**A CONTENT ANALYSIS OF *PATHWAY TO ENGLISH* TEXTBOOK FOR ELEVENTH GRADE OF SENIOR HIGH SCHOOL**

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**Abstract**. The research aims to analyze the content of English textbook based on the 2013 curriculum used by senior high school for student in the eleventh grade. Through the use of content analysis, this research takes a qualitative approach and used content analysis to accomplish it. For this project, the researcher employed the assessment rubric offered by BSNP. Essentially, the rubric is a standardized textbook that was included in the 2013 curriculum. All of the information in this study was gathered from English textbook *Pathway to English* for grade XI published by Erlangga. The textbook contained 14 chapters, and the researcher analyzed at every one of them. The result showed that only 87 of 112 criteria met the requirements of the 2013 curriculum. It means 77.6 % of the teaching materials in the English textbook were considered fair and acceptable. In other words the English textbook entitled *Pathway to English* for grade XI published by *Erlangga* is appropriate in accordance with the 2013 curriculum. However, to be effective, it is vital to give it further consideration in a various aspect before implementing it in the classroom. A greater amount of focus should be paid to the development of diversity insight criteria in this textbook.

**Key Words:** Content Analysis,English Textbook, 2013 Curriculum, BSNP

1. **Introduction**

 In Indonesia, English is considered a foreign language. English has been taught in Indonesian high schools for many years. Learning English at the high school level has a role for students to master English at an advanced level. In the activity of teaching and Iearning English, a variety of factors can have an impact on the outcomes of students' learning. These traits can manifest themselves during the pre-teaching, teaching, and post-teaching phases of the learning process. Teachers should be in charge of developing the curriculum, materials, and instructional procedures in the classroom. [1]argues that “most language programs rely on the use of instructional materials as a critical component. No matter whether the instructor uses a textbook, institutional provided resources, or creates his or her own materials, instructional materials form the foundation for a significant portion of both students' linguistic input and the classroom language practice”.

Textbooks are developed based on a written curriculum. The textbook evaluation is also guided by the curriculum. Curriculum is component in teaching learning process. The curriculum contains subject that must be taught and pursued by students served by educational institution that is educative. The curriculum was planned as a handle in order to achieve educational goals. Curriculum contains things the students will learn, the knowledge, attitudes, and certain skill. The 2013 curriculum mainly focuses on students' attitudes and communication skills. Any standard textbook must have this type of criterion in order to inculcate in students a good attitude toward learning the English language. Trough a good communication with English language then could be used in highly relationship worldwide.

 Many publishers have released English textbooks for Senior High School students in their second year. The textbooks should serve as a main instrument for carrying out the previously planned curriculum. In reality, choosing an English textbook with good materials and that is appropriate for the curriculum is quite difficult.

Based on the explanation above, the researcher would like to examine the content material coverage of an English textbook and evaluate if it is in accordance with the latest English syllabus recommended for use in Senior High School at eleventh grade. The researcher chose the *Pathway to English* textbook for Senior High School eleventh grade, which was published by *Erlangga* and is based on the curriculum 2013 that is now in use.

1. **Literature Review**
2. **Curriculum**
3. **The Definition of Curriculum**

Curriculum is described as the amount of resources—intellectual and scientific, cognitive and linguistic, textbook and auxiliary resources and materials, official and unofficial— that teachers and students utilize to teach and learn in classrooms and other learning contexts. [2]. The curriculum provides a guideline for teachers in determining teaching and learning practices. The curriculum contains things the students will learn, the knowledge, attitudes, and certain skills. The curriculum is a measure of the success of an educational process. A comprehensive range of learning experiences is intended to provide students with the best opportunity to develop the attitudes, skills, and knowledge that will enable them to further develop their gifts.

1. **The 2013 Curriculum**

The 2013 curriculum is being estabilished to strike a balance between spiritual growth and social attitudes, as well as enthusiasm, creativity, teamwork with intellectual and psychomotorabilities. Are you interested in finding out more about the 2013 curriculum? Individuals and citizens who are industrious, creative, inventive, and responsive are expected to emerge from the 2013 curriculum. They will also be able to contribute to the advancement of science and technology, and to the advancement of society as a whole, will be prepared to contribute to world civilization and to the advancement of science and technology. It is incorporated into the 2013 Curriculum to take a scientific approach. According to [3], the scientific approach is a learning activity that is intended to encourage students to actively construct concepts and principles through the use of several steps, including: (1) monitoring; (2) inquiring; (3) gathering information and drawing conclusions; (4) connecting; and (5) expressing their findings.

