



## Analysis of Reading Materials Pathway an English Textbook For Indonesian Senior High School Students

Fitri Handayani

English Education Department, Universitas Dharmas Indonesia  
fitrihandayani1259@gmail.com

### Abstract

*A material in a textbook has to fit with the curriculum, syllabus, and students' background of knowledge, aims and the goal of teaching learning process itself. That's why this research is important to be conducted. The data collected for this study gathered from the English textbook Pathway to English published by Erlangga. The data were in the form of reading material or reading passages provided in the textbook. The objectives of this research is to discover whether the Pathway to English textbook has fulfilled the criteria of good reading material based on Hetherington's reading evaluation criteria. The result findings of this research showed that almost all criteria of good reading materials from Hetherington are fulfilled by Pathway to English Textbook. Based on the findings of this study the researcher suggested that teachers and educational institution should pay attention more with the content of the textbook and its relevance with the curriculum and appropriate with the students' need.*

*Keywords: Textbook, Reading Material, Pathway*

© 2020 Jurnal IJTVET

### 1. Introduction

Considering there are many kinds of textbook published by several publishers in Indonesia, teachers and educational institute should be aware in choosing a textbook to the students. The Ministry of Education and Culture of Indonesia has decided that Education in Indonesia must apply the 2013 curriculum. Developing the previous curriculum, the 2013 Curriculum is a further step of competency based curriculum development that has been initiated in 2004 and the School Level-based

Curriculum in 2006, which includes competency of attitude, knowledge, and skills integratedly. Therefore, the design of curriculum is also changed from teacher-centered to student-centered. In the learning process, the 2013 Curriculum adopts

scientific approach that is designed to make students construct concepts and principles actively through some steps. The steps are observing, questioning, collecting information, associating, and communicating. 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. [1]

A textbook has to fit with the curriculum, syllabus, and students' background of knowledge, aims and the goal of teaching learning process. According to Anwar 2013 "*Mata pelajaran adalah unit organisasi terkecil dari Kompetensi Dasar. Untuk kurikulum SMA/MA, organisasi Kompetensi Dasar dilakukan dengan cara mempertimbangkan kesinambungan antarkelas dan keharmonisan antarmata pelajaran yang diikat dengan Kompetensi Inti*"[2].

the textbook is a stimulus or instrument for teaching and learning". One of the supporting elements of EFL teaching learning process is text book. A certain textbook is considered as a crucial thing for the teacher and the students. Textbook is a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions. Furthermore, textbook becomes a strongest element in teaching learning process. From those definitions about textbook, it can be referred that a textbook is a book that serves as a standard guideline

for students and teachers in supporting the teaching and learning process in the classroom. To sum up, a textbook is a book used to be the guideline for both teacher and students in teaching and learning process with consideration of a curriculum and a textbook also need to fit with students' needs.

A medium is a means to help the teachers when the teaching and learning activities progress. A teacher usually uses some media to make him or her easier in explaining the teaching materials. One media which is ordinarily used is a textbook. The textbook is easy to buy, to carry, and to study. Even though there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school.[3]

As the Individualization of instruction because it helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying. Secondly, as the organization of instruction to organize instruction by providing experiences, suggested activities, recommended reading and question. Thirdly, as the tutorial contribution, textbook helps students learn how to read better, to study, to weigh evidence, and to solve problems. The fourth one, as improvement of teaching because textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials.

Teaching materials are the aids used by the trainer to help him/her in teaching his/her lesson effectively. Learning materials are the aids used by the learner/trainee to help him/her learn effectively.[4] Both teaching and learning materials can be big or small. The teaching and learning materials can be bought or made easily by both the trainers and trainees.

Therefore teachers should have an ability to analyze the textbook first whether or not the material that contained in it is appropriate to the students' background of knowledge, the students' need and the current curriculum. The more qualified textbook used the better understanding will be achieved by the students. That is why a textbook meant very much in teaching learning process.[5]

It means that material is one of crucial elements in teaching learning process. Teacher also should prepare and arrange the whole thing related to the teaching learning process that is appropriate with the students need even though it has been provided on the textbook yet teachers still have to develop the material and arrange how the material should be taught because not all textbook provide good materials and procedures. Educators who are concerned with English language teaching in Jordan have a general cautious feeling

towards the necessary need of inclusion reading texts that relate to the students environment and their life. Cultural understanding must be promoted in various ways so that students are prepared to live more harmoniously in the target-language community. Thus, the researcher intends to investigate the required authentic foreign language texts and materials that should be involved in the content of action pack for eleventh grade. Accordingly, a content analysis of English textbooks in this regard becomes a necessity especially when authenticity is concerned. [6]

The basic competence of reading material in curriculum of 2013 is to have deeply understanding of the meaning of certain texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity and the steps of rhetoric development in the written text such as narrative, descriptive, recount, announcement, etc.

