AN ANALYSIS ON THE SUITABILITY OF THE ENGLISH TEXTBOOK “PATHWAY TO ENGLISH” FOR THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL BASED ON TOMLINSON’S THEORY

PUBLICATION ARTICLE

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SCHOOL BASED ON TOMLINSON’S THEORY

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Surakarta, Februari 2014

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ABSTRACT

This research paper is aimed at finding out whether the English textbook entitled “Pathway to English” for the tenth grade students of Senior High School is suitable with good criteria of English textbook proposed by Tomlinson and the Scientific Approach of the 2013 Curriculum or not. The writer applies descriptive study as the type of this research. The data are collected by using document analysis technique. The data are the materials in the English textbook “Pathway to English”. The writer uses descriptive analysis as the technique for analyzing data, the steps are: (1) defining criteria, (2) subjective analysis, (3) objective analysis, and (4) matching. The result of this study shows that the English textbook “Pathway to English” fulfills 81.25% of Tomlinson’s theory and caters 100% of the Scientific Approach of the 2013 Curriculum. It means that the English textbook “Pathway to English” is a very suitable textbook for the tenth grade students who implement the 2013 Curriculum in their school.

Keyword: Suitability, Textbook, Tomlinson’s Theory, Scientific Approach
A. Introduction

The effectiveness of English teaching-learning process in the classroom is strongly supported by various teaching media. One of the most common teaching media is a textbook. Most English teachers use textbook as the source of teaching material. Usually, English textbook contains attracting material which encourages students to learn the material. Students will be more interested to learn the material from textbook than teacher-made material.

There are various kinds of commercial English textbooks available in the public stores. The teachers should select the most suitable one for their students. The selection of the textbooks determines the quality of the materials which will be delivered to the students. To know the quality of the textbooks, the teachers should be able to analyze the materials contained in the textbook.

Textbooks can be measured by good criteria of English textbook proposed by many experts. One of the experts who proposed the good criteria of English textbook is Tomlinson. Tomlinson has proposed sixteen criteria of good English textbook. The writer wants to conduct a research about textbook evaluation by using Tomlinson’s theory of English textbook entitled “An Analysis on the Suitability of the English Textbook “Pathway to English” for the Tenth Grade Students of Senior High School Based on Tomlinson’s Theory”.

The problem statements raised by the writer in this study are: (1) are the materials in the textbook “Pathway to English” suitable with Tomlinson’s theory?, and (2) do the materials in the textbook “Pathway to English” lead the students to learn based on scientific approach of the 2013 curriculum?

Based on the problem statements, the objectives of this study are: (1) to analyze whether the materials in the textbook “Pathway to English” suitable with Tomlinson’s theory or not, and (2) to analyze whether the materials in the textbook “Pathway to English” lead the students to learn based on scientific approach of the 2013 curriculum or not.
B. Research Method

Based on the problem statements and the objectives of the study, the writer uses descriptive study as the type of this research. In this study, the writer only wants to describe whether the textbook “Pathway to English” is suitable with Tomlinson’s theory or not. The object of this study is the English textbook entitled “Pathway to English” for the tenth grade students of Senior High School written by Th. M. Sudarwanti and Eudia Grace. This textbook is published by Erlangga in 2013 based on the 2013 curriculum. The data in this study are the content materials found in the English textbook “Pathway to English”.

The method of collecting data used in this study is content analysis. The steps of collecting data are: (1) the writer chooses an English textbook entitled “Pathway to English”, (2) the writer studies the material contained in the textbook, and (3) the writer collects the material in the textbook to be analyzed.

After collecting the data, the writer analyze the data by using content analysis technique, the steps are: (1) defining criteria, (2) subjective analysis, (3) objective analysis, (4) matching.

C. Research Finding and Discussion

1. Research Finding

a. The Suitability of the English Textbook “Pathway to English” with Tomlinson’s Criteria.

1) Materials should achieve impact.

