

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

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Abstract

This research analyzes the contents of the textbook ‘Pathway to English “with curriculum 2013 in providing the materials and exercise for the learning students. The data only choose the part of all chapter or 7 chapters in the textbook. Thus, this research focuses on the feasibility of the materials and exercises presented with core competence and basic competence in curriculum 2013 and also how the feasibility of the textbook based on curriculum 2013 with using BNSP assessment. This research uses a descriptive qualitative approach and the researcher uses document analysis as the method of collecting data. The result of this research is almost all of the chapters are suitable with curriculum 2013. It assessed by using the feasibility of content based on BNSP assessment which some subcomponents. Firstly, the compatibility of material items with core competence has 96% with a very good category. Secondly is the accuracy of material that gets a very good category too with 90% of item percentage. Thirdly, the learning supporting sources has 91% with a very good category too. The textbook is appropriate with curriculum 2013 and very helpful in increasing the skills (speaking, listening, reading and writing) in teaching and learning English. In this case, the textbook scored more 90% with very good category and the content of it is appropriate with curriculum 2013. In the other side, there is some minors incompatibility based on BNSP assessment in this textbook, such as lack of structure and element of meaning and development diversity concept in developing students' knowledge.

Keywords: *Analysis, textbook, curriculum 2013*

INTRODUCTION

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 the achievements prominent and benefit for both teachers and students. Textbook, as one of many resources used by teachers in teaching in the classrooms, should be evaluated in order to boost students' progress in 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.

Textbook constitutes as an important role in teaching and learning activities. The use of textbook in the classroom helps the teacher in delivering the materials. Similar to the statement above, Mudzakir (2014:4-5) stated that a textbook is complemented with students work. As he mentioned in his journal, textbook along with many other names is commonly used by educational institution or school and usually provided with exercise and teaching materials.

According to Gebhard (2009:101) that at minimum an exercise in EFL/ESL textbook created by publishing companies, government agencies, curriculum development teams at the school label and classroom teachers. Thus, the standard of

students work in a textbook is usually suitable with the students' competence and they are able to understand it.

Besides, Jazadi (2003:143) implied that textbook is best seen if it is designed for a learner centered to help learner focus on learning and also give learners role in decision making process in the classroom. It means that quality of the textbook will be nice if the textbook serves student centered in teaching and learning process.

From those definitions of the textbook, it can be referred that a textbook is a book that provides some materials and exercise with a standard guideline for students and teachers in teaching and learning process in the classroom.

Recently, there are several varieties of ELT textbooks widely used in school. The textbook is published by various publishers. One of them is the English textbook "Pathway to English" by Eudia Grace and Th. M. Sudarwati based on Curriculum 2013. This book is used by the second grade of MAN 3 Kota Banda Aceh and other schools in Banda Aceh. It was published by the 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 a logical answer to overcome the problems of creating good and enhancing teaching atmosphere in the classroom. So, with well-prepared materials and tests 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.

A curriculum in English learning is needed like the other subject. It guides the 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 center to the student center of learning. Based on Mulyasa (2014:163) stated that the purpose of the implementation curriculum 2013 is to produce the students who have innovation, creativity, and productivity. 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 an English textbook which fulfill some criteria's of the 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 support the curriculum 2013. Moreover, BNSP has some criteria's to grade the appropriateness of the textbook that is used in the teaching and learning process. The textbook must have all of the 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 to support the materials.

Furthermore, 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 the 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 is interested in learning and analyzing the issues. The writer wants to identify the materials and the exercise provided in the textbook, as it is concerned with communication purposes of curriculum 2013. Based on the explanation above, the questions of study is "Are the materials and exercises presented in the textbook "Pathway to English (*Peminatan* Program)" compatible with Core Competence and Basic Competence in curriculum 2013. So that, the researcher focused to find out whether the materials and exercises presented in the textbook "Pathway to English (*Peminatan* Programme)" compatible with Core Competence and Basic Competence in curriculum 2013.

