



AN ANALYSIS OF READING MATERIALS IN PATHWAY TO ENGLISH AN ENGLISH TEXTBOOK FOR THE TENTH GRADE SENIOR HIGH SCHOOL

Fitri Handayani
Universitas Dharma Indonesia
Email: 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*

A. 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. A textbook has to fit with the curriculum, syllabus, and students' background of knowledge, aims and the goal of teaching learning process. 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. 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.

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.

1. Textbook

According to Thomson (2000: 175) "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.

2. The Function of Textbook

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.

3. How to Analyze Textbook

The criteria of evaluating textbook come from Hetherington and will be used as guidelines in this research. Based on Hetherington (1985: 49-50) there are a set of questions which can serve as guidelines when assessing the suitability of reading materials for the learners.

1. Will this text interest the students?
2. Is there a meaningful purpose for reading the text?
3. Do the students have or can I provide them with appropriate background knowledge for understanding the content?
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 the text clearly organized with a beginning or introduction and clear sequence signals?
7. Is there sufficient redundancy of ideas?



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?

4. Reading Material in Curriculum of 2013

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. Besides 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.

5. How to Analysis Reading Material

The criteria of evaluating textbook come from Hetherington and will be used as guidelines in this research. Based on Hetherington (1985:49-50) there are a set of questions which can serve as guidelines when assessing the suitability of reading materials for the learners.

1. Will this text interest the students?
2. Is there a meaningful purpose for reading the text?
3. Do the students have or can I provide them with appropriate background knowledge for understanding the content?
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 the text clearly organized with a beginning or introduction and clear sequence signals?
7. Is there sufficient redundancy of ideas?
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?



B. RESEARCH METHOD

Since this research is aimed to analyses 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. 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.

C. RESULTS AND ANALYSIS

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 resarch 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 textbook 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 characteristic of good reading material that has been elaborated in the previous chapter.

Based on the explanation above, the percentage gained from the evaluation above can be calculated as follows:

$$P = \frac{8}{9} \times 100\%$$

$$P = 88.88 \%$$

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 beginning 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 illustration inside the letter to get students interest in reading activity, a good and clear illustration in the reading text also has other advantages. It will make students easier in understanding 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 material. 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' Background 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 student must have different level of vocabulary mastery that is why a textbook should use language that is appropriate with the student's vocabulary experiences.

The vocabularies used in this Pathway textbook are not too difficult for the student's tenth grade because it uses simple words and often used words in student's daily life. The topic used is also the topics that can be used in student's 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 student's 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 is 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 purpose of 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 Heterington. 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 is 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.

D. 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 there is no new vocabularies note or difficult words note in within the textbook.

BIBLIOGRAPHY

- Al-Ghazo, Aber and Oqlah M.Smadi. 2013. A Content Analysis of the English Reading Text's Authenticity in Student's Book of Action Pack Eleven. 9 (29) 342-345
- Anderson, Mark and Kathy Anderson. 2003. Text Types in English. Australia: Macmillan Education
- Banathy, B.H. 2002. Instructional system. California: Fearons Publisher
- Blackish. 2006. Components of Textbooks. (<https://www.partsofyourbook.aspx>). Accessed on 27 July 2017
- Brown, H. D. 2004. Principles of language learning and teaching (4th Ed.). New York: Longman.
- Burns, SN & Grove, SK. 2003. Research Understanding. 3rd edition: Saunders.
- Cziko, C. & Schoenbach, R. 2000. What is reading? An excerpt from reading for understanding. 22(3), 38-39.
- Catford, J.C. 1998. A Linguistic Theory of Translation. London: Oxford University Press
- Chanda, Piri and Nkocha. 2000. Teaching And Learning Materials Analysis And Development In Basic Education. Paris: Unesco Basic Education Division
- Cunningsworth, A. 1995. Evaluating and Selecting English Foreign Language (EFL) Teaching Materials. New York: Macmillan
- Grabe, W. 2009. Reading in a Second Language (Moving from Theory to Practice). New York: Cambridge University Press.
- Healy, Cathy. 2002. Reading: What the Experts Say the Lowdown on the National Reading Panel. PEATC
- Hetherington, Anne. 1985. Assessing the Suitability of Reading Materials for ESL Students. 3(1) 49-50
- Kathy. 2010. Types of Textbook. (Boundless.com). Accessed on 7 July 2017
- Kothari, C.R. 2004. Research Methodology: Methods and Techniques. New Delhi: New Age International (P) Ltd., Publishers.
- Kevinandra. 2015. Transactional, Interpersonal and Functional Text. (<http://blogkevinandra.blogspot.co.id/2015/03/teks-transaksional-dan-interpersonal.html>). Accessed on 28 August 2017
- Kintsch, W. 2002. Comprehension. A Paradigm for Cognition. New York: Cambridge University Press.
- Jailani. 2011. Learning Types of Texts. (<https://perspective.pearsonaccess.com/content/resources/learning>). Accessed on 8 August 2017
- Jheeta. 2000. Reading Material Definition. (CollinsDictionary.com). Accessed on 5 July 2017
- Langan, John. 2000. College Writing Skills with Reading. Boston: McGraw-Hill