Impact can be achieved by novelty, variety, attractiveness, and appealing content. Novelty in the textbook “Pathway to English” proved by its 11 chapters which have different themes. The title of the themes are: (1) How Floods Occur, (2) Why Do Earthquake Happen?, (3) What Causes Tsunami?, (4) How Juvenile Delinquency Occurs?, (5) What Causes Poverty?, (6) What Should I Do to Prevent Floods?, (7) What Experts and

Variety can be achieved through the various types of text and source of the text. There are some types of text provided in the textbook which consist of short functional text and genre, they are: Short functional text consists of poster (page 9, 115, 166, and 215), letter (page 14, 15, 214), advertisement (page 26, 27, 62, and 97), e-mail (page 33, 34, and 54), notice (page 67), leaflet (page 71), letter of condolence (page 136 and 137), condolence greeting card (page 141), invitation letter (page 192), and announcement (page 211).

Attractiveness of the English textbook is achieved by the use of photographs. “Pathway to English” provides some pictures related to the topic.

2) Materials should help learners to feel at ease.

Students are more at ease by providing the texts and the illustrations which are related to their culture. The themes are about the natural and social phenomena of Indonesian society, they are:

a) Natural Phenomena.

The themes of the materials on the Pathway to English which relate to natural phenomena of Indonesian society are: (1) How floods occur, (2) Why do earthquake happen?, (3) What causes tsunami?, (4) What should I do to prevent floods?, (5) What experts and rescuers recommend during earthquakes?, and (6) What gigantic sea waves!.
b) Social Phenomena

The social phenomena of Indonesian society which are taken as the theme of *Pathway to English* are: (1) How juvenile delinquency occurs, (2) What causes poverty, (3) Who to blame for students brawls, (4) Many hands make light works, and (5) This land is mine. Those themes are related to Indonesian social phenomena and culture which are faced by Indonesian society.

3) Materials should help learners to develop confidence.

Materials develop students’ self-confidence by asking them to use simple language to accomplish easy task, tasks which are stimulating and the activities which ask them to develop their extra-linguistic skill.

a) Stimulating task

*Pathway to English* page 247

Rearrange the words below according to the order of adjectives. One has been done for you as an example.

1. an – school – ugly – small
   
an ugly small school

2. the – official – spacious – residence – governor’s

3. abundant – alms – the – earnest

4. respected – our – former – president

5. old – beggar – one-legged – the

6. free – meals – evening – some – tasty

7. polite – manner – a kind of – religious

8. two – officers – responsible – young

9. unhealthy – urban – area – an

10. no – clean – adequate – rooms
b) Using simple language to accomplish easy task

*Pathway to English* page 94

Read the following quote from the former US president John F. Kennedy. Create your own quote by completing the blank spaces.

c) Activities beyond students’ proficiency

*Pathway to English* page 47

**Work in groups of four**

- One of you will be a newscaster reporting the situation after a tsunami live on TV. The other three will be structural engineers.
- Use the extract below to create a good interview.
- Use words and phrases that make your interviews sound natural.

d) Activities which encourage extra-linguistic skill

*Pathway to English* page 62

**Proverbs are frequently used in advertising, often is slightly modified form.**

- Work in groups of four.
- Use one of the previous proverbs and make a slight modification.
- Create an advertisement about a VCD detailing the effects of tsunami.

4) What is being taught should be perceived by learners as relevant and useful.

This textbook does not fulfill this criterion because there is no activity which demand students to use target language in ‘real-life’ and there is no ‘help pages’ in the textbook.

5) Materials should require and facilitate learner self-investment.

The materials in *Pathway to English* are designed by dividing a topic/theme into some linguistic and non-linguistic skills. The linguistic skills are listening, speaking, reading, writing, grammar, and sound it out. The non-linguistic skills are language for aesthetic and character values. The activities whether
individual or group work in every topics lead the teaching learning process in to learner-centred activities.

6) Learners must be ready to acquire the points being taught.

The materials create readiness by providing focus attention to language feature. The textbook provides a column entitled Focus on Grammar in every chapter. One of the materials is:
Pathway to English page 171

REMEMBER
A present participle phrase is a verbal phrase that is used as a n adjective. Since it functions as an adjective, the present participle phrase modifies nouns as pronouns. A present participle phrase most often ends in “-ing” (running, swimming, talking, etc.).
- The equipment transmitting the signals to the satellite doesn’t work properly.
  (The phrase “transmitting the signals to the satellite” modifies “the equipment”).