METHOD

The design uses in the research are document analysis to gather the textual and written document that is provided within the textbook that research. The writer uses this design because the research is qualitative research. According to Donald (2010:457) stated that in qualitative research the document analysis is widely applied for written visual data with the purpose of identifying the specific characteristic of materials that are going to be analyzed in the general form of the textbook, newspaper, or any other host of a document.

In this qualitative research, the writer intended to examine the condition of materials that are provided in the English textbook "Pathway to English (*Peminatan* Programme)" for the second year of senior high school. Eventually, with the document analysis in collecting the data from the textbook, the writer also uses descriptive qualitative in analyzing, interpreting and reporting the data that is described in the English textbook. Based on Sugiyono (2011:8) explained that qualitative research is the research that analyzes data research more relate to the interpretation of data found in the field. This kind of analysis is done with the help of words to describe any detailed conclusion or interpretation in a less biased and subjunctive manner.

RESULT AND DISCUSSION

Result

In Indonesia, the implementation of the textbook and classroom teaching of English language are controlled with several considerations. According to Jazadi (2003:145) stated that the presentation of the textbook in Indonesia need to pass several political and also evaluation process

to maintain security which stated that as follow:

“The content of the books should be in line with and not contradictory to Pancasila (The state Philosophy), UUD 1945 (the 1945 Constitution, Government policies, national unity and security, laws, regulations, ethnics, and that the content not exploits the sensitive issue of SARA (ethnics, religions, races, and intergroup relations). Judgment of this aspect is made by evaluators coming from mabes ABRI (Armed Forces Headquarter), Kejaksaan Agung (Office of Attorney General), Lemhanas (National Defense Institute) and Inspectorate General MOEC (Ministry of Education and Culture)”.

These strict rules and evaluation process has been set by the Indonesian government toward the development of education in Indonesia. In its developments, government established BNSP (The National Agency for Educational Standards) along with *Pusat Kurikulum dan Perbukuan* (The Center of Books and Curriculum) to deal with the development of the textbook that used in Indonesia. They are also established to watch over and maintain the rules and evaluations process which are implemented properly in any textbook distributed from either government or commercial textbook.

The current curriculum in Indonesia in 2018 still partially uses the curriculum, but the government only revise the quality of syllabus for each years. The full fledged of curriculum 2013 itself has started since in July of 2015.

Based on Ministry of Education and Culture (2013), the implementation of

curriculum 2013 in every educational level in Indonesia are as follow:

- a. Juli 2013: Kelas I, IV, VII and X.
- b. Juli 2014: Kelas I, II, IV, V, VII, VIII, X and XI.
- c. Juli 2015: Kelas I, II, III, IV, V, VI, VII, VIII, IX, X, XI, and XII.

Nevertheless, the textbook developments in Indonesia are carefully developed and implemented. It can be seen from the government seriousness in term of the quality of education in Indonesia, one of them is development the quality of the textbook used in educational institution. Eventually, clear rules and evaluation process are already maintained in order to develop a qualified textbook in textbook in Indonesia.

Based on findings of the data, the result of the first subcomponent in the compatibility of material items with Core Competence (CC) and Basic Competence (CC) in material completeness was scored 4, because this chapter includes all materials that are appropriate with CC and BC and it is added with relevant additional materials for development. However, in item of the material deepness for this chapter was scored 4. In this chapter, the textbook discusses, identifies, and gives example about opinion as well as provides the other contexts as supporting material (giving and asking opinion, etc).

In the second subcomponent of the accuracy of material in social function was scored 4, because the text is aimed to attain social functions related to daily life including interpersonal, transactional, and functional communications. It can be seen in some exercises of the textbook. Then in structure and element of meaning was scored 3. In this item, the text giving contains mostly structures and elements of

meaning that are appropriate with the type of the text. In this chapter the material is given the form of sentence or phrase, for example in page 8 to 9 and 13 in the textbook. For the next item is linguistic feature. It was scored 3, because the text given is aimed at developing accurate and acceptable communications ability.