1. **Textbook**
2. **The Definition of Textbook**

Today's educational activities are ruled by textbooks, which are used both in and out of the classroom and have a wide range of applications. Books are used by teachers to provide further explanations on a topic and to assist pupils in absorbing the information they are being presented with. Students are encouraged to make use of the textbook to assist them in practicing their understanding of the material that has been presented by the teacher. In addition, the textbook includes activities and educational resources for students to use in their learning.

According to [4], in formal study of a subject, a textbook serves as a standard source of information as well as a tool for teaching and learning that is utilized by all students. While taking into account curriculum and textbook requirements, textbook guidelines for both teachers and students in the teaching and learning activity must be developed that are appropriate for students' learning needs. As a result, textbooks are the most common teaching and learning practice in the classroom, and teachers must select appropriate textbooks that meet the needs of their students.

1. **The Role of Textbook**

As stated by [5], A textbook helps a teacher by presenting a well-thought-out program that is suitably sequenced and structured to include progressive revision, a wider spectrum of material than a teacher may be able to acquire, security, time savings in order to prepare, a source of teaching ideas, and collaborate that learners can still do independently. In addition to serving as a foundation for homework, if any is provided, it also serves as a platform for dispute and comparison with other teachers, ensuring that the teacher is not the primary focal point of the learning experience.

1. **Criteria of Good Textbook**

According to Permendikbud 2013 on [6], good textbook must meet the following criteria:

1. Readiness

The textbook’s contents should be appropriate for the readiness of the learner's prior knowledge and skills.

1. Motivation

The textbook's contents should motivate students to learn.

1. Active participation of the learner

The textbook may stimulate students to participate actively in class by having them observe, create an exercise to practice, and present what they've learned.

1. Using tools to direct the student's attention

To make the content of the textbook obvious, the textbook should include photos, illustrations, diagrams, or tables.

1. The textbook contains social cognitive interaction

The textbook should encourage students to ask questions, come up with solutions on their own through brainstorming, and develop and create a learning community.

1. The genuine assessment

The textbook should assist teachers in evaluating students' achievements and processes in various ways.

1. Their textbooks should teach them life skills.

The textbook should assist students in developing life skills.

1. The relationship between the textbook and the surrounding environment.

A cross-reference system is used to link textbook information to learners based on factors such as where they live, what knowledge they already have, and what they need to learn.

1. Collaborative learning is encouraged by the textbook.

Students can collaborate with their friends' textbooks that are based on current events if they have access to textbook supply materials.

1. The practical application of the theory. In order to learn from their own experiences, students should be encouraged by their textbooks
2. **Pathway To English**

The textbook entitles *Pathway to English* an English textbook for Senior High School Students Year XI written by Th. M. Sudarwati and Eudia Grace. The textbook is published by Erlangga in Jakarta, 2016. There are fourteen chapters totalling 264 pages. The *Pathway to English* is a sequence of English textbook designed for senior high school students. Its goal is to establish a context for teaching and learning English by using 2013 Curriculum as a baseline. The lessons are based on the lives of teenagers and are presented in the format of a radio program. Learners can develop the four abilities of listening, speaking, reading, and writing at all three levels, which will eventually help them enhance their discourse competency. The ability to survive in an English-speaking setting as well as gain access to knowledge is provided by having this proficiency. They can also express themselves in a variety of text types.

1. **Textbook Evaluation**
2. **Definition of Textbook Evaluation**

Since text book usage is high in practically every school and with language courses in Indonesia, putting textbooks to use in the classroom has become a relatively significant component. A textbook's role, as previously indicated, aids the unskilled teacher. It serves a variety of functions, such as a repository for instructional materials and more. Choosing and examining a textbook is important to ensure an appropriate book is found.

According to [7], textbook The evaluation of textbooks is essentially straightforward: it determines which textbook to use by taking into account the need and value of teaching and learning. Because it provides helpful information for planning and controlling activities or tasks by learners in classroom practice, it is necessary for teachers to have access to it.

