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## The Appropriateness of Content, Language, And Presentation in Pathway to English For Senior High School

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### Abstract

This study attempts to find out the appropriateness of content, language, and presentation in Pathway To English for Grade XII written by Th. M. Sudarwati and Eudia Grace and published by Erlangga. This research is limited only to evaluate the appropriateness of content, language, and presentation using the checklist of Rubric Assessment from BSNP. The design of this study was mixed methods. The textbook was analyzed using a checklist of textbook evaluation criteria and syllabus as the instruments for gathering the data, interpreting the data, calculating it in quantitative output for showing the result in percentage and number, and stating the conclusion. The findings of the study showed that the appropriateness of content in the textbook was somewhat appropriate, with the percentage of 77,27%. The appropriateness of language in the textbook was adequately appropriate, with a percentage of 87,50%. The appropriateness of presentation in the textbook was appropriately appropriate, with a percentage of 83,33%. It was suggested that the teachers combine the textbook with a good and suitable method for teaching and complete the lacks of the textbook by adding some relevant materials from other sources, and textbook writers and publishers must consider the criteria for writing and developing the textbook which set by BSNP.

**Keywords:** *the appropriateness of content, language, presentation, textbook evaluation*

### INTRODUCTION

Since a language is said to be a system, it must be systematic. The systematisms of a language can be seen from the fact that, take an example, if we regard a language as being made up of sounds, we find out that only certain sounds occur in any one language that these occur in specific regular and predictable patterns. Language can be categorized into spoken and written types. In fact, language is basically spoken. This is to say that the oral language refers to the primary form of a language, and the written form of a language is a representation of what is actually spoken (Nanik Mariani and Fatchul Mu'in, 2007). Studying a language should be directed to grammar learning of the language. Learning the grammar is not only meant to the grammar mastery itself, but it is also used to support the learners' oral and written competence. The appropriate materials should support the learning and teaching of both oral and written forms of language. The textbooks provided should

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cover the main functions of a language as a means of communication and interaction (Fatchul Mu'in, et al., 2019).

As a consequence, the material for learning and teaching the (English) language must be suitable to the language skills to be taught. In the teaching-learning English process at school or a course, a good textbook is necessary. The good textbook may provide language input and practice for the learners. It contains the content of the lesson, the language skills taught, and also teacher's instruction. According to Richards (2001), textbooks provide support for an inexperienced teacher by relieving teachers of planning work and teach lessons as well as the formats that can be used. Textbooks are also able to serve good language models and a variety of learning sources. Textbooks may be able to motivate learners through the design and selection of activities.

However, by the availability of textbooks in bookstores, the teachers become dependent on them. This statement is in line with Littlejohn (1992) in Hutchinson that states the idea of textbooks produce a kind of dependency culture among teachers and learners. Regardless of the various commercial textbooks available, teachers as educators are having the responsibility of evaluating, selecting good textbooks and making a judgment about them.

The availability of many published material for English Language Teaching (ELT) on the market makes selecting the right course book a challenging task (Cunningsworth, 1995). In Banjarmasin, there are some commercial textbooks that are used at senior high school. However, the researcher found out that Pathway To English textbook is used at several senior high schools.

Considering the importance of a textbook in the English teaching-learning process at school and the number of schools that use this textbook, the researcher decided to evaluate the textbook entitled Pathway to English for Senior High school Grade XII. Besides, according to the preliminary study that the researcher conducted while taking the Textbook Analysis course, there were some textbooks which irrelevant to the syllabus and containing inappropriate language.

Arif Prasajo (2014) had analyzed the content and presentation appropriateness of Pathway to English textbooks for Tenth Grade Students. He also attempted to evaluate the compatibility of the textbook to the 2013 Curriculum. He found that the textbook was compatible with the syllabus and the content and the presentation were appropriate.

Inspired by this study, the researcher attempts to conduct such a research, to evaluate the appropriateness of Pathway To English for XII Grade in terms of content, language, and presentation by using the textbook evaluation criteria that are set by BSNP 2006 (Badan Standar Nasional Pendidikan).

## **RESEARCH METHODOLOGY**

The writer used descriptive mixed methods in analyzing, interpreting, and reporting the data that was described in the English textbook. This method was found suitable for the purpose of the research in examining data provided in the English textbook "Pathway To English".