The last subcomponent of learning supporting sources in the relevance of material with sources was scored 4 because the teaching materials (text, table, and picture) are taken from current and relevant sources with the topic which is discussed in detailed. Most of the materials in this chapter are great illustrations. Then, in development of life skill, this chapter was scored 3. In this chapter, the text and communicative action in the textbook motivate the students to do several things to develop three kinds of proficiencies, there are development personal, social, and academic. In addition, for development diversity concept was scored 3. In this chapter, the text and communicative action in the textbook motivate the students to do several things to develop diversity attitude, but it is not deeply and detailed.

For rubric assessment of the textbook, Indonesia established BNSP (The National Agency for Educational Standards). BNSP itself has released an evaluation process in *Puskurbuk (Pusat Kurikulum dan Perbukuan)* in form of rubric assessment to evaluate the properness and also the suitability of a textbook. The rubric assessment from BNSP is designed to describe qualitatively and assess any content related items and materials in a textbook then qualitatively coding it. According to BNSP in *Puskurbuk* (The Center of Books and Curriculum) these are instruments in evaluating the curriculum 2013 textbook:

Feasibility of Content

This feasibility of content is a group of assessment about the content of the textbook. The feasibility content includes three measurements which are compatibility of material with KI and KD, the accuracy of materials and the last supporting materials.

The compatibility of materials with Core Competence and Basic Competence

In this criteria of feasibility of content which is compatible with KI and KD the criteria was divided into two sub criteria which is Completeness and In-Depth.

a) Material Completeness

In completeness criteria, textbook is expected to expose students understand and produce both interpersonal and interactional conversation whether in spoken and written to help them interact in contextual and their situations along with many other characteristic, religious and aesthetic values included.

b) Material Deepness

For this criteria, textbook are expected to fulfill several points of In-Depth. The first is exposure which means that the textbook are expected to expose student with many kinds of text that relevant with student's daily life in order to help them get used to any kinds of texts as possible. Then, text retention (*retensi pembentukan teks*) means that the textbook should guide students in understanding the social function, structure of text and linguistic feature. The last is production (*produksi*) textbook which should be able to guide the students in every step in producing both verbal and written text.

The accuracy of the materials

In this criteria of feasibility of content which is the accuracy of the materials, the criteria was divided into sub criteria which is social function, generic structure and linguistic feature.

a) Social Function

In this criteria, the text provided in the textbook or the exercises given from the textbook that have been done by the student are expected to have values in social function in its relation with student's daily life either in interpersonal or interactional.

b) Structure and element of Meaning

In this term, the text provided in the textbook or the exercises given that have been done by the students are expected to give the students an insight and ideas to think systematically in doing exercise or producing it in daily life.

c) Linguistic Feature

For this criteria, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to be understandable and fulfill the norm and characteristic values of a good communications in students daily life.

Supporting Materials

In this criteria of feasibility of content which is supporting materials, the criteria was divided into three sub criteria which are the relevance of material with sources, development of life skills and development of diversity insight.

a) The Relevance of Material with Sources

In this criteria, every item in supporting the materials and exercises are provided within the textbook (tables, pictures, texts, references) should be taken from a relevance new sources available.

b) Development of Life Skills

In this criteria, every text and communicative exercise and task available within the textbook should motivate the students toward a good personalities that concern about social, academic and vocational life.

c) Development Diversity Concept

In this criteria, every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity.

The rubric assessment from BNSP is a whole book analysis. According to BNSP in The Center of Books and Curriculum 2013 established that this rubric assessment assesses the accurateness and appropriateness of a content of textbook in delivering teaching materials, the relation of every chapter and social benefits from a textbook.

Chapter II with the title "Why Do You Recommended?"