1. **Criteria of Textbook Evaluation**

In evaluating textbook there are many experts who provided textbook evaluation criteria. Some textbook evaluation criteria have their own set of advantages and disadvantages. According to [8] that the leading theorists in the field of ELT textbook design and analysis, including [9], [10], [11], [12] and [13]all agree, for instance, that evaluation checklists should include criteria for physical aspects of textbooks including layout, organizational, and logistical characteristics. Other important criteria to consider also include that evaluate a textbook's methods, goals, and approximate, as well as the degree to which a set of materials is not only educational but also suits the needs of a person teacher's approach and also the organization's overall curriculum.

1. **Feasibility of Content Based on BSNP**

A rubric for the evaluation of compatibility in Indonesia with the existing curricula of English textbooks has been developed by *The Badan Standar Nasional Pendidikan (BSNP)*. The categorization and subjective characterification of the category was produced by BSNP. The evaluation consists of three basic components. Functions are divided into three categories: feasibility of content, feasibility of presentation and language feasibility. One of the factors for evaluating textbook content is the practicality of the material. It deals with three questions: (2) material accuracy, and (3) training resources for support content conformity with Core Competence (CC) and Basic Competence (BC). The researcher interpreted and translated from [14]for the further explanation, as follows:

1. The Compatibility of materials with Core Competency (CC) and Basic Competency (BC).

The following are the criteria for this criterion of content appropriateness compatible with CC and BC: Completeness of Material and In-Depth.

1. The Material Completeness

In terms of completeness, a textbook must provide at least the texts regularly used in English communication and require learners to explore them (interpersonal text, transactional text and functional text). The text must be suitable for students to be able to comprehend it and make spoken or written language in order for them to interact in contextual and themed contexts, as well as feature various cultural, religious, and aesthetic values.

1. In-Depth

The textbook is supposed to meet various points of In-Depth in this criterion. The first is exposure (pajan), which means that the textbook should expose students to as many types of text as possible that are relevant to their daily lives in order to enable them become accustomed to any type of text. Text retention (retensi pembentukan teks) refers to how a textbook can assist students understand the social function, text structure, and linguistic qualities of a text. The last is a production, textbook that must be prepared to assist students through every phase of creating both spoken and written text that is contextually appropriate.

1. The Material Accuracy

The criteria of this criterion for content adequacy, relating to the accuracy of resources, were separated into three subcriteria: social, general and language.

1. Social Function

In this criteria, the material in the textbook or the exercise supplied from the textbook that the students completed are required to have social function values in relation to the student's daily situations, either interpersonal or interactional communication.

1. Generic Structure

Under this standard, students should have the knowledge and the ideas needed to methodically think when they perform or produce exercise for their daily lives by the textbook or exercise in the textbook they have finished.

1. Linguistic Feature

This criteria requires that the text given in the textbook or the exercise completed by students from the textbook be comprehensible and meet the norms and characteristics of good communication in the student's daily life.

1. Supporting materials.

The supporting materials criterion, which is included of the content appropriateness criterion, was divided into three sub criteria. They are up-to-date nature of the material, life skills development, and development of insight on diversity. The first is up-to-datedness, which means that every item used to support the textbook's materials and exercises (Tables, Pictures, Text, References) should be from the most up-to-date and relevant sources accessible. The second is life skills development, which states that every text, communication exercise, and activity included in a textbook should encourage students to develop a positive personality that is concerned with social, academic, and occupational issues. Lastly, every text, communicative exercise, and activity provided inside the textbook should urge students to be good citizens who care about, understand, and appreciate multicultural diversity.

1. **Method**

The researchers used descriptive qualitative to analyze the data. Document analysis is carried out utilizing the textbook analysis design, in which the researcher collects textual and written documents from the textbook under consideration for this research. The source of data was taken from the *Pathway to English* textbook for Grade XI Senior High Schoolpublished by *Erlangga*. The unit that would be analyzed is the content of the *Pathway to English* textbook for Grade XI Senior High School. The researcher was not only the instrument in this research, but the researcher also employed a rubric assessment that provided by BSNP (Badan Standar Nasional Pendidikan).