The object of this study was an English textbook entitled *Pathway To English For Senior High School Grade XII* published by Erlangga and written by Sudarwati and Eudia Grace.

The kind of instrument that was used in this research was the human instrument, who was the researcher. Besides the researcher, as the core instrument, the researcher provided tables of checklists to observe and evaluate the book in some aspects (Ary et. Al, 2010:442) and also an English syllabus for XII Grade.

The textbook was evaluated or analyzed based on the criteria for a textbook evaluation in the form of checklists to get the data. The checklist used as a checklist to evaluate the appropriateness of content, language, and presentation of *Pathway To English* textbook based on Rubric Assessment suggested by BSNP 2006 (Badan Standar Nasional Pendidikan).

The researcher was, then, checking the materials presented within the textbook with the Basic Competence in the syllabus for XII Grade, evaluating, interpreting, and calculating the data by using the formula below:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: Percentage

F: Frequency

N: The Sum of the Frequency

The result of the calculation was then categorized as below:

Percentage	Category
90%-100%	Almost perfectly appropriate
80%-89%	Adequately appropriate
70%-79%	Somewhat appropriate
60%-69%	Inappropriate
50%-59%	Clearly inappropriate
Below 50%	Highly inappropriate

In order to keep the data credible, the validity of this research was based on investigator triangulation. In this research, a rubric of checklists suggested by BSNP (2006) was used in order to analyze the textbook. Regarding the fact that this rubric of checklist is used nationally in Indonesia for evaluating textbooks, the credibility and dependability of this research should not be questioned.

## **RESULT AND DISCUSSION**

### **Findings**

#### **A. Content Component**

In the component of the content, the textbook had met 17 out of 22 criteria.

### 1. **Comprehension and Production of Interpersonal Communication**

Basic Competence 3.1 states on how to apply the social function, structure of the text, and linguistic features of the oral and written interpersonal texts, including the action of offering service and its response and 4.1 shows about arranging simple oral and written interpersonal text which include the action of offering service and its response. There is one chapter that suitable for these Basic Competences and provided the opportunities to comprehend expressions in fulfilling interpersonal communicative functions to interact with their closest environment, which was Chapter I entitled *I Can Assist You With That*.

In task 1 (page 5), students were asked to listen to a dialog and, then, practice it with their friends in front of the class. The dialog contained some expressions of offering help, accepting offers, and refusing offers. there was a brief note of offering help and its purposes. On page 7, there was an explanation of expressions of offering help, accepting an offer, and declining an offer to complete learners' comprehension. These activities and explanations were provided to give learners' comprehension of the expressions taught. In task 16 (page 14), learners were demanded to write their own offering letter based on the model letter they had learned. The situation was given to learners. This activity facilitated learners to produce written interpersonal text of their own.

### 2. **Taking, Offering and Giving Things, Services, Information, and Opinions in Transactional Texts**

In chapter 10, learners were given a leaflet about Batik Painting on page 165. It contained the conditionals sentences. Below that, there was a listen-and-repeat activity regarding the conditionals sentences above.

On page 167, learners were given a short note about the 'if' clause and a more detailed explanation on page 172. On page 168, there was a task where learners needed to read a passage about the problem of making Batik in Indonesia. They, then, needed to identify the problem and the solutions which were in the form of conditionals sentences. On the next page, there was a task where learners had to complete four conditionals sentences by their own ideas. On page 172, learners had to write a letter according to the given example by changing the advice/suggestions offered. This chapter also provided learners with several activities to use the target material. For example, on page 175, there was a guided writing activity that asked learners to write their own resolutions by following the steps given.

Besides that, the textbook had also provided some materials related to transactional texts which were, expressing surprise in Chapter 2, getting attention in Chapter 3, giving suggestions in Chapter 7, and expressions of excitement and disappointment in chapter 8. However, these materials were not mentioned in the syllabus for XII Grade, so the researcher decided that these materials would not be discussed at this point.

### 3. **Short Functional Texts and Monologues**

There were four lessons related to functional text and monologues from various genres. There are *Job application letter* and *resume* in chapter 4, *a caption* in chapter 5, *news items* in chapter 9, and *procedural text* in chapter 11. To find out whether or not these lessons had fulfilled the criteria of short functional texts and monologues in improving learners'

listening, speaking, reading, and writing skills for learners' daily life would be elaborated as follows.