As illustration in the table of findings, firstly, the score 4 was given for the subcomponent of the compatibility of material items with CC and BC in items of material completeness, because all materials are suitable have relevant additional materials in developing CC and BC. Besides, in the item of materials deepness was scored 4 too. In this chapter, the textbook discusses, identifies, and gives example about recommendation as well as provides the other contexts as supporting material (giving suggestion, write letter of recommendation, etc). Moreover, some of the exercise developed the student to expose and produce the recommendation well both their selves and their friends. It

can be seen in exercise of page 23, the students not only ask to discuss with their friends, but also with a teacher. It can build their knowledge by sharing suggestion about recommendation.

Secondly, for the accuracy of material in items of social function was scored 4 with the text is aimed to attain social functions related to daily life including interpersonal, transactional, and functional communications. This chapter generated the social functions within the exercise. In page 28 was provided a conversation that often happen in daily life. The students ask to give a recommendation for a problem well. However, in the item of structure and element of meaning, the text given contains all of structures and elements of meaning that are appropriate with the type of the text that provided in this chapter. The last item of the accuracy of material is linguistic feature. The score 4 was given in providing a good language, in fact, the text given is aimed at developing accurate and acceptable communications ability to its context.

Thirdly, in subcomponent of learning supporting sources for item the relevance of material with sources was scored 4. In this chapter, the teaching materials (text, table, and picture.) are picked from current and relevant sources with the topic which is discussed in detailed. In example, there are illustrations that showing in page 21 in listening exercise that help the students to more understand what they listen.

At the last, for the item of development of life skill in this chapter was given score 3, because the text and communicative action in the textbook motivate the students to do several things to develop three kinds of proficiencies. Similarly, the score 3 also was given for the

item development diversity concept with the text and communicative action in the textbook motivate the students to do several things to develop diversity attitude, but it is not detailed and deeply in teaching and learning process.

Chapter III with the title “Hold on a Moment, Please”

In relation to research findings, first of all is material completeness of subcomponent the compatibility of material items with CC and BC was scored 4, because in this chapter all the materials are conformable with CC and BC with additional relevant in developing materials. Next, in the materials completeness, the textbook discusses, identifies, and give example about reservation and appointment with providing the other contexts to support the materials (phrases and responses for incoming calls).

In the second is subcomponent of the accuracy of material in the social function, it was scored 4 with attain the social function related to daily life including interpersonal communication in the exercise 3 and 4 of page 35, transactional communication in exercise 9 of page 38 and functional communication in exercise 16 of page 42. Then, in the structure and element meaning, the text giving contains almost all of structures and elements of meaning that are suitable with the type of the text. Those are can be seen in page 35, 37 to 38, so it was scored 3. Furthermore, the score 3 was given in assessment the linguistics feature, due to the text given is aimed at developing accurate and acceptable communications ability in this chapter.

The last subcomponent in the table is learning supporting sources. In the item the relevance of material with sources, the

teaching materials (text, table, and picture,) are taken from current and relevant sources with the topic which is discussed in detailed, so it was scored 4. For the next item is development of life skill, it was scored 4 too, because the text and communicative action in the textbook motivate the students to do several things to develop personal (exercise 1, 2 and 3 in page 33 to 35), social (in page 35), academic (in page 33, 37 to 38 and 41, and vocational proficiencies (in page 33 and 38 to 39).

However, score 3 is given for item development diversity concept. It was caused the text and communicative action in the textbook motivate the students to do several things to develop diversity attitude, but too simple. It can be seen in exercise of page 36 and 42 that ask students to compare the expression between English expression and Indonesian expression.

Chapter IV with the title “Take Time to Read Brochure”

In this chapter, material completeness of the compatibility of material items with CC and BC was given score 4 with the textbook includes all materials that are appropriate with CC and BC and it is added with relevant additional materials for development. Besides, in material deepness, the textbook discusses (exercise 8 in page 52), identifies (exercise 9 in page 53), and gives example about brochure as well as provides the other contexts as supporting material (a flyer, a pamphlet, a leaflet, etc.), so it was scored 4 in this item.

