

**A STUDY ON THE COMPATIBILITY OF *PATHWAY TO ENGLISH* FOR
GRADE X WITH THE 2013 CURRICULUM**



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**A STUDY ON THE COMPATIBILITY OF *PATHWAY TO ENGLISH* FOR
GRADE X WITH THE 2013 CURRICULUM**

by

OKTA NURHIDAYAH

ABSTRACT

This study is focused on the compatibility of *Pathway to English for Grade X* with the 2013 curriculum. This study is aimed to describe whether or not the textbook is suitable with the syllabus of the 2013 curriculum by giving percentage from the total materials in the textbook based on Sadiman's theory and make a "Schema of Quality Classification" based on Suharsimi's theory.

This is a descriptive qualitative analysis. The object of this study is the material of the textbook entitled "Pathway to English" for Grade X published by Erlangga. The technique of collecting data is documentation analysis. There are several procedures of collecting data such as finding out the English materials provided in the textbook, classifying the materials, coding the data, comparing the English materials in the textbook with the syllabus of the 2013 curriculum, and counting percentage. The data are analyzed by counting percentage (Sadiman's theory) and using schema of quality classification (Suharsimi's theory).

The results of this study show that the total percentage of observing is 36,36%, communicating is 6,16%, questioning is 6,16%, and negotiating is 16,55%. The conclusion is the tasks in the textbook of *Pathway to English for Grade X* are included as *Poor* because the interval percentage is less than 40%.

Keywords: compatibility, textbook, the 2013 Curriculum.

INTRODUCTION

Textbook has a significant function particularly for the teachers and learners in teaching-learning process. As stated by Nunan (1985: 2), the present book is intended to provide teachers with the skills they need to address in a systematic fashion, the problems and tasks which confront them in their programmed planning.

Textbook is important to maintain the teaching-learning process. According to Cunningsworth (1995:7), textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner's needs. It means that a textbook is a material design for teaching-learning process which is to improve the learner's comprehension and occur. The presence of textbook is necessary to support the function of teaching-learning process. As stated by Brown (1994: 14), the most obvious and most common form of material support for language instruction comes through textbooks. The statement means that the most common factor to support the success of teaching-learning process is textbook.

According to Tarigan (1992: 66), textbooks are closely related to the curriculum. A 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.

Nowadays, there are many English textbooks published to fulfill the need of English textbooks. Due to this condition, it is the task of the English teacher to

choose a textbook that is appropriate to his/her students. This is because there is no perfect book that can fulfill various kinds of students' need. "No coursebook designed for a general market will be absolutely ideal for particular group of learners" (Cunningsworth, 1995: 5).

Cunningsworth (1995:7) summarizes the role of materials (particularly books) in language teaching as: (a) a resource for presentation materials, (b) a source of activities for learners practice and communicative interaction, (c) a reference source for the learners on grammar, vocabulary, pronunciation, (d) a source of stimulation and ideas for classroom activities, (e) a syllabus, and (f) a support for less experienced teachers who have yet to gain in confidence. Concerning the function, Dubbley-Evan and St John (1998: 170-171) suggest that for the teachers of ESP courses, material serve the functions: (a) as a source of language, (b) as a learning support, (c) for motivation and stimulation, (d) for reference.

Language teaching material is one of the language teaching processes. A textbook as medium is used to give the material at schools. In English teaching, textbook is really needed. It gives support to the teaching-learning process. "The presence of a textbook is necessary to support teaching-learning process" (Brown, 1994: 143).

There are several kinds of English textbook which are used in teaching learning process. Based on this phenomenon, the writer chooses "Pathway to English" for Grade X, because this textbook provides a framework for teaching and learning of English based on the 2013 curriculum. This textbook adopts the

format of a radio program to readily build the lessons around teenager's life. It aims to increase the student's competence in four language skills, listening, speaking, reading, and writing. In this textbook, they are divided by their levels for each chapter, such as beginner, intermediate, and advanced.

Related to the topic that the writer wants to analyze, the writer evaluates the material in the textbook with the syllabus of the 2013 curriculum, whether or not the textbook is suitable with the syllabus of the 2013 curriculum. Related on this object, the writer wants to carry out a research entitled **“A Study on the Compatibility of *Pathway to English for Grade X* with the Curriculum 2013”**.