The documentation technique used in this research consists of three steps. For the first, BSNP's referring criteria for evaluating English textbooks. Second, deciding on the subjects, that is *Pathway to English* textbook. Third, review the textbook and provide an analysis of the findings as well as preliminary conclusions. The following formula was used by the author to aid in the numerical presentation of the facts [15]

$$P=\frac{F}{N}x 100\%$$

 P = Percentage

F = Frequency

N = The sum of frequency

1. **Finding And Discussion**
2. **Research Findings**

This section evaluated an English textbook entitled *Pathway to English* for grade XI of Senior High School by employing a content analysis method. Below is the data table of the frequency of 14 chapters of the *Pathway to English* textbook for grade XI Senior High School published by *Erlangga*.

Table 1 The Frequency of 14 chapters of the textbook

|  |  |  |
| --- | --- | --- |
| **Sub-Component** | **Items**  | **Scoring frequency** |
| **1** | **2** | **3** | **4** |
| Compatibility of materials with CC and BC | Completeness  |  |  | 7 | 7 |
| In depth  |  |  |  | 14 |
| The Materials Accuracy | Social Functions |  |  | 4 | 10 |
| Element and structure of meaning  |  |  |  | 14 |
| Linguistic feature |  |  |  | 14 |
| Supporting Materials | Relevance  |  |  |  | 14 |
| Development of life skills  |  |  |  | 14 |
| Development of diversity Insight | 6 | 7 | 1 |  |
| **Total**  | **6** | **7** | **12** | **87** |

Content feasibility is summarized in the table above, almost all chapters in criteria of completeness, social functions, generic structure, in-depth relevance, linguistic feature and also development of life skills get score 4. As for development of diversity insight, there are six chapters which score 1, seven chapters which score 2 and one chapter scored 3. Overall, they were make up the total 87 points in the score 4 and total 6 points in the score 1 from 112 points altogether. As a result of this table, it can be concluded that 87 points in feasibility of content from 14 chapters out of 112 points have fulfilled, while just one category in the development diversity insight did not meet the criteria.

$$P= \frac{F}{N} ×100\%$$

$$P= \frac{87}{112} ×100\%$$

$$P= 77.6\%$$

The researchers used range of fulfillment score of category based on *Pusat Perbukuan* cited in [16]to determine the category of a textbook as described below.

Table 2 Final Calculation of Analysis Textbook

|  |  |
| --- | --- |
| **Range of fulfillment score** | **Category**  |
| 80% - 100% | Good  |
| 60% - 79% | Fair  |
| 50% - 59% | Sufficient  |
| 0 – 49% | Poor  |

Consequently, it can be stated that 77.6 % of the resources, exercises and texts prepared for the textbook entitled *Pathway to English* meet the rubric assessment of content feasibility based on the BSNP content assessment rubric. According to the findings, the textbook entitled *Pathway to English* was characterized as "fair" with an average score of 77.6 %, according to the researcher.

1. **Discussion**

The *Pathway to English* textbook for grade XI published by Erlangga consists of 14 chapters. The content of each chapter will be discussed below.

In chapter 1, showed good implemented of criteria. Almost all categories receives a score of 4 in terms of completeness, social functions, in-depth generic structure, linguistic feature, relevance, and life skills development. Meanwhile, there is lack in criteria of development of diversity insight. It could be got score 2 for its implementation.

In chapter 2, the implementation of diversity insight criterion was found to be unsuccessful. This criteria present local in this chapter and get score 1. In the relevance and social function criteria get score 3 for its developed. And, for in-depth, completeness, linguistic feature, generic structure, and development of life skills all receive a score of 4, meaning that they were successfully for implemented.

In chapter 3, it was showed that all criteria were well implemented. For criteria of completeness, in-depth, relevance, generic structure, social functions, linguistic feature, and development of life skills got score 4. Score 1 for the development of diversity insight criteria. It causes no promoted awareness toward the local and national potential and equity.

In chapter 4, the criteria of in-depth, linguistic feature, generic structure, relevance and life skills development all receive score of 4. For completeness and social function criteria get score 3. There were causes chapter showed only 2 out of 3 texts that must teach. The development of diversity insight unsuccessfully implemented. This chapter provided a less national diversity insight and provided the local wisdom of Indonesia. So, score 2 was given for development of diversity insight.

In chapter 5, it showed that all criteria had been met. They get a score of 4 for in-depth, completeness, social functions, linguistic feature, relevance, generic structure and the life skills development. Meanwhile, score 3 for implementation of development of diversity insight criteria.