Furthermore, in social function item, it was scored 4 due to the text is aimed to attain social functions related to daily life including interpersonal (in page 52), transactional (in page 55), and

functional communications (in page 48 to 49). Next, the score 2 was given for structure and element of meaning, because the text given contains some structures and elements of meaning that related to the text (in page 54). At the same time, linguistic feature was scored 2 too with the text given is aimed at developing only few of accurate and acceptable communications ability in whole this chapter.

In the other subcomponent, learning supporting sources in the relevance of material with sources was scored 4. The teaching materials (text, table, picture, etc.) are taken from current and relevant sources with the topic which is discussed in detailed. Then, for development of life skill was scored 4 with the text and communicative action in the textbook motivate the students to do several things to develop personal (exercise 1 in page 46 to 47), social (in page 49 and 52, academic (in page 53 to 54), and vocational proficiencies (exercise 13 and 14 in page 58). The last item is development diversity concept that was scored 3 by providing the text and communicative action in the textbook motivate the students to do several things to develop diversity attitude with some kinds of brochure in exercise, but not too deeply.

Chapter V with the title “Who Are They?”

As figure out the assessment of feasibility of content from BNSP, firstly, the score 2 was given for material completeness item in assessment the compatibility of material items with CC and BC. In this case, the textbook includes some parts of materials that are appropriate with CC and BC and it did not put explanation about biography text, but only put some examples and exercises.

However, in materials deepness item, the textbook discusses (exercise 8 in page 64, etc.), identifies (in page 63 and 68) and gives many examples with other context in supporting materials.

Secondly, in social function item of the accuracy of materials, the text is aimed to attain social functions related to daily life including interpersonal, transactional, and functional communications with providing some dialogues and also put some text that related to the materials. Then, structure and element of meaning item was scored 4 due to the text given contains all of structures (in page 64 to 67) and elements of meaning that are appropriate with the type of the text. Furthermore, in linguistic feature item, the text given is aimed at developing accurate and acceptable communications ability to its context, so it was scored 4 in this chapter.

Thirdly, subcomponent of learning supporting source in this chapter was scored 4 in the relevance of material with sources. It includes many texts, tables and pictures that are taken from current and relevance sources that related to the topic with discussed in detailed. After that, in development of life skill item, it was gotten score 4 with the text giving contains all of structures and elements of meaning that are conformable with the type of the text. The last item was scored 4 too for development diversity concept. In this term, the text and communicative action in the textbook motivate the students to do several things to develop diversity attitude deeply and in detailed. Moreover, it provided many knowledge about some figures both Indonesian and international figure.

Chapter VI with the title “Inventions Make Life Easier”

As analyzing in research findings in the assessment of feasibility of content, firstly, the materials completeness item in the compatibility of material items with CC and BC was successfully in providing all materials that are conformable with CC and BC and it is added with relevant additional in developing materials, so score 4 was given for this chapter. In materials deepness item, it was scored 4 with the textbook discusses, identifies and gives example about report text as well as provides the other contexts as supporting material. It can be seen in exercise 2 of page 80 and also in page 87 with provided a report text about dishwasher.

Secondly, item of the accuracy of material subcomponent is social function. It was scored 4, because the text is aimed to attain social functions related to daily life including interpersonal, transactional, and functional communications. It was shown in some dialogues and some texts that related to the report text (in page 80 and 103). Then, structure and element of meaning item was scored 4 in giving all of structures and elements of meaning that are suitable with the type of the text. They are shown in page 84, 87, 91 to 97 that includes the explanation about report text and its form. Besides, score 4 also was given to the linguistic feature item. It caused the text giving is aimed at developing accurate and acceptable communications ability to its context. In this case, the texts used a polite language and easier to understand by students.