This is a descriptive qualitative analysis. The type of data is material of textbook. The subject of this research is the compatibility of the textbook with curriculum 2013. The object of this research is the material of the textbook entitled “Pathway to English” for Grade X. The data is collected by using documentation method. The researcher applied several procedures to collect the data. The procedures are as finding out the materials, classifying the materials, coding the data, comparing the English materials in the textbook with the syllabus of the 2013 curriculum, and giving percentage to the total of the materials in the textbook. The data is analyzed by giving percentage (Sadiman's theory) and making “Schema of Quality Classification” using Suharsimi's theory.

RESEARCH FINDING AND DISCUSSION

Based on the data analysis, the researcher discusses the result of the study. Based on the discussion, the researcher discusses the recapitulation of the result of the study.


The researcher uses five points to analyze the textbook “Pathway to English”, namely observing, communicating, exploring, negotiating, and questioning.

1. Observing

In observing session, the students listen and watch the praise interaction, the student follows the interaction in praise, the student follows the praise interaction model, and by the teacher’s guidance, the student identifies the point of praise interaction (social function, text structure, and linguistic structure).

Share Your Experience

a. Look at the pictures below. What does each picture show?



Ag. John S. Chapman/Photo

Disaster: an event which results in great harm, damage, death, or serious difficulty

b. Discuss the following questions in groups.

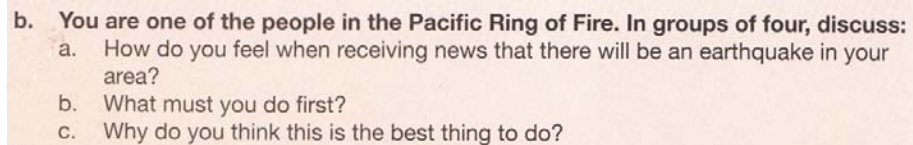
- Have you seen disasters like in the pictures?
- In what parts of Indonesia do the disasters frequently occur?
- What is a natural disaster?
- Mention some disasters that have occurred in Indonesia.
- How were the people affected by disasters?

Instruction. Look at the pictures below. What does each picture show?

Here the students had been given the sample pictures about disaster. The students are asked to observe the pictures about what does the pictures show. Then, the students should answer the questions by observing the pictures firstly.

2. Communicating

In communicating session, the students praise/compliment in English, inside and outside the class, and the students write the problem in English to praise/compliment in learning journal.

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- b. You are one of the people in the Pacific Ring of Fire. In groups of four, discuss:**
- a. How do you feel when receiving news that there will be an earthquake in your area?
 - b. What must you do first?
 - c. Why do you think this is the best thing to do?

Instruction. You are one of the people in the Pacific Ring of Fire.

In groups of four, discuss.

Here, there are three questions. In groups, one of the students will act as the people in Pacific Ring of Fire. Later, they will discuss it by answering the questions.

3. Exploring

In exploring session, the student shows the attention by using English in simulation and role play context, and other arrangement activity.

- b. According to The Jakarta Post, many countries in the world sympathized with Indonesia when the earthquake struck Mentawai. Complete the messages of condolence from U.S., the Philippines and China with suitable dependent sentences.

World Mourned over Indonesia's Double Disasters

Thu, 28 October 2010, 10.15 AM
An earthquake-triggered tsunami hit the Mentawai Islands in West Sumatra late Monday, killing 272 people while Mt Merapi erupted Tuesday afternoon, spewing hot ash, claiming about 30 lives and forcing thousands to flee.

"Michele and I are deeply saddened by the loss of life, injuries, and damage (1) _____ as a result of the recent earthquake and tsunami in West Sumatra," the US president said in a statement (2) _____. "As a friend of Indonesia, the United States stands ready to help in any way.

Meanwhile, our thoughts and prayers are with the Indonesian people and all those (3) _____."

"The [Philippines] Embassy stands ready to provide assistance, if it is needed," the Philippines Embassy in Jakarta said in a statement, adding all Filipinos in Indonesia were safe (4) _____ and other big cities on Java Island.