In chapter 6, because only two of the three texts that must be taught were presented in this chapter, the completion criteria receive a score of three for being supplemented. On the basis of the following criteria, four points were granted for each of the following: in-depth discussion of the social function, generic structure, linguistic feature, relevance, and the development of life skills. The fact that the organization reduced national diversity while simultaneously giving global diversity insight was another factor in obtaining a 1 for the development of diversity insight criteria

In chapter 7, the completeness criteria gets score 3 for its complemented. And for development of diversity insight gets score 2. The success of the criteria can be shown in the following categories: in-depth, generic structure, social functions, linguistic feature, relevance, and life skill development. They got score 4 for its implementation.

In chapter 8, it is not different from chapter 6. Because this chapter only showed 2 out of 3 texts that must be taught, the completeness requirements receive a score of 3. For development of diversity insight criteria gets score 2 because it was showed less national diversity insight and provided a global diversity insight. And, for the criteria of in-depth, social function, generic structure, relevance, development of life skills and linguistic feature got score 4 for its implementation.

In chapter 9, the criteria had been successfully implemented. Almost all chapters in completeness, social functions, in-depth, generic structure, relevance, development of life skills and linguistic feature gets score 4. Meanwhile, for development of diversity insight criteria got score 2 because this chapter less national diversity insight and provided a global diversity insight.

In chapter 10, the scenario is identical to that which existed in Chapter 9. Almost all categories receives a score of 4 in terms of completeness, social functions, in-depth, generic structure, relevance, development of life skills and linguistic feature. And, for the criteria development of diversity insight get score 2. It causes this chapter less national diversity insight and provided about cultural awareness about hindsight.

In chapter 11, the criteria of in-depth, generic structure, relevance, development of life skills and linguistic feature get score 4. For completeness and social function criteria get score 3. And, for development of diversity insight get score 2. It causes this chapter showed global diversity insight.

In chapter 12, this chapter showed how well criteria were implemented. Almost all categories in social functions, completeness, in-depth, generic structure, relevance, linguistic feature, and life skills development get score 4. Meanwhile, development of diversity insight got score 1. It was because this chapter less national and global diversity insight.

In chapter 13, this chapter is not different with chapter 12. The criteria of completeness, in-depth, social functions, generic structure, linguistic feature, development of life skills and relevance get score 4 for implementation. For development of diversity insight criteria showed unsuccessfully implemented. This criteria get score 1 because this chapter less national and global diversity insight.

In the last, chapter 14 is lacking of criteria. It can be seen in social function and the completeness, which both receive a score of 3 for implementation. And for the criteria of development of diversity insight get score 1, it causes this chapter provided a less national diversity insight but provided a global diversity insight. Meanwhile, the criteria in-depth, linguistic feature, generic structure, development of life skills and relevance get score 4 for their implementation.

1. **Conclusion**

Based on the findings of the analysis, the researchers makes some conclusions that the *Pathway to English* textbook for Grade XI Senior High School was classified as "fair" with a score of 77.6% for content feasibility from BSNP. This book satisfied all of the core criteria and fundamental competencies specified in the 2013 Curriculum document. The method of student-centered learning, which is stressed in the 2013 Curriculum, was also implemented.

Besides from that, the exercises are interesting and appropriate in the classroom. It was exposed students to be an active learner all the time because it is compatible based from BSNP assessment. Although there were some minor’s incompatibilities based on BSNP assessment about presentation coverage and graphic. The English textbook entitled *Pathway to English* for grade XI Senior High School is still acceptable to be used by schools because it was more than qualified to be used in the 2013 curriculum specifically in terms feasibility of content.

1. **Implication And Future Direction**

Based on the findings of the data analysis and conclusion, the researcher gives some recommendations. Teachers should exercise caution while selecting English textbooks. The teacher must determine whether or not the textbook is compatible with the curriculum, whether or not the textbook is acceptable, and whether or not the content in the textbook are being used in the classroom. Publishers should be more selective in picking information for textbooks that teachers and students demand when designing and developing a textbook, according to the authors. The following researchers will be expected to study another part of the content in the *Pathway to English* textbook for grade XI Senior High School, which will be published in the following year.

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