7) Materials should expose the learners to language in authentic use.

The texts whether the short functional text and genre text in the “Pathway to English” are mostly taken from authentic source. The authentic articles taken from internet or virtual source are the most texts used in the textbook. Some of them are also taken from articles in The Jakarta Post newspaper.
Pathway to English page 137

I am deeply saddened to hear that there were so many people who suffered and were killed by an earthquake on 25 Oct. in Mentawai, West Sumatra, and the Mount Merapi eruption on 26 Oct. in Yogyakarta.

From the bottom of my heart, I convey my condolence to the families of the people who were killed and pray for the injured victims to immediately recover.

Naoto Kan
Prime Minister of Japan
Tokyo
8) The learners’ attention should be drawn to linguistic features of the input.

One of the materials in the *Pathway to English* which caters the criteria is:

*Pathway to English* page 55

**Work in pairs. Underline the passive sentences in the extract below.**

Before the tsunami struck, only a few people had been given the warning. As a result, neither people in town nor on the coast had enough time to save their lives. Thousands of people were killed by the tsunami. Millions of them were injured due to the waves from the tsunami and rubble.

9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

The communicative interaction can be in the form of information or opinion gap activities, post-listening and post-reading activities, and creative writing and creative speaking activities. The materials in the textbook which cater those communicative interactions among the students are:

*Pathway to English* page 88

**Paradox**

1. Work with another student, and discuss some school rules that are paradoxes.
2. Give reasons why you think so.
3. Tell the class your reasons in English.

10) Materials should take into account that the positive effects of instruction are usually delayed.

This textbook provides the language features material after the writing material. It means that students are asked to produce language first and then study the features later. The features are also not recycled, each feature is studied once on every chapter. *Pathway to English* does not fulfill this criterion.
11) Materials should take into account that learners differ in learning styles.

The materials in *Pathway to English* cater all of the learning styles, they are: (a) visual, (b) auditory, (c) kinaesthetic, (d) studial, (e) experiential, (f) analytic, (g) global, (h) dependent, and (i) independent.

12) Materials should take into account that learners differ in affective attitudes.

It has been explained above that this book has some types of texts. This is one of the ways to motivate students to learn. Another way is by providing choices of different activities. It can be clearly seen that “Pathway to English” has a lot of different activities, every chapter is divided into eight sub-units (listening, speaking, reading, writing, grammar, sound it out, language for aesthetic, and moral values).

13) Materials should permit a silent period at the beginning of instructions.

The silent period in *Pathway to English* is provided by starting the course in every chapter with listening activity. This listening activity prepares students before speaking in the target language. The example is:

Listening to fill gaps

*Pathway to English* page 43

**Listen to the short speech about what causes tsunami and fill in the blank spaces below.**

The word (1)_____ has now turned into familiar to even a kid in a short span of time with its (2)_____.

But, what is tsunami? What does it mean and how is it caused by (3)_____? A tsunami is a (4)_____ or series of waves generated in a body of water by a spontaneous disturbance that vertically (5)_____ the water column. Earthquakes, (6)_____, volcanic (7)_____, (8)_____
14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.

a) Left brain activities

*Pathway to English* page 144

**Change the verbs in the brackets into the correct first conditional forms.**

Indonesia sits in an area known as the Pacific “Ring of Fire”, and is prone to earthquakes. Japan is another country that is earthquake prone. Statistics show that Japan is struck by approximately 20% of the world’s earthquakes measuring magnitude 6 or higher. Over a 4-day period this week, Japan was struck by 3 earthquakes!

If you (1. Do) ______ some research, you (2. See) ______ that in the last week, there were several earthquakes elsewhere as well, ranging from southern California, Puerto Rico region, Alaska region, Philippines region, Andaman region, etc.

Think about it. What (3. Happen) ______ to the world if earthquakes-in land and undersea- (4. Keep) ______ increasing in frequency and in magnitude? If it (5. Do) ______, planet earth (6. Be destroyed) ______ by flood waters? If countries around the pacific “Ring of Fire” (7. Experience) powerful earthquakes all around the same time, and tsunamis after tsunamis hit these countries, there (8. Be) ______ a global flood? Will animal and human life be wiped out? What can we (9. Expect) ______ if we (10. See) earthquakes increasing in frequency?

b) Right brain activities

The materials in the textbook which encourage right brain activities are mostly provided in the topic “Language for Aesthetic”. The materials contain aesthetic values which are processed in the right brain. These materials are provided in every chapter in the textbook.
15) Materials should not rely too much on controlled practice.