China Foreign Affairs Minister Yang Jiechi said, "I wish to extend my solicitude and condolences to the people (5) _____.

Taken from The Jakarta Post

Instruction. According to the Jakarta Post, many countries in the world sympathized with Indonesia when the earthquake struck Mentawai. Complete the messages of condolence from U.S., the Philippines and China with suitable dependent sentences.

In this session, the students did the writing where they must complete the messages they have gained and their work represented in a written language.

4. Questioning

In questioning session, with the teacher's guide, the student asks about the difference of many kinds of praise and compliment in English, the difference in Indonesian and other possibility of any utterance.

b. Before you read, complete the following K-W-L table.

1. Write what you' already know about the garbage treatment in your surroundings in the K column of the K-W-L table.
2. Think of two questions you want to know about how the garbage should be treated. You can write the questions in W column of the K-W-L table.
3. Later when you have finished reading the text, write what you have learned from the reading in L column of the K-W-L table.

K What I know	W What I want to know	L What I learned

Instruction. Before you read, complete following K-W-L table.

Here, the students will be given three columns shich content of K, W, and L table. The students write what they have known about the garbage treatment in column K, and write two questions about it in W column. Later, they must write what they have learned from the text in L column.

5. Negotiating

And in the negotiating session, the students analyze the explanation of self-identification utterance by grouping based on the use. In group, the students discuss those utterances that they have found from other source and compare it with the teacher, and the students get the feedback from the teacher and friends about social function and linguistic element uttered in group work.

c. Work in pairs. Find give advice or suggest solutions to the following problems using modal *should*.

Problem	Solution/Advice
1. The local government does not pay attention to the damaged roads after flooding.	
2. The road is not repaired using fine quality materials.	
3. The repair is not done carefully.	
4. The repair of the damaged roads takes months.	

Instruction. Work in pairs. Find give advices or suggestive solutions to the following problems using modal *should*.

In this session, the students will do the task in pairs. They will be given a table which contains two columns. The left column contains the problem, and in the right column contains the solution/advice related to the problem. So, the students must find the solutions related the problems below by using modal “should”.

Based on the above activities, the total percentage of activity on each unit with the 2013 curriculum can be calculated. It can be seen on the table below.

No	Chapter	Developments of students' activities	Total	Percentage
1	1(How Floods Occur)	Observing	10	43,4%
		Communicating	2	8,7%
		Exploring	7	30,4%
		Questioning	2	8,7%
		Negotiating	3	13,04%

2	2 (Why Do Earthquake Happens?)	Observing Communicating Exploring Negotiating	10 3 5 3	47,6% 14,28% 23,80% 14,28%
3	3 (What Causes Tsunami?)	Observing Communicating Exploring Negotiating	9 10 50 20	45% 10% 50% 20%
4	4 (How Juvenile Delinquency Occurs)	Observing Communicating Exploring Negotiating	6 2 5 4	35,29% 11,76% 29,41% 23,52%
5	5 (What Causes Poverty?)	Observing Communicating Exploring Negotiating	13 1 6 6	50% 3,84% 23,07% 23,07%
6	6 (What Should I Do to Prevent Floods?)	Observing Exploring Questioning Negotiating	7 7 1 3	43,75% 43,75% 6,25% 18,75%
7	7 (What Experts and Rescuers Recommend During Earthquakes)	Observing Communicating Exploring Questioning Negotiating	14 1 7 2 1	58,33% 4,16% 29,16% 8,33% 4,16%
8	8 (What Gigantic Sea Waves!)	Observing Exploring Questioning Negotiating	11 8 3 3	44% 32% 12% 12%
9	9 (Who to Blame for Students Brawls?)	Observing Exploring Questioning Negotiating	7 4 2 2	46,66% 26,66% 13,33% 13,33%
10	10 (Many Hands Light Work)	Observing Exploring Questioning Negotiating	10 6 2 3	47,61% 28,57% 29,52% 14,28%
11	11 (This Land Is Mine)	Observing Exploring Questioning Negotiating	15 8 1 3	57,7% 30,76% 3,84% 11,53%

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