

**THE ANALYSIS OF TEXTBOOK “PATHWAY TO ENGLISH”
USED IN THE SECOND GRADE OF SENIOR HIGH SCHOOL
BASED ON CURRICULUM 2013**

(An Analytical Study on English Textbook for Second Grade of Senior High School)

SCRIPT

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CHAPTER I

INTRODUCTION

This chapter consists the background of the study, the research problem, the purpose of study, the significance of study, the scope of the study and the terminology of terms. The explanation of each part is presented below.

1.1 Background of the Study

An English textbook has an essential role in English as a Foreign Language (EFL) in a classroom. According to Harmer (2007: 111) stated that the use of English textbooks has a the achievements prominent and benefit for both teachers and students. Textbook, as one of many resources used by teachers in teaching in the classroom should be evaluated in order to boost students' progress in the language learning. It based on Yulianti (2011:1) claimed that a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process.

Recently, there are several varieties of ELT textbooks widely used in school. The textbook are published by various publishers. One of them is English textbook "Pathway to English" by Eudia Grace and Th. M. Sudarwati based on Curriculum 2013. This book is used by second grade of MAN 3 Kota Banda Aceh and other schools in Banda Aceh. It was published by Ministry of Education and Culture with the new curriculum and revision.

In this case, the textbook is not only beneficial for teachers in terms of helping her to prepare the materials and achieve the teaching aims and objectives, but also the textbook helps the students to achieve their learning needs. It sounds to be logical answer to overcome the problems of creating good and enhancing teaching atmosphere in the classroom. So, with well prepared materials and test provided by the textbook, combined with teacher flexibility in teaching using the textbook in the classroom, a good compromise can be reached in the future.

Richards (2001:1) argued that teaching materials are key component in most language programs. Whether the teacher uses a textbook, institutional prepared material or make use of his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. As a teacher we have to consider about some materials that we will teach for the students, so that it makes them easy to understand to the materials and the teacher can reach the goals of teaching in the end of the teaching and learning process.

However Carter and Nunan (2001:151-159) stated that language education is inextricably intertwined with the politics of nation, including the design of curriculum. Since the independence declaration of Indonesia in 1945, a number of national curriculum have been revised, such as in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004, 2006, and 2013. Due these revisions, a great number of textbook have been adjusted in order to cope with the curriculum demands or in many cases, a large number of textbook has been abolished or no longer used. Every curriculum has the purpose and benefit to improve and advance the

education institution in the future. It means that the government wants to increase the quality of education in Indonesia.

The development of the curriculum 2013 refers to the objectives of national education system as stated in *pasal 2 of UU no. 20* on the national education system which as follow:

“National education functions to develop and form the character and civilization of dignified nation in order to educate the nation’s life which aims to the development of the potential of learners to become human beings who believe and be cautious to the Supreme God, noble, healthy, knowledgeable, skilled, creative, independent and become citizens of democratic and responsible (Department of National Education, 2003)”.

A curriculum in English learning is needed like the other subject. It guides English learning process to get its aim. English is not only concerned with language learning but also with learning through language. In curriculum 2013, the education paradigm moves from the teacher as the center of learning to the student as the centre of learning. Based on Mulyasa (2014:163) stated that the purpose of implementation curriculum 2013 is to produce the students who have creativity, productivity and innovative. Therefore, in order to support a learning process, the student should be encouraged to find out any information from any resources like an English textbook. There are many English textbooks that offer interesting content, but a teacher should be careful to choose English textbook which fulfill some criteria’s of content standard of curriculum 2013.

The standard has been specified by The Agency of National Standard of Education (BNSP). The appropriateness of the English book with the standard of curriculum 2013 is needed, because it can be an indicator that the book can be support the curriculum 2013. Moreover, BNSP has some criteria’s to grade the

appropriateness of the textbook that is used in teaching and learning process. The textbook must have all of appropriateness elements, those are: content appropriateness, presentation appropriateness, linguistic appropriateness and graphic appropriateness. Especially for the elements of the content appropriateness consists of the compatibility of items with Core Competence (KI) and Basic Competence (KD), the accuracy of material and learning supporting materials.