Reading content in a textbook should extensively research and accompanied with integrated facts and encloses a complete reference of study or research. Beside that the material prepared should be interesting and have specific purposes that must be achieved by the students and the most important thing is the material should be appropriate with the students' background knowledge. Sentence complexity sometimes is measured by sentence length. Pearson in Hetherington (1985: 32) points out that it may be necessary to use a complex sentence to express a complex idea and gives the following example. When "Because the chain broke, the machine stopped" is rewritten as "The chain broke. The machine stopped," the causal link between the two events is lost and the reader is faced with the extra burden of inferring the relationship. Shortening sentences in order to simplify them will cause problems for the language readers. Sometimes, many publishers have adapted difficult passages by shortening the sentences in order to make it easier to read by the readers. Beside that, the content variable should be interesting for the readers. When considering the content of a text, there are two important matters to be addressed. The first is the concrete or abstract nature of the subject matter. The other important aspect in connection with the content is the completeness of the information in the text.

School-based curriculum is still being used in some schools in Indonesia. In the school-based curriculum, schools are free to select and arrange their syllabuses based on the situation and condition of the school. The development of curriculum refers to Standar Isi and Standar Kompetensi Kelulusan. Each school can choose subjects materials and facilities that can support the teaching learning activities based on the school need and school characteristics[7]

Furthermore reading is a skill that quite difficult to the students rather than another skill because the students

need to translate the text first into their own language and understand it then, reading is an active skill so students need to put more practice and exercise in reading. Most of students face difficulties in reading English text due to the different English language features from their first language, the texts contain in the students textbook are often monotonous and boring, the texts contain in the textbook are often not appropriate with the students' need, the content of the textbook should be relevant to the implemented curriculum yet there are still many published book that have lack relevance with the curriculum. Considering of these existing problem above, that is why this research of analyzing the reading material and exercise provided in the textbook is interested to be conducted by the researcher as it is concerned with the curriculum of 2013 a new Indonesian curriculum.

## 2. Research Methode

Since this research is aimed to analyse the reading materials in the Pathway to English textbook for senior high school grade X. This study is categorized under the principle of qualitative research design.

Descriptive research methodology, quantitative content analysis, was applied in this study. The statistical population consisted of curriculum of Primary Studies.[8] Qualitative research is characterised by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.

For researchers more familiar with quantitative methods, which aim to measure something (such as the percentage of people with a particular disease in a community, or the number of households owning a bed net), the aims and methods of qualitative research can seem imprecise. However, for many research projects, there are different sorts of questions that need answering, some requiring quantitative methods, and some requiring qualitative methods. If the question is a qualitative one, then the most appropriate and rigorous way of answering it is to use qualitative methods.[9]

The basic competence of reading material in curriculum of 2013 is to have deeply understanding of the meaning of certain texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity and the steps of rhetoric development in the written text such as narrative, descriptive, recount, announcement, etc.

Reading content in a textbook should extensively research and accompanied with integrated facts and encloses a complete reference of study or research. Beside that the material prepared should be interesting and have specific purposes that must be achieved by the students and the most important thing is the material should be appropriate with the students' background knowledge. Sentence complexity sometimes is

measured by sentence length. Pearson in Hetherington (1985: 32) points out that it may be necessary to use a complex sentence to express a complex idea and gives the following example. When "Because the chain broke, the machine stopped" is rewritten as "The chain broke. The machine stopped," the causal link between the two events is lost and the reader is faced with the extra burden of inferring the relationship. Shortening sentences in order to simplify them will cause problems for the language readers. Sometimes, many publishers have adapted difficult passages by shortening the sentences in order to make it easier to read by the readers. Beside that, the content variable should be interesting for the readers. When considering the content of a text, there are two important matters to be addressed. The first is the concrete or abstract nature of the subject matter. The other important aspect in connection with the content is the completeness of the information in the text.

