



**CONTENT ANALYSIS OF “PATHWAY TO ENGLISH” AN ENGLISH
TEXTBOOK USED IN CLASS X-3 AT SMA PAWYATAN DAHA
KEDIRI PUBLISHED BY ERLANGGA RELEVANCY TO
CURRICULUM 2013**

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ABSTRACT

This research is done based on the writer research and experience that text book holds an important role in teaching and learning process. Text book contains the explanation of the material, excercises and evaluation which may deepen the students’ understanding about certain topic. That’s why the use of text book will be very crucial in teaching and learning process.

The problem faced nowadays is that not all published text book relevant to curriculum, moreover next several years all schools in Indonesia are required to use curriculum 2013. In this research, the writer analyses “Pathway to English” an English text book used in class X-3 at SMA Pawyatan Daha Kediri Published by Erlangga with the purpose to find out whether or not it relevants to curriculum 2013.

Since this research is qualitative research whose purpose is to find out the relevancy of a text book to curriculum 2013, the writer uses content analysis approach to analyse the content of the workbook. The object of the research is “Pathway to English” an English Textbook Used in Class X-3 at SMA Pawyatan Daha Kediri Published by Erlangga. To get the data the writer documentation checklist based on *KEMENDIKBUD*’s.

Conclusion of the research is “Pathway to English” an English Textbook Used in Class X-3 at SMA Pawyatan Daha Kediri Published by Erlangga is approximately relevant to curriculum 2013 and can be used as a learning source in teaching learning process in the classroom. This text book is very well organized, interesting and consists of all material students should learn in a year. This book will be very helpful in teaching learning process.

Based on the result and conclusion the writer suggest to; 1) teacher should provide another learning sources to make the students become more active, 2) provide any audio or video to support material in this text book, 3) create summative test for each chapter to strengthen students’ understanding towards the material they have learned.

Key words: content analysis, English workbook, relevancy, curriculum 2013.



I. BACKGROUND OF THE RESEARCH

English Language Teaching (ELT) textbooks play a very important role in language classrooms. Richards (2010:5) states that textbooks are key component in most language programs. In some situations they serve as the basis for many language inputs that learners receive and language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught and the kinds of language practice the students take part in. They should also be the resource books for ideas and instructional activities as well as giving teachers rationales for what they do. In addition, materials also should be suitable with students' needs and also relevant to the curriculum is being used. Therefore, the textbooks being used in Indonesia for English as Foreign Language (EFL) in particular must go along with the EFL learners' needs. In EFL situation, students rarely have chances to use English outside the classroom, consequently English textbook seems to be the only source by which students receive input and the main material for both teachers and students to rely on as well (Park, 2004:2).

The main problem of this study is "How much does the English textbook, *'Pathway to English'*, a textbook for 10th

grade students in SMA Pawyatan Daha Kediri relevant to curriculum 2013?"

Related to the problems above, the objective of this research is then specified to know about how much *'Pathway to English'* an English textbook for 10th grade students used in SMA Pawyatan Daha Kediri relevant to curriculum 2013.

The result of this research is expected to be useful information: (1) to help the teacher to evaluate whether the selected materials have already matched with the students' needs or not, so that they can have some decision to improve the students' English competence for better future; (2) to give the book's publisher some useful information to be used to develop the new English textbook aiming at improving senior high school students materials; (3) to provide the future researchers some information about selecting the best materials for the students according to curriculum 2013.

II. RESEARCH METHOD

This study was designed as descriptive-evaluative content analysis. Ary et al. in Kirana (2010:26) states that descriptive research is designed to obtain information concerning the current status of phenomena. In this research, the phenomenon was about the evaluation of "Pathway to English", an English textbook which had been published by Erlangga. This research was designed to evaluate



textbook and describe the result of the evaluation. The data source was “*Pathway to english*”, an English textbook that is used by in SMA Pawyatan Daha Kediri. The textbook was published by Erlangga in 2013. The textbook is used for the 10th grade. In this grade, students are prepared to learn a higher level so the materials should be effective. In collecting data, the instruments used were: (1) the researcher himself that acted as the key instrument for collecting the data and gained more data from the English teacher through interview; (2) the checklist that was designed by the researcher to analyze the English textbook based on *KEMENDIKBUD*'s.