In globalization era, since 5th December 2014 Indonesia has been prevailing the curriculum 2013 as called K13 for many schools especially for senior high school and it began to be implemented from first grade to third grade of senior high school. It was implemented for past three semesters could continue according guideline, while some schools were required to return to the curriculum 2006 instead. But, it was applying for all schools after revising. It was happened due to the government still found any problems in book readiness, assessment system and teacher upgrading. In addition, it is a wise that new curriculum 2013 needed to be tested first before it takes over the previous curriculum.

The curriculum 2013 itself is pretty much different with the *KTSP*. The purposes of the study of the curriculum 2013 in the classroom are not only based on what students learned from curriculum, but also it hopes to achieve certain values. In curriculum 2013, it demands the students more active and creative to create the pleasurable atmosphere in the classroom. So, the students will not feel bored to learn in the classroom. Then, the religious values and some characteristic building values in the student's character also taught in the classroom. Teaching

and learning method also comprehensively changed into student-centered. Based on Ministry of Education and Culture 2013 (2013:6) explained that curriculum 2013 is asking them to analyze and then produce it with what they have already observing, exposing them to understand what they learn by themselves, and encouraging them to be socially aware with their friends, surrounding, and aesthetic factors are part of the changing method. It makes English skills become main priority in teaching English for students in curriculum 2013 as the activities in curriculum 2013 are expected to make students exposed in using English as often as possible with various theme, context, and topic.

The use of skills (reading, listening, speaking and writing) in communication become the main priority for curriculum 2013 in term of communicative purpose. Materials and exercises provided in the textbook should be match with the current curriculum and student's needs. As in curriculum 2013, the teacher supposed to create a free atmosphere, relaxed and student centered learning classroom to make students have motivation to analyze, observe and generate what they learn from either mediums of learning which in this case is teacher or textbook. Likewise, Snow (2007:20) stated that it is very important to view language learning as student centered, because students are individuals who differ from each other in significant ways. As a teacher, we should know and understand the way of each student in learning materials. So, it helps the teacher to deliver the materials when the teacher do teaching and learning process in the classroom.

Nowadays, all of the schools in Indonesia have been applying the curriculum 2013 in teaching learning process, especially for English subject. Based on the observation of the researcher in Teaching Practice Program (*PPL*), as have explained previously, one of the school that have been applying the curriculum 2013 is MAN 3 (Senior High School) Kota Banda Aceh. In this research, the writer found some excess and deficiencies in the textbook of curriculum 2013. In this case, the textbook focused on student-centered and the teacher only as a motivator to help students in teaching and learning. In adaptation, the textbook provided many exercises, but less explanation. In the other hand, the textbook also provided some materials that were taken from many relevant sources.

In this occasion, for the English textbook of curriculum 2013 of senior high school was divided into two categories. They are General Programme (English *Wajib*) and *Peminatan* Program (English *lintas minat*). Actually there is not different significantly in the textbooks, but in the general program the chapter or the materials more less than the *peminatan* program. And the explanation and providing the exercises are equal to each other.

Curriculum 2013 has important role in increasing quality of education Indonesia. According to Sariono (2013: 1-9) stated that the most important factor in implementation of the 2013 curriculum is readiness of implementers of the curriculum themselves. Therefore, teachers are required to be professional in preparing the learning materials, learning models, learning strategy, the use of learning tools, capable of using models, strategies, innovative learning methods

and have a teaching style that can evoke a pleasant and meaningful learning environment. In order 2013 curriculum to succeed, it must starts from the readiness and optimal implementation.

In the teaching and learning activity the teachers prepare students' psychology and physic, motivate the students to learn contextually about the materials benefits and their applications in everyday life, ask questions that are linked knowledge prior to the material to be learned, after that explain the purpose of learning or the basic competencies to be achieved, then convey the material and learning activities explanation in line with the syllabus, core activities and in the end of teaching and learning, the teacher feedbacks to the process and result of the teaching and learning process.