- Lukegawne. 2015. Different Types of Books. (<http://reference.yourdictionary.com/different-types-of-book>). Accessed on 13 June 2017
- Mariane Celce-Murcia and Elite Olshtain. 2000. Discourse and Context in Language Teaching. United Kingdom: Cambridge University Press
- Marianne Celce-Murcia. 2001. Teaching English as a Second Language or Foreign Language, 3rd ed. Boston: Heinle Publishers
- Masyhudi Lathif. 2015. An Evaluation of English Textbook for The Eight Grades Junior High School. Thesis. Yogyakarta State University
- McDonough, Jo & Shaw. 2013. Materials and Methods in ELT: a teacher's guide. United Kingdom: Blackwell publishing
- Mohd Sidek, Harison. 2010. An Analysis of The Efl Secondary Reading Curriculum In Malaysia: Approaches To Reading And Preparation For Higher Education. 14 (3) 27-45
- Moleong, J Lexy. 2009. Metode Penelitian Kualitatif. Bandung : PT. Remaja Rosdakarya
- Nunan, D. 2003. Practical English Language Teaching. New York: McGraw Hill
- Parahoo, K. 2006. Research Principle 2nd ed : Palgrave Macmillan
- Patel, M.F., & Jain Praveen M. 2008. English Language Teaching (Methods, Tools & Techniques). Jaipur : Sunrise Publisher
- Posner, G. J. 2006. Course Design: a Guide to Curriculum Development for Teachers. USA: Pearson Education, Inc.
- Richards, J.C. & Rodgers, T. 2001. Approaches and Methods in Language Teaching. Cambridge : Cambridge University Press
- Rusda Ayu Y. 2014. Analysis of the Reading Materials in English Alive Textbook Based on School-Based Curriculum for Second Grade Students of Senior High School. Thesis. Syarif Hidayatullah State Islamic University Jakarta
- Rutman, Leonard (ed.). 1984. Evaluation Research Methods- a basic Guide. London : Sage Publication.
- Savignon, Sandra J. 2002. Communicative Competence Theory and Classroom Practice Texts and Contexts in Second Language Learning. Taiwan : McGraw-Hill
- Singh, Y.K. 2006. Fundamental of Research Methodology and Statistics. New Delhi: New Age International (P) Limited Publishers
- Spears, Deanne. 2006. Developing Critical Reading Skills, seventh edition. New York: McGraw Hill Company
- Sukmadinata, Nana Syaodih. 2012. Metode Penelitian Pendidikan. Bandung : PT. Remaja Rosdakarya
- Suharsimi Arikunto. 2010. Prosedur penelitian : Suatu Pendekatan Praktik. (Edisi Revisi). Jakarta : Rineka Cipta
- Siti Solihatun. 2011. Content Analysis of Reading Materials in English on Sky Textbook for Junior High School. Thesis. Walisongo State Institute Semarang
- Tanvin. 2012. Characteristic of Textbooks. (www.publishyourarticles.net/knowledge-hub/). Accessed on 25 June 2017
- Thomson, Heinle. 2000. Designing Language Courses: A Guide for Teachers. Canada: Kathleen Graves
- Tomlinson, Bryan. 2011. Materials Development in Language Teaching. UK : Cambridge University
- Ur, Penny. 2009. A course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press
- Wilga, Rivers M. 2000. Teaching Foreign and Language Skills. 2 Edition. Chicago: The University of Chicago Press.