The procedure of data gathering consisted of four steps as follows: (1) the textbook being evaluated, “*Pathway to English*” was made available; (2) the researcher overviewed the content of the textbook to see the general idea of the book; (3) the data from the textbook were collected by analyzing the content of the textbook based on the EFL textbook evaluation criteria (checklist)

The procedure of data analysis was as follows: (1) analyzing the data based on EFL evaluation criteria to find out how much each item of the checklist met the requirement of good EFL textbook criteria that was done by giving score for each criteria according to the availability of the

criteria in the texbook ; (2) finding out how much each item of the checklist met the requirement of good EFL textbook criteria; and (3) concluding the result of the analysis in the form of final score which is called degree of suitability the level of suitability that was completed by counting up the total score and divided it by the number of criterion were used.

III. RESEARCH FINDING AND DISCUSSION

The findings of this research presented specific research problem related to the relevancy of the textbook toward curriculum 2013 which were analyzed based on EFL evaluation criteria are shown as follow:

a. Suitability with the Graduation Competence Standard, Main Competence and Basic Competence

The finding shows that the score of suitability with the graduation competence standard, main competence and basic competence was perfect. It because graduation competence standard here includes attitude, skill and knowledge. Then these three things are described by the main competence. The main competence itself elaborated again by the basic competence. Since all basic competences are provided in this textbook suitable with curriculum 2013 it means that the main competence and the graduation



competence standard in this textbook is completely suitable with curriculum 2013.

b. Sufficiency of the Material

The sufficiency of the material here consist of essential material and time allocation. Rather than give long explanation, the textbook provide simple explanation and examples so the students can easily grab the main point of the material. It also followed by exercise to deepen students' understanding. For example in this textbook, chapter 1 is entitled All About Me and the materials provided are: Expressions of Personal Information, Question Words, To be and to have, Pronouns. These materials surely can help the students to know what they like and enable students to introduce themselves well. Besides, the time allocation used according to educational calendar is about 38 x 2 hours which in senior high school each hour takes 45 minutes long. Of course it is not the exact time. It may be less or more depends on the difficulty of the material, students' ability and the effective days of school.

c. The Depth of the Material

Each chapter in this textbook is started by the activity of observing. Then the students are lead to have some question about the material. After that the students are asked to get more information about the material by searching the same material from

another sources. Then the students analyse the data they get and the material given, they have to associate all information they have. After getting strong understanding about the material, the students are asked to communicate their thought on the next activities. For example the implication in the classroom, after one student doing introduction another students may ask more information about their friend's personal identification using WH questions and vocabulary they've learned. As the result, the students will be more active, confident, respect others, brave, creative and curious. Then, the researcher can say that the depth of the material in this text book is very good.

d. The Use of Scientific Approach

This text book uses scientific approach. The researcher could see it clearly from the back cover of the text book. According to *Dokumen Kurikulum 2013*, scientific approach includes five stages in teaching learning process. Those are; observing, questioning, associating, experimenting and communicating. Observing activities are displayed in the beginning of each chapter. This activity is aimed to prepare the students to enter the main material. Or, it can be said that the beginning activity just like a warming up activity before students do the main activity. Next stage is questioning. In this stage, students start try to find the answer



of the point of the material they do not get. They may ask about previous activity in the observation stage, ask the teacher, do discussion with their friend or look for another experience for a better understanding. Next is experimenting. It means that the students have to try or implement what they have learned in real act either orally or written or maybe both. In this text book almost all topics require the students to do that activity. Students asked to create expression based on the certain material in the written form. Later, they need to practice it orally. The next stage is associating. It means that there should be correlation between the topic or material taught in the classroom and the material in the text book. Good point, most of the examples provided in this text book is authentic materials such as newspaper, email and many more. The last stage is communicating. Actually it is almost the same with the previous stage. But, in this stage the activity needs more attention. After the students delivering their idea, it is hoped that they will get feedback for what they have done either from their friend or their teacher. This activity will help the students to comprehend more and be able to minimize the chance of doing the same mistakes in the future. Moreover, this activity will also engage students' participation in the classroom,

require them to be more active, think critically and respect others.

e. The Use of Authentic Scoring System

Authentic scoring is needed to measure students' knowledge, affective and skill. The authentic scoring systems in this text book is quite good. There are many oral activities that can be used to measure student's affective and skill. While for knowledge aspect can be measured by written exercises related to a certain material. In this text book there are so many activities that can be used to measure the students' ability such as; discussion, exercises, know-what-learn table, portfolio and self reflection. These activities will not only measure the students' output from learning, but also the progress when they're doing the activity. At that time the teacher may score the students' affective. Although the observation table is not enclosed in this textbook. Besides, there is no summative test in the end of each chapter. Whereas, the researcher believes that summative test will enable students to recall their memories about all topic learned and in a chapter and strengthen it.

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