

THE CONTENT ANALYSIS OF TEXTBOOK “PATHWAY TO ENGLISH” FOR 11th GRADE BASED ON SYLLABUS IN 2013 CURRICULUM

Niken Noputri¹, Ridho Kurniawan², Diana Oktavia³, Yahfenel Evi Fussalam⁴
Pendidikan Bahasa Inggris STKIP Muhammadiyah Muara Bungo^{1,2,3,4}
e-mail: nicken.noputri.5@gmail.com¹, ridhokurniawan545@gmail.com²,
dianaaoktavia@gmail.com³, yahfenel_yoi@yahoo.co.id⁴

ABSTRAK

Penelitian ini fokus untuk mengetahui apakah buku “*Pathway to English*” kelas XI yang digunakan di SMAN 1 Bungo telah memenuhi kriteria syllabus point pada semester 1 berdasarkan kurikulum 2013 dan apa kelebihan yang diberikan buku ini. Penelitian kualitatif ini dilaksanakan dengan cara menganalisa isi buku “*Pathway to English*” dengan menggunakan *syllabus point*. Hasil dari penelitian menunjukkan bahwa buku “*Pathway to English*” telah memenuhi 12 dari 16 kompetensi dasar dan 5 dari 6 materi yang terdapat di *syllabus point*. 12 kompetensi dasar tersebut merangkul beberapa tugas yang meliputi 4 skill bahasa Inggris. Materi-materi dikembangkan dengan baik dan dilengkapi dengan materi mengenai fungsi sosial berupa tugas bersama, text, dan komponen bahasa yang tersedia dan dikembangkan berdasarkan kosakata yang sesuai, latihan pengucapan dan intonasi, dan latihan-latihan yang berkaitan dengan grammar dan komponen bahasa lainnya. Akan tetapi, buku ini memiliki beberapa kelemahan, karena tidak ditemukannya beberapa kompetensi dasar seperti), KD 4.3 (*Constructing spoken and written text to express hopes, according to its social functions, structure and language features*), KD 4.5 (*Editing formal invitation letter according to its social functions structure and language features*) and KD 4.6 (*Writing formal invitations, according to its social functions, structure and language features*).

Kata kunci: Pathway to English, Buku, Silabus, Kurikulum

ABSTRACT

*This research was conducted to find out whether the “Pathway to English” textbook of the 11th grade used by SMAN 1 Bungo fulfilled syllabus points at the first semester in the 2013 curriculum and how extras the textbook presented. This qualitative research was conducted through analyzing the content of “Pathway to English” book using the syllabus points. The result showed that Pathway to English textbook fulfilled 12 of 16 items of basic competence and 5 from 6 items of learning material in syllabus points. 12 basic competences were provided in some exercises of 4 English skills. The learning materials were successfully developed and supported with materials about social function formed cooperating tasks, text structures were available and related the other rules of text structures, and also language features. However, this textbook had weakness about there were none available BC 3.3 (*Analyzing the social functions, the structure and language features of expressing hopes, according to the contexts*), BC 4.3 (*Constructing spoken and written text to express hopes, according to its social functions, structure and language features*), BC 4.5 (*Editing formal invitation letter according to its social functions structure and language features*) and BC 4.6 (*Writing formal invitations, according to its social functions, structure and language features*).*

Keyword: Pathway to English, Textbook, Syllabus, Curriculum

INTRODUCTION

In English subject, the curriculum has the same role as it is in the other subjects. It is required as the guidelines to achieve the aims of English AAAteaching and learning process. This curriculum is developed based on

the Educational needs so that it can be changed.

In Indonesian Educational system, the curriculum always be changed and developed to fulfill the needs and to solve the challenges in the Education.

Therefore, the educational system in English language teaching field has implemented some different curricula to improve the learners' proficiency level and to cope with the challenges of the global world. Some recent curricula which has been issued by the Education National Standardization Board and implemented in Indonesian's English Language Teaching were Competency based Curriculum (KBK), School based Curriculum (KTSP), and the most current one, 2013 Curriculum (K-13). There were two operational curricula made and practiced by each school in Indonesia, but actually it did not change the basis of Competence Based Curriculum substantially.

Interpreting of education's goals, the curriculum should be relegated to the syllabus form. Syllabus referred to sub part of curriculum which concern to the specification of the units that will be taught. Ismawati (2012:2) explained that syllabus is course planning in a subject or certain theme that include of competency standard, material, activity, indicator, scoring, time, and source. Parkes (2000:17) also stated that a syllabus will provide several pieces of useful information for students, in addition to the contractual and documentary material. Based on that definition, it can be concluded that the syllabus is an educational instrument or planning in teaching learning process.