In chapter 4, For improving learners' listening skills, there was only one task (page 48) found. Learners were asked to listen to a monolog. While listening to the monolog, learners had to fill in the blanks of a table regarding the information given in the monolog. However, it had not provided sufficient opportunity for learners to improve their listening skills.

For improving learners' speaking skills on a job application letter, there was no task found.

For improving learners' reading skills, there were nine tasks found. Task 2 (page 49-52), for example, learners were instructed to read the three-job application letter and one resume, then compared the letters and resumed by completing the table that follows.

For improving learners' writing skills, there were six tasks given. In task 8 (page 56), learners were instructed to make a monolog based on a job vacancy they found in a newspaper.

Chapter 5, for improving learners' listening skills, there was 1 task found. In job 7 (page 72), learners had to listen to someone reading photo captions and numbered the pictures that go with each caption. Unfortunately, this chapter had a limited listening activity for learners to improve their listening skills.

There was no task found in this chapter for improving learners' speaking ability.

For improving learners' reading skills, there were seven tasks found. In task 1 (page 67), for example, learners had to observe the picture and read its caption with their friend. Then, they had to make some comments concerning the pictures.

For improving learners' writing skills, there were seven tasks found. In task 11 (page 75), learners had to supply titles for three photographs given. In task 12 (page 76), learners had to use 5WH-questions to write their captions.

Chapter 9, for improving learners' listening skills, there were 5 tasks found. In task 1 (page 135), learners had to listen to the recording and to repeat the words correctly. The words were related to the lesson of news items.

There were 3 tasks for improving learners' speaking skills. In task 20 (page 146), learners had to read 3 pieces of news given and to tell their friends what happened to them and what caused the accidents.

There were 8 tasks for improving learners' reading skills. In task 5 (page 136), for example, learners had to complete a table with information from the monolog in the previous task. So they had to read it first to complete the table.

There were 12 tasks for improving learners' writing skills. In task 23, for example, (page 149), learners were asked to work in pairs to rewrite and corrected the capital letter of 8 sentences given.

Unfortunately, the material provided within the textbook (recipes) was not compatible with the material mentioned in Basic Competence (manual operation of technology). However, in order to find out the appropriateness of this chapter in fulfilling the criterion of short functional texts and monologues in improving learners' ability in listening, speaking, and reading skills, the researcher still evaluated this chapter.

Chapter 11 had five tasks for improving learners' listening ability. In task 2 (page 181), learners were instructed to listen to the recording and fill in the blank spaces with the information they heard.

There was one activity found for speaking skills. In task 29 (page 199), learners had to find a recipe for their favorite food and told their friends how to make it. However, there was insufficient speaking activity in this chapter.

There were 5 tasks for improving reading skills. In task 4 (page 182), learners were asked to read aloud a recipe for *mung bean* with the correct pronunciation and intonation.

There were 7 tasks for improving learners writing skills. In task 27 (page 198), learners were asked to rewrite steps of making a chocolate sundae in chronological order in a paragraph.

There were two chapters, chapters 4 and 5, had only 1 listening activity and 2 chapters, chapters 4 and 5, had no speaking activities at all. Also, in chapter 11, there was only 1 activity for speaking. The limited activities for both skills listening and speaking might hinder students' opportunities to improve their listening and speaking ability. In conclusion, the textbook had not fulfilled the criteria of short functional texts and monologues in improving learners' listening, speaking, reading, and writing skills for learners' daily life.

#### **4. Exposure of Text Types**

There were 4 lessons related to functional texts and monologues from various genres. There were *Job application letter* and *resume* in chapter 4, *the caption* in chapter 5, *news items* in chapter 9, and *procedural text* in chapter 11.

Chapter 4 had 6 job application letters, 1 resume, and 3 job vacancies announcement.

Chapter 5 had 17 captions. Chapter 9 had 17 news items. Chapter 11 had 6 procedural texts.

#### **5. Retention of Explicit Guidance towards Texts' Social Function, Generic Structure, and Linguistic Features**

The textbook had given learners explicit guidance to acquire comprehension about the elements of functional text production namely social functions, generic structure, and linguistic features.

For example, in chapter 5 There was a note (page 69) where learners were given an explanation of the social function of caption: *A photo caption gives the reader basic information to understand the photograph and it is related to the news.* It also told learners about the generic structure of caption includes *the identification of the people, the place of an event, the date when the photo was taken; and relevant information to help readers understand the picture.* On the next page (70), there was another explanation note about the caption. It informed that the linguistic features of a caption were the use of the present tense to describe an action in the photo.