Accordingly, teachers' competence is the most important component in the implementation of the 2013 curriculum. Based on *Depdiknas* (2004: 7) competence is the knowledge, skills and basic values that are reflected in the habits of thinking and acting. In addition, *Kemendiknas* Number 045/U/2002 stated that competence as a set of intelligent and can be defined as the whole knowledge, skills and attitudes that are depicted in intelligence and responsible action in performing the duties as the learning agents.

Based on the explanation above, the writer is interested with the number of curriculum was changed by the government from year to year in an effort to improve the quality of education in Indonesia and the existence of syllabus revisions referring to the quality of materials and teaching materials directed to teachers and learners. Besides, the suitability issues of the textbook with

curriculum 2013 and materials in the textbook, the writer also is interested in learning and analyzing the issues. The writer wants to identify the materials and the exercise that provided in the textbook, as it is concerned with communication purposes of curriculum 2013. Based on the explanation above the researcher will analyze the contents of the textbook in providing the learner's needs as suggested by the curriculum for the Second Grade of Senior High School entitled **“The Analysis of Textbook “Pathway To English” Used in the Second Grade of Senior High School Based on Curriculum 2013 “**.

1.2 Research Problem

The problem will be discussed as follow :

1. Are the materials and exercises presented in the textbook “Pathway to English (*Peminatan* Program)” compatible with Core Competence and Basic Competence in curriculum 2013?
2. How is the advisability of content in the textbook of “Pathway to English (*Peminatan* Program)”?

1.3 Purpose of Study

The main purposes of the research of analyzing the English textbook used in senior high school are as follow :

- 1.To know weather the materials and exercises presented in the textbook “Pathway to English (*Peminatan* Programme)” compatible with Core Competence dan Basic Competence in curriculum 2013.

2. To find out the advisability of content in the textbook of “Pathway to English (*Peminatan* Programme)”.

1.4 The significance of study

Theoretically:

1. This study is expected to affect the educational institution awareness or teacher towards choosing an appropriate textbook for students.
2. This study is expected to be one of references for relevant researcher.

Practically:

1. This study is expected to give additional information for a teacher how to choose the suitable English textbooks as guideline for teaching English.
2. This study is expected to provide about how well the implication of this study of compatibility of textbook with real situation in the classroom and institution.

1.5 The Scope of Study

The limitation of the scope of the study is the textbook with the title “Pathway to English” for *Peminatan* Program published by Erlangga and written by Th. M, Sudarwati and Eudia Grace of the second grade of senior high school, which is analyzed based on curriculum 2013. In this research, the writer analyzes the content of English textbook “Pathway to English” whether it is suitable or not between the materials and exercises in the textbook with Core Competence and Basic Competence in curriculum 2013 with only seven chapters in the textbook . Then, the writer only uses the Feasibility of Content (*Kelayakan Isi*) of three

categories in rubric assessment from BNSP standard (The National Agency for Educational Standards) in *puskurbuk* or *Pusat Kurikulum dan Perbukuan* (The Center of Books and Curriculum).

1.6 Terminology of the terms

It is important for the writer to make an assumption clearly of the terms used in the paper as follow:

1.6.1 Analysis

Based on Komaruddin (2001:53) explained that analysis is activities think to outlines a whole into the components that can know the components, a relationship each other and function of each other and function of in a whole. In addition, analysis is the scientific process of examining something in order to find out what it consists.

1.6.2 Textbook

According to OALD (Oxford Advanced Learner's Dictionary, 2000:1238) a textbook is defined as a book that teaches a particular subject and that is used especially in schools and colleges. Textbook is very important thing in supporting teaching and learning process.

Besides, in this case, analysis textbook is an activity to identify a textbook in detail with some steps; find out the problem, try to understand it, solve it and conclude it correctly. Not only those, but also it is the process by which sense and meaning are made of data from the textbook that gathered in qualitative research.

1.6.3 Curriculum 2013

Curriculum 2013 is a new curriculum that applying in education institution of Indonesia. It is the curriculum which has student-centered in teaching and learning process. In the other hand, Curriculum 2013 is a form of integrated work between reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. Besides, Roswita (2014:404) stated that curriculum 2013 is characterized by the emphasis on competence development attitude (character), skills, and cognition in balanced way than the previous curriculum. It means that the curriculum 2013 proposes to boost the quality of education to be better in the future.