In order to achieve the goals, Syllabus itself needs some sources. It is supported by Chanie (2013:6), he defined goals and objectives as well as learning experiences in the syllabus are made tangible with the teaching materials. Lamphear (2015) pointed that the materials can be authentic materials, for example from newspaper, magazine, recipe or textbook. One of the most useful tools an instructor possesses is the textbook. According to Harmer (2007:111) the use of English textbook has the achievements prominent and benefit for both teachers and students. Riazi (2003:52) supports that textbook is

the next important factor in the second or foreign language classroom after the teacher. Hence, textbook is one of the indicators that can improve students' skills.

Up to date, the textbook is getting popular and it becomes a primary source in teaching learning process, because it is assumed as the most effective source of materials. The textbook has many functions in a course, it will be better if the teachers use textbook as guideliness in their teaching, but they need to consider whether the particular textbook has fulfilled syllabus point or not, to assure the students has reached the standard knowledge based on particular curriculum. Therefore, it is important for the teacher to select and analyze the contents of textbook about syllabus point. The English teacher should be able to decide whether the contents of the textbook are suitable with the curriculum and syllabus used. The most important analysis is the syllabus, because the syllabus had supplied some materials of certain indicators. The teacher should ensure that the textbook had fulfilled syllabus point before she or he will use it. Therefore, textbook as one of many resources used by teachers in teaching the classroom should be evaluated in order to boost students' progress in language learning because textbook is part of completeness or means of learning mission lead materials to appropriate with curriculum and syllabus (LKPP UNHAS:2015).

However, the teachers seldom analyze the textbook content based on syllabus appropriate, therefore the textbook is used without being analyzed. Meanwhile, based on the 2013 curriculum, the school provides syllabus, so the teachers should not design the syllabus by themselves. Automatically, the syllabus content should be in the textbook. Implementation of two curricula and curriculum revision in these school years has made textbook publisher produced some books, it would decrease

quality of education if those textbooks do not fulfill the syllabus requirement.

Recently, there are many publishers of English textbooks in Indonesia that offer interesting contents, but the teacher should be careful to choose an English textbook which fulfill some criterias of the content standard of curriculum used. In this current research, the researcher took Pathway to English textbook to be analyzed because this textbook is one of the popular textbooks use in Indonesia. This book is also popular in Muara Bungo, many senior high school use this text book, one of them is SMAN 1 Bungo. This text book is used as the teacher's handbook, it is a guideliness of the teaching and learning process in the classroom.

However, it is assumed that this text book does not full fill the syllabus needs completely. Based on the pre observation that has been conducted while doing the teaching practice, the researcher did not find the materials in the textbook. In order to find the further information, this research was conducted through a content analysis with syllabus requirement on this textbook which is "Pathway to English", because textbook as a source and guide for teaching English classroom, English textbook must meet the objectives of the curriculum used. That's why the researcher would like to analyze this textbook based on the syllabus requirement in 2013 curriculum used by SMAN 1 Bungo.

METHOD

This research was conducted using the document analysis method. It was analyzing the content of the Pathway book that was used as one of English teaching and learning sources in one of Senior High School in Bungo, Jambi. This research was conducted in 2020.

Related to the title and the problem of this research, the researcher used the textbook analysis design of document analysis to gather the textual and written documents that are provided within the

textbook that was researched. According to Shannon et al (2005:2), content analysis is a widely used qualitative research technique. In this qualitative research, the researcher intended to examine the condition of materials and exercises that are provided in Pathway to English textbook. With the help of document analysis in collecting the data for the textbook, the researcher used descriptive qualitative method in analyzing and interpreting the data that is described in Pathway to English.

To find out the needs of this research, syllabus points was used as the instrument. The researcher used syllabus points of basic competence, and main material in this research. The researcher focused on basic competence 3.1-4.10 because it can be measured by the points in some materials. In the other hand, the researcher eliminated basic competence 1.1-2.3 in this research because these basic competences were visible in learning process so it cannot be measured in the textbook.

Therefore the researcher only focused on basic competences 3.1-4.10 and 6 learning materials as presented in the first semester of 11th grade in senior high school.

FINDING AND DISCUSSION

To obtain the purpose of this research. The researcher used the "Pathway to English Book" for the Eleven grade as the document analyzed. This book was published in 2017.