#### **6. Actual Production of Functional Texts**

For learners' oral production on job application letter in chapter 4, there was no task found. For learners' written production, there were 6 tasks given. In task 8 (page 56), learners were instructed to make a monolog based on a job vacancy they found in a newspaper.

There was no task found in chapter 5 on caption texts for producing learners' spoken text of caption. For learners' written production, there were 7 tasks found in chapter 5. In task 13 (page 77), learners had to arrange their information from the previous task into 1 or 2 good sentences for each photo.

In chapter 9, there were 3 tasks for learners' to produce their spoken text of news items. In task 38 (page 157), learners were instructed to perform a dialog based on one of the following situations. There were 12 tasks for learners' to produce their written text of news items. In task 24 (page 149), learners needed to arrange the jumbled words into good headlines.

There was one activity found for the spoken production in chapter 11. In task 29 (page 199), learners had to find a recipe for their favorite food and told their friends how to make it. There were 7 tasks for learners to produce their written text of procedural text. In task 22 (page 193), learners had to complete the phrases below with the suitable words in the box.

In short, the textbook had not fulfilled the criteria for guiding learners to make the actual production of oral and written functional texts.

### **7. Maintaining Interpersonal Relation with People Through Interpersonal Communication**

According to the Basic Competence in the syllabus for XII Grade, there was one lesson suitable within the textbook and contained the interpersonal text material which was chapter 1 entitled I Can Assist You With That. In the lesson, the lists of expressions were given without specifying to whom it could be used. However, the written and spoken exercises were given by emphasizing the level of formality of the situation. For example, in tasks 6 and 7, learners had to make a dialog in pairs based on a given model and pictures. In task 6, learners needed to use the expressions of offering help and its responses to the people around their age. In task 7, they needed to use the expressions of offering help/service to their mother. In task 8, learners were given a script of dialog between a hotel receptionist and a guest on phone. The script contained the formal expressions of offering help/service and its responses.

### **8. Getting Things Done Through Transactional Communication**

The lesson on transactional communication was intended to help learners to fulfill their life needs or to get things done. The lesson in this chapter was about conditionals sentences in instructions/suggestions. There were some activities for the written task, such as identifying the conditionals sentences in a passage, completing the conditionals sentences, and constructing their own conditionals sentences. However, there was no activity for interactive spoken communication by using the target expressions. The textbook only provided learners with a script of the interview and some listen-and-repeat activities. This might limit learners' opportunities to use the expressions in order to get things done orally. This also hindered the essence of transactional communication. It implied that this lesson had not given learners a model of conversation and task to get things done.

### **9. Enabling Learners to Represent the Social Functions of Functional Texts and Monologues**

The textbook had enabled learners to represent the social functions of functional texts and monologues. This was because the lessons on functional texts and monologues emphasized the social function of each text type and required learners to produce the functional text and monologues carrying those functions.

For instance, the social function of job application letters based on the syllabus was to emerge the positive impression of the suitability of the job applied for and the applicant. In relation to this social function, lesson on job application letter had given learners a task to write a job application letter based on the outline given to introduce themselves to an organization, demonstrate their interest in the company or a specific vacancy, draw attention in the resume and motivate the reader to conduct an interview with them as an applicant.

#### **10. Elements of Chronological and Systematic Thinking Skills in Interpersonal and Transactional Texts**

In chapter 1 on lesson offering help, for example, there were several comprehension questions below a dialog to recall information that learners gained or found on the previous dialog. This could be categorized as level 1 in Critical Thinking Skills according to Taxonomy Bloom. Unfortunately, below that task, there was a task where learners were asked to classify the expressions given into the table provided according to their functions. This kind of activity should belong to level 4 in Taxonomy Bloom. On the next page, there was a task where learners had to find out the difference (contrast) existing between several expressions. This comprehension activity belonged to level 2 in Taxonomy Bloom. Next, learners were given a passage about offering drinks in the U.S.A and below that, learners were asked to relate to the customs of offering drinks in their country. This kind of activity should belong to the evaluating level or level 5. In the next task, learners were instructed to create a dialog in pairs based on the model given. In the following task, learners were required to perform a role play in the group. This kind of activity should belong to level 3 or application level in Taxonomy Bloom. The activities given did not reach the level of synthesizing and the disorganized activities according to their Critical Thinking Skills Level based on the Taxonomy Bloom, the textbook had failed to facilitate chronological and systematic thinking skills for the learners.