This research began with preparation of the documentation aspects especially the reading materials such as indicators, text types, generic structure and linguistic features in Pathway to English an English textbook for tenth grade senior high school. The instrument used to collect data in this research is rubric and the data collecting technique which is used in this research is document analysis. It refers to a technique by gathering and analyzing documents, while document is any communicable material such as text and used to explain some attributes of an object, system and procedures. The criteria of evaluating textbook come from Hetherington and will be used as guidelines in this research. Based on Hetherington there are a set of questions which can serve as guidelines when assessing the suitability of reading materials for the learners. Will this text interest the students?, Is there a meaningful purpose for reading the text?, Do the students have or can I provide them with appropriate background knowledge for understanding the content?, Is the level of abstractness appropriate?, Is the passage complete in itself or has the author assumed a lot of other information?, Is the text clearly organized with a beginning or introduction and clear sequence signals?, Is there sufficient redundancy of ideas? , Will the number of difficult vocabulary items interfere with the task which has been set?, Have the writer set an appropriate task for the type of text?

## 3. Research Result and Analysis

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text Information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the

propositions of the text and a situation model consisting of what the text is perceived to be about. [10]

In analyzing the quality of reading material in Pathway to English there are several evaluation criteria provided by the experts that can be used. Yet Hetherington's evaluation criteria will be used in this research to elaborate whether or not Pathway to English textbook fulfilled the criteria of good text book. Based on the qualitative description research of the reading material of six chapters in Pathway textbook that have been done based on the guidance of Hetherintons' reading evaluation criteria, here is the table that show research findings :

#### 1. The Quality of Reading Material in *Pathway to English* According to Hetherington's Reading Evaluation Criteria

In analyzing the quality of reading material in Pathway to English there are several evaluation criteria provided by the experts that can be used. Yet Hetherington's evaluation criteria will be used in this research to elaborate whether or not Pathway to English textbook fulfilled the criteria of good text book. Based on the qualitative description research of the reading material of six chapters in Pathway textbook that have been done based on the guidance of Hetherintons' reading evaluation criteria, here is the table that show research findings :

Table 1 Feasibility of Reading Content Frequency Table

No	Criteria	Assesment			
		1	2	3	4
1.	Is the texts interesting to the students?				✓
2.	Is there a meaningful purpose for reading the text?				✓
3.	Is the textbook provide them with appropriate background knowledge?				✓
4.	Is the level of abstractness appropriate?				✓
5.	Is the passage complete in itself or has the author assumed a lot of other information?				✓
6.	Is there sufficient redundancy of ideas?				✓
7.	Is the text clearly organized with a beginning or introduction and clear sequence signals?				✓
8.	Will the number of difficult vocabulary items interfere with the task which has been set?	✓			
9.	Have the writer set an appropriate task for the type of text ?				✓
Total		1			8

From the evaluation above, it can be said that the textbook of Pathway to English is fullfilded the criteria of good reading material texbook according to Heteringthon. There are only two criteria that are not fulfilled with the criteria of good textbook, the first is the texts are not interesting to the students because there no good illustration contained in the textbook then

make the students vague to see the picture is about. The second is about, the vocabulary difficulties. The book does not provide any vocabulary notes, while there are several difficult vocabularies contained in the textbook. So it can be concluded that the reading material provided in Pathway Textbook is appropriate with the characteistic of good reading material that has been elaborated in the previous chapter.

#### a. The Text must be Interesting for the Students.

An interesting text material is a very important part to the students in teaching learning process. Actually, the reading texts provided in the textbook are definitely appropriate with the topic that has been described in the begining page of the book. The texts in the pathway textbook is quite interesting to the students. The topic of the text are very often happen in daily life of the students so it also help the students to get many advantages from it. Such as found in chapter 1 about the letter entitled "Hello my name is Tom" in exercise 32 page 24. The writer adds the ilustration inside the letter to get students interest in reading activity, a good and clear ilustration in the reading text also has other advantages. It will make students easier in undsrstanding a text. Based on the consideration above the score given is 4.