There is an only kind of activity in the textbook which belongs to controlled practise. It is a listen and repeat activity.

Pathway to English page 16

Consonants /r/ as in rain and /d/ as in dusty

<table>
<thead>
<tr>
<th>/r/</th>
<th>rain</th>
<th>strain</th>
<th>silvery</th>
<th>/d/</th>
<th>dusty</th>
<th>louder</th>
<th>bidding</th>
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<td>rise</td>
<td>greening</td>
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16) Materials should provide opportunities for outcome feedback.

The materials in the textbook “Pathway to English” does not provide opportunities for outcome feedback for the learners.

b. The Suitability of the English Textbook “Pathway to English” with the Scientific Approach of the 2013 Curriculum

1) Observing

The materials provided in the textbook which lead learners to do observation are put in every chapter to begin the learning process. The example is:

Chapter I

Pathway to English page 4

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

2) Questioning

The activity of questioning is not directly asking the students to propose questions to the teacher. It is catered by providing discussion activity which is aimed to develop students’ critical thinking and encourage their active role in the discussion activity and finally make the students brave to propose questions. The example is:

Chapter I
Discuss the following questions in group.

- 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?

3) Experimenting

This activity has a purpose to develop students’ knowledge, skill, or behavior. Any material in the textbook can be used by the students to do experiment about the target language. The example is:

Chapter I

Look at the picture and read the caption. In pairs, continue the following dialogue by making statements about the picture and at the same time ask your partner to confirm it.

Red Cross responds to flood
Published: 8 December 2012 13.42 CET
Flood has overflew two districts in Brisbane. The Australian Red Cross Society mobilised more than 100 staff and volunteers to help the evacuation and deliver relief aid.

1. “It’s always good to help people isn’t it?”
   “Yes, you’re right. And I can be volunteer, can’t I?”

2. ____________________________

3. ____________________________

4) Associating

After doing experiment activity, the students should be able to associate their experiment with what knowledge they have gained in the experiment. They have to be able to conclude the knowledge and store it to their memory. In this case, the associating activity really depends on the experimenting activity. Without experimenting, students cannot associate and conclude
any knowledge. As a result, they do not gain any knowledge. 
Below is the example of associating activity based on 
experimenting activity above. 
Chapter I 
After experimenting the activity provided on page 9, 
students are expected to be able to respond a phenomenon by 
making a statement and also respond the statement by confirming 
whether the statement is true or false. 
5) Networking 
The networking activity demands the students to express 
the target language they have gained in the classroom. The 
material which may cater this activity is provided in the speaking 
and writing activity which represent the spoken and written 
language use. The material in the textbook which cater networking 
activity is explained below. 
Chapter I 
*Pathway to English* page 7 
**Study the following expressions.**
1. I’d like to know about natural disasters. 
2. Could you find out where it happened? 
3. I’m interested in this picture. 
4. Could I ask you about this picture? 
5. Could you tell me when it occurred? 
6. Do you know what happened there? 
*Work in groups to discuss other questions that you 
could ask to your teacher.*

