibility of Content.

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