#### b. A Text should have Meaningful Purposes.

There were found that the Pathway textbook contains meaningful purposes in several chapter of reading mataerial. Such as activity found in exercise 15 page 40, students are asked to answer the question after reading the passage. Students are also asked to identify the topic sentence of the passage. While reading activity found in page 42, students are asked to read the text and observe the tenses used. Parallel with it, in exercise 24 page 47, students are also asked to answer the question after read the text entitled "The Power of Thanks" and also find the compliment words contained in the text. and the second activity they are asked to find the similar meaning of several words in English and also in Indonesian. Therefore, based on this consideration, 4 is the score for this criteria.

#### c. The Activities that Build Students' Bacground Knowledge.

One of the important steps in teaching learning process is building students' background knowledge. Before teaching process begins, a teacher should link a particular concept related to the material to students' personal, cultural, or academic experience. So it can turn on students background knowledge then they can involve in teaching learning process with a good understanding. Background knowledge is knowledge that has been owned by the students. It can be in the form of vocabulary, idiom, tenses or other material. It also includes other information, idea, perception, imagination and other experiences. In this part, all of

the reading material in six chapter of the textbook contain activities that can build and activate students background knowledge. The activity is in the form of KW tables (what I know, and what I want to know) and KWL tables (what I know, what I want to know and what I learned). KWL tables are contained in exercise 31 page 23, exercise 14 page 40, and page 71 exercise 17. 50,72,92 while KWL tables are provided in page 10, 116,138, 167, 192, 212, 238. Therefore, based on this consideration, 4 is the score for this criteria.

d. The Level of Abstractness must be Appropriate.

Students with different background of knowledge must have a different degree of abstraction of particular knowledge in language and communication. Some children have rich the quantity of different words, syntax used, and the levels of abstraction the language presents while other children have only limited of those experiences. A good textbook material should provides appropriate and balance abstraction to students with high experience of knowledge and the lower one. The illustration used in the reading passages are very helpful for children considering of students' different level of abstraction. While the language used in the textbook is also simple and brief. It is used to make students get the comprehend easier. The reading material contained in *Pathway* textbook shows that the language used there is mostly clear and brief. It must be easy to the students to understand the texts and the task provided in the textbook. This textbook provided kinds of abstraction related to the topic in each of the sub chapter. It can be found such as in exercise 17 page 15 about family, there provided any kind of abstraction related to family such as the family tree. Of course, it helps the students very much in understanding the text. Based on the consideration above 4 is the score given in this criteria.

e. The Passage should be Complete in Itself.

It assumed that the passages contained in the textbook are complete in itself. It cannot be found that there is any other information from the author. Such as in page 116 the text is taken from Jakarta Post and the reading text in page 136 is taken from U.S Government Printing Office. The texts are all pure and have complete information and taken from the trusted sources. It means that it can minimize author's information in the text. Score 4 is given in this criteria.

f. The Text should be Provided with Clearly Beginning or Introduction and Clear Sequence Signals.

Sequence signals in the text help to put in the correct tense. It may be defined as linguistic forms that extensively mark connections and relationship between one part of a piece of continuous writing and another.

They may be single words, compound words, words that are paired, or whole phrases. Conjunctions, subordinates, adverbs, determiners, and items such as like, and, hence, furthermore, therefore, so that, this, that, the latter, and similarly are regarded as sequence signals. Almost all the reading passages in this textbook are organized very well and most of them use the sequence signals such as where, when, firstly, secondly, third, fourth, therefore and thus. That is why it can be said that the texts contain in the textbook are well organized. Based on the consideration above score 4 is given for this criteria.

g. There should be no Redundancy of Ideas.

In linguistics, redundancy refers to information that is expressed more than once. Redundancy is usually defined as the use of two or more words that say the same thing, but we also use the term to refer to any expression in which a modifier's meaning is contained in the word it modifies. In the same case of ideas redundancy that means there are two or more ideas presented. There cannot be found the redundancy ideas in the textbook. Each chapter of the textbook one to eleven, provides different passages topic and there is no redundancy ideas found there. Based on the consideration above score 4 is given for this criteria.

h. The number of difficult vocabulary items should not interfere the task which has been set.

Vocabulary is one of the most important thing that determine students successful in learning english especially understanding the text given. The more vocabularies owned by students the more they will understand the text given easier. Unfortunately, each students must have different level of vocabulary mastery that is why a textbook should use language that is appropriate with the students vocabulary experiences.