c. Matching 
1) The Matching of the English Textbook with Tomlinson’s 
Theory

<table>
<thead>
<tr>
<th>No.</th>
<th>Tomlinson’s Criteria</th>
<th>Materials Provided in the Textbook</th>
<th>Suitable</th>
<th>Not Suitable</th>
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<tbody>
<tr>
<td>1.</td>
<td>Materials should achieve impact.</td>
<td>All of the texts provided in the</td>
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<td>textbook <em>Pathway to English</em> and their sources and the themes of the textbook on every chapter.</td>
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<td>2.</td>
<td>Materials should help learners to feel at ease.</td>
<td>All of the themes in the textbook which is related to Indonesian culture.</td>
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<td>4.</td>
<td>What is being taught should be perceived as relevant and useful.</td>
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<td>6.</td>
<td>Learners must be ready to acquire the points being taught.</td>
<td><em>Pathway to English</em> page 171.</td>
<td>√</td>
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<td>7.</td>
<td>Materials should expose the</td>
<td><em>Pathway to English</em> page 10 and 137.</td>
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<td><strong>8.</strong></td>
<td>The learners’ attention should be drawn into linguistic features of the input.</td>
<td><em>Pathway to English</em> page 55.</td>
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<td><strong>9.</strong></td>
<td>Materials should provide the learners with opportunities to use the target language to achieve communicative purpose.</td>
<td><em>Pathway to English</em> page 8, 88, 191 and 195.</td>
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<td><strong>10.</strong></td>
<td>Materials should take into account that the positive effects of instruction are usually delayed.</td>
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<td><strong>11.</strong></td>
<td>Materials should take into account that learners differ in learning style.</td>
<td><em>Pathway to English</em> page 8, 12, 72, 111, and 164.</td>
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<tr>
<td>12. Materials should take into account that learners differ in affective attitudes.</td>
<td>The eight sub-units on every chapter (listening, speaking, reading, writing, grammar, sound it out, language for aesthetic, and moral values).</td>
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<tr>
<td>13. Materials should permit a silent period at the beginning of the course.</td>
<td>All of the listening material in <em>Pathway to English</em> from chapter I – chapter XI.</td>
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<td>14. Materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.</td>
<td><em>Pathway to English</em> page 8, 144, 195 and all materials in the unit <em>Language for Aesthetic</em> in chapter I – chapter XI.</td>
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<td>15. Materials should not rely too much on controlled</td>
<td><em>Pathway to English</em> page 16, 36-37, 61, 79 and 101.</td>
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</table>
practice.

16. Materials should provide opportunities for outcome feedback.

<table>
<thead>
<tr>
<th>No.</th>
<th>Scientific Approach of the 2013 Curriculum</th>
<th>Materials Provided in the Textbook</th>
<th>Suitable</th>
<th>Not Suitable</th>
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<tr>
<td>2.</td>
<td>Questioning</td>
<td>Pathway to English page 4, 22, 43, 67, 84, 110 and 186.</td>
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<td>3.</td>
<td>Experimenting</td>
<td>Pathway to English</td>
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**Total Number:**

The number of criteria : 16
Total of matched criteria : 13
Total of unmatched criteria : 3

**Percentage :**

\[
\frac{\text{Total matched criteria}}{\text{Total of criteria}} \times 100\% = \frac{13}{16} \times 100\% = 81.25\% \text{ (Very Suitable)}
\]

2) The Matching of the English Textbook with the Scientific Approach of the 2013 Curriculum
4. **Associating**

The continuity of experimenting activity with the same material.

5. **Networking**

*Pathway to English*

<table>
<thead>
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<th align="left">Total Number:</th>
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<tbody>
<tr>
<td align="left">Total Number of criteria: 5</td>
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<td align="left">Total of matched criteria: 5</td>
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<tr>
<td align="left">Total of unmatched criteria: 0</td>
</tr>
</tbody>
</table>

**Percentage:**

\[
\frac{\text{Total matched criteria}}{\text{Total of criteria}} \times 100\% = \frac{5}{5} \times 100\% = 100\% \text{ (Very Suitable)}
\]

2. **Discussion**

a. The Tomlinson’s criteria fulfilled by the textbook

From sixteen criteria proposed by Tomlinson, the textbook “Pathway to English” fulfills thirteen of them. The percentage gained by this textbook is 81.25%. *Pathway to English* belongs to a textbook which is very suitable to be used by the tenth grade students of senior high school.
b. The Scientific Approach Activity Catered in the Textbook

The five stages of scientific approach of the 2013 Curriculum are catered by the textbook “Pathway to English”. The percentage gained by the textbook is 100%. This is a very suitable textbook for a senior high school which implements the 2013 Curriculum.

D. Conclusion

1. The textbook “Pathway to English” is a very suitable textbook based on criteria of good English textbook Proposed by Tomlinson.
2. The textbook “Pathway to English” is a very suitable textbook for those tenth grade students who learn based on the scientific approach of the 2013 Curriculum in their school.

BIBLIOGRAPHY


**VIRTUAL REFERENCES**