The analysis was done using the syllabus points suitable with 2013 Curriculum. Based on the analysis, it can be seen as the following table.

Table 4.3 The Result of Data Analysis

Basic Competence of Syllabus in 2013 Curriculum	Material and Exercise	
	Fulfilled	Not Fulfilled
BC 3.1	√	
BC 3.2	√	
BC 3.3		√
BC 3.4	√	
BC 3.5	√	
BC 3.6	√	
BC 4.1	√	
BC 4.2	√	
BC 4.3		√
BC 4.4	√	
BC 4.5		√
BC 4.6		√
BC 4.7	√	
BC 4.8	√	
BC 4.9	√	
BC 4.10	√	
Total	12	4

As it is displayed in the table above, this Pathway to English textbook does not fulfill all basic competences and learning materials in every chapter of textbook. Whereas in chapter 4 “Why Is It a Good Habit”, the item of basic competences was not completed, it was caused BC 3.3 and BC 4.3 about **Expressing Hopes and Wish** were neither available in chapter 4 nor other chapters. Then for BC 4.5 and 4.6 were available on informal invitation form. Ideally, it must be on **formal invitation** form in editing and writing aspect. Therefore the textbook fulfilled 12 from 16 items of basic competences and 5 from 6 learning materials which should be achieved at the first semester of 11th grade in 2013 curriculum that used by SMAN1 Bungo. But the basic competencies and learning materials fulfilled criteria of social functions, structures, and language features.

After finding frequencies of syllabus points, the researcher would discuss how extras the materials and exercises on the textbook Pathway to English presented. Firstly, it was

appeared interpretation of basic competences 3.1-4.10 were available in chapter 1-6 except chapter 4 which is not suitable. Each available basic competence was provided in some exercises of four English skills which was included social functions, text structures and language features. Secondly, the learning materials were available with development of related material about the expression and grammar, beside that it was included some items of social functions, text structures and language features based on syllabus. The social function was achieved about relationship among students, teacher and the others which was formed on cooperating tasks. The text structures were suitable based on syllabus guidance and it was also developed in some rules and clues of the other related text structure. Language features were available and were developed based on suitable vocabulary, the other hand the pronunciation and intonation were also available in some exercises, then there was supplying and developing the related grammar to support the materials of modals, adverb, tenses, connector, etc. It was also provided and developed appropriate topics and multimedia using based on the syllabus guidance.

The result of this research indicate that the textbook Pathway to English which has been revised in 2017 and published by Erlangga has a weakness in the lack of 4 basic competencies of syllabus in 2013 curriculum that used by SMAN 1 Bungo. Whereas, the previous study of unrevised Pathway to English fulfilled 14 of 16 basic competencies by using the same syllabus and instrument. Therefore, the English teachers should analyze the content of textbook with syllabus requirement in curriculum that used by their school before they use the textbook.

CONCLUSION

Based on the analysis, we can take some conclusions about the

Pathway to English textbook of the 11th grade at the first semester. They are related to the materials, assignments, basic competences, the extras and the weakness of this textbook

In term of the materials, this textbook fulfills 5 of 6 materials which are written in syllabus points of the 2013 curriculum which used by SMAN 1 Bungo. furthermore, the extras pathway textbook of the eleventh grade at the first semester does not fulfill all of syllabus points of the 2013 curriculum but the basic competences and learning materials were consisted of including and developing basic competences into some exercises of 4 English skills and successfully interpreting and developing learning materials based on social functions, text structures and language features items.

The Pathway to English textbook has fulfilled syllabus points of 12 from 16 items of basic competence. Each basic competence was provided in some exercises of 4 English skills that included social functions, text structures and language features. The learning materials were successfully developed materials and it is interpreted social functions, text structures and language features items.

Moreover, the social function was achieved about relationship among students, teacher and the others which was formed on cooperating tasks. The text structures were suitable and developed in some rules and clues of the other related text structure. Language features were developed based on suitable vocabulary, exercise of pronunciation and intonation, and related grammar to support the materials of modals, adverb, tenses, connector, etc. It was also provided and developed appropriate topics and multimedia using based on the syllabus guidance. This textbook has weaknesses of none available BC 3.3 (Analyzing the social functions, the structure and language

features of expressing hopes, according to the contexts), BC 4.3 (Constructing spoken and written text to express hopes, according to its social functions, structure and language features), BC 4.5 (Editing formal invitation letter according to its social functions structure and language features) and BC 4.6 (Writing formal invitations, according to its social functions, structure and language features).

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