The vocabularies used in this *Pathway* textbook are not too difficult for the students tenth grade because it use simple words and often used words in students daily life. The topic used is also the topics that can used in students daily life such as the text about how to do self introduction in page 24 , greeting and compliment in page 42 etc. Yet there are no vocabularies note in each chapter of the book to enrich students vocabularies. Based on the consideration score 1 is given in this criteria.

i. There should be a set of appropriate task for the type of text.

The tasks provided in the textbook are appropriate with the text type inside the textbook. The task are not too long and using understandable language so it can be understood by students easier. The instructions are also very communicative then it will make students understand about the the purpose the task easily. Such

as found in page 115 that students are asked to identify the tenses of announcement text and also analyze the topic of the announcement given. In line with it, in page 145 students are also asked to analyze the generic structure of the recount text given. So based on the consideration score 4 is given in this criteria.

Based on the explanation above, it can be said that the textbook of Pathway to English is fulfilled the criteria of good reading material textbook according to Hetherington. There are only two criteria that are not appropriate with the criteria of good textbook, first is the texts are not interesting to the students because there no good illustration included then make the students vague to see the picture is about. Second is about, the vocabulary difficulties. The book does not provide any vocabulary notes, while there are several difficult vocabularies included. So it can be concluded that the reading material provided in Pathway Textbook is appropriate with the characteristic of good reading material that has been elaborated in the previous chapter.

#### 4. Conclusion

The textbook can be said as a textbook with good reading material. The percentage shows that 88.88 percent has fulfilled the criteria of good reading material based on Hetherington's evaluation criteria. While the percentage of the materials that do not fulfill the criteria of good reading material according to Hetherington is around 11.12 percent. It is because it there is no new vocabularies note or difficult words note in within the textbook.

#### Bibliography

- [1] F. Keguruan, D. A. N. Ilmu, and P. E. I. Ididikan, "ENGLISH ' FOR THE FIRST YEAR STUDENT OF SENIOR A ' e," 2016.
- [2] Khairil Anwar Notodiputro, "Kurikulum 2013," *Kementerian. Pendidik. Dan Kebud.*, pp. 1–102, 2013.
- [3] S. Sholichatun, "CONTENT ANALYSIS OF READING MATERIALS IN Final Project Submitted in Partial Fulfillment of the Requirement in English Department By: WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES SEMARANG," 2011.
- [4] D. H. Chanda, S. N. A. Phiri, and D. C. Nkosha, "Teaching and Learning Materials Analysis Development in Basic Education," *Unesco*, no. March, p. 35, 2008, [Online]. Available: <http://unesdoc.unesco.org/images/0013/001320/132019eo.pdf>
- [5] F. Serafini, D. Kachorsky, and M. Goff, "Representing Reading: A Analysis of Professional Development Book Covers," *Jounral Lang. Lit. Educ.*, vol. 11, no. 2, pp. 94–115, 2015, [Online]. Available: [http://jolle.coe.uga.edu/wp-content/uploads/2015/10/Article-5\\_Serafini-FINAL.pdf](http://jolle.coe.uga.edu/wp-content/uploads/2015/10/Article-5_Serafini-FINAL.pdf).
- [6] A. Al-ghazo and O. M. Smadi, "A Content Analysis of the English Reading Text's Authenticity in Student's Book of Action Pack Eleven in Jordan," *Eur. Sci. J.*, vol. 9, no. 29, pp. 342–359, 2013, doi: 1857-7431.
- [7] R. A. Y. U. Syafniar, "( Adescriptive study of analysis reading materials in English Alive textbook for the second grade students of senior high school ) RUSDA AYU SYAFNIAR NIM.109014000114," 2014.
- [8] V. Fallahi and M. S. Nya, "Content analysis of reading and writing textbooks of the primary school of Iran regard in UNICEF's Decuple Values," *Procedia - Soc. Behav. Sci.*, vol. 15, pp. 471–474, 2011, doi: 10.1016/j.sbspro.2011.03.124.
- [9] J. M. Brayer, "A guide to using CSMP," *Proc. IEEE*, vol. 66, no. 7, pp. 814–814, 2008, doi: 10.1109/proc.1978.11033.
- [10] H. Julia and C. D.Manning, "NLP Advances in natural Language processing," *Unpubl. Lect. handouts*, vol. 349, no. 6245, pp. 2–3, 2015, doi: 10.1007/978-94-007-1174-7.