Moreover, in chapter 10 on the lesson of conditional sentences, there was no such interactive communication activity. This disabled learners' opportunity to initiate a conversation for communicating using the target expressions.

#### **11. Elements of Meaning in Short Functional Texts and Monologues**

In the textbook, on the lesson *Job application letter*, a letter used as the model text had not covered all the elements of meaning required. A good job application letter should contain the heading which consisted of *the applicant's information, the name of company being applied to or the employer's information, salutation, the title of the position, brief description of the applicant's background, positive and polite closing, closing salutation, signature, and full name of the applicant*. However, the model text given did not include the applicant's information in the heading.

The *captions* used as the model text and tasks in chapter 5 had covered the *identification of people, place, event, date* and also *the relevant information*. The *News items* used as the model text and tasks had covered the *newsworthy events, background events, and sources*. The Procedural texts used as the model text and tasks had covered *the goal,*



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*material or ingredients needed*, and *steps* to follow. In conclusion, the textbook had met the criterion of elements of meaning in functional texts and monologues.

## **12. Elements of Linguistic Features in Short Functional Texts and Monologues**

In chapter 4, the job application letter used as the model text and tasks used the linguistic features of *the use of present continuous, the present perfect, present tense, and past tense*. In chapter 5, the captions used in the model text and tasks had used the linguistic features of the caption which was to use *the present tense* to describe the action in the photo and to *avoid personal feelings*. In chapter 9, the news items used as the model and tasks had used the linguistic features of news items which were the *past tenses (the simple past, past continuous, and past perfect), the use of adverbs of manner, the use of adverbs of time and place, action verbs, saying verbs, adjectives to form noun phrases, conjunctions, time connectives, pronouns, passive sentences, and direct and indirect speech*. In chapter 11, procedural texts used as the model text and tasks had used the linguistic features of the procedural text which were the use of *present tenses (imperatives and action verbs), adjectives, and numbers* to show sequences.

## **13. The relevance of the Learning Materials to the Topic Discussed**

In the textbook, some of the learning materials covering *texts, tables, and pictures* for every text type were taken from references that were relevant to the topics discussed. However, there was a material given within the textbook (procedural texts in the form of recipes) incompatible with the material mentioned in the syllabus which was manual text.

Apart from that, most of the learning materials were relevant to the topic discussed. The pictures attached were relevant to the text, for instance, the text was about *Floods, High Winds Destroy Homes in Gunung Toar* the picture attached was the picture of the actual situation of the news. All the model texts were also adapted from sources that were relevant to the topic discussed.

## **14. Recentness of References**

Some model texts of the analyzed textbook were not taken from recent references. For example, there were some job application letters that were adapted from a source of a *model business letter* in 2005 which was 14 years ago (page 50-51).

## **15. Personal Skills Development**

The textbook had generally helped learners in acknowledging their strengths and weaknesses of their own and others. This could be seen in the *Self and Peer Assessment Rubric*. This activity allowed learners to evaluate their own performance and assessed their friend's performance. By doing so, learners were responsible for their learning progress and motivated to improve their ability. The results and notes of the *Self and Peer Assessment rubric* could be used as information on what areas which need improvement. These activities could be found on page 56 (*see figure 4.10*), 58, 62, 78, 81, 99, and 158-159.

## **16. Social Skills Development**

The textbook generally had taught learners to be cooperative, to be tolerant, to promote peace, to promote gender equality, and to be anti-violence in communicating and interacting with other people.

The values of being cooperative in the textbook could be seen in some pair work and group works in spoken or written production after a sequence of comprehension of certain texts. For example, in a lesson of job application letter in chapter 4, learners were asked to work in groups to read the letter and discussed the following questions. The textbook promoted gender equality. This could be seen from the illustration and pictures given in the textbook had an equal amount of male and female figures. This textbook also promoted the values of peace and anti-violence in communicating and interacting with others. This could be inferred from the lessons on interpersonal and transactional texts on how learners were taught to maintain their relationship with others. The expressions were given and taught for learners to communicate their ideas appropriately in their daily life. This meant, that the lessons of interpersonal and transactional texts have promoted the values of peace and anti-violence.

### **