The relevance of materials item of the last subcomponent was scored 4 in providing the teaching materials (text, table, picture, appendix, etc) are picked from up-to-datedness and relevant sources

with the topic which is discussed in detailed, for example invention of machines and gadgets. Furthermore, in development of life skill, the text and communicative action in the textbook motivate the students to do several things to develop personal, social, academic, and vocational proficiencies. It can be seen in every exercise and the texts. Therefore score 4 was given for this item. Next, for the last item, development diversity concept was scored 4 with the text and communicative action in the textbook motivate the students to do several things to develop diversity attitude and in detailed. It was described in some exercises both dialogue and report text.

Chapter VII with the title “I Have Been Waiting”

As the research findings, the first subcomponent in materials deepness item was scored 4 for this chapter, because the materials in the textbook are conformable with CC and BC and it is added with relevant additional for developing materials. Thus, in material deepness was scored 4 too with the textbook discusses, identifies, and gives example about three perfect tenses as well as provides the other contexts as supporting material (past, present and future perfect tense.). They can be seen in page 106, 109, 116 and 119. The textbook provided some materials and many exercises to help student in understanding the materials clearly.

Meanwhile, the social function item of the accuracy of material is successfully in providing and attaining social functions related to daily life including interpersonal (in exercise 7 in page 111), transactional (in exercise 1 and 2 of page 107), and functional communications (in exercise 14 of page

113), therefore it was scored 4. Likewise, in structure and element of meaning, score 4 was given for it with the text giving contains all of structures and elements of meaning that are appropriate with the type of the text. For example in page 109 to 113 that put the form of the three perfect tenses in detailed. Next, for the linguistic feature was scored 4 when the text giving is aimed at developing accurate and acceptable communications ability to its context.

Furthermore, the item of relevance of material with sources was scored 4. In fact, the teaching materials (text, table, picture, etc.) are put down from current and relevant sources with the topic which is discussed in detailed. They are shown almost in every page of the materials in textbook. Then, score 4 was given for development of skill item with providing the text and communicative action in the textbook motivate the students to do several things to develop personal, social, academic, and vocational proficiencies that showed in some exercises and texts (dialogues). However, for the last item was scored 3, because in development of diversity concept, the text and communicative action in the textbook only motivate the students to do several things to develop diversity attitude. It was described well, but its material is not explicit in explaining and developing the diversity attitude of the students.

CONCLUSION

The researcher conclude that the content, materials and exercises in the textbook “Pathway to English (*Peminatan* Program) are compatible with curriculum 2013. It is based some categories of BNSP assessment.

There are three categories in assessing the feasibility of content from BNSP scoring guidance. First of all is the compatibility of material items with Core Competence and Basic Competence was scored 96% with a very good category, second is the accuracy of material got score 90% in a very good category too and the last is learning supporting source was scored 91% with a very good category. Overall, they got a score more than 90% with very good category. It means that the textbook is proper to use both teacher and students in teaching and learning English. Moreover, the materials and exercises are presented based on regulations and values in curriculum 2013.

However, there are some minors incompatibility based on BNSP assessment about the detailed analysis in the lack of structure and element of meaning, linguistic feature and development of diversity concept, but whole of the chapter in textbook are appropriate to use in teaching and learning English.

Suggestion

According to the result of analysis of the textbook "Pathway to English", the researcher would like give several suggestions in increasing the quality of the English textbook and teaching and learning process. There are several suggestions for teaching and learning English.

Firstly, for the researcher, in arranging the textbook, the writer should consider the content and the curriculum as an orientation and reference, so that the purpose of teaching and learning can be reached well. Secondly, the teacher should be selective in choosing the English textbook as a guidebook in teaching and learning process. The English textbook published by Ministry of Education and

Culture can be a primary textbook, but it needs support from the other books or sources (*internet*). The last one is for the next researcher. The researcher hopes to the next researcher can prepare everything before doing a research as good as possible in organizing the research, can do the implementation of textbook "Pathway to English" in the classroom of EFL and can follow up this research as a reference in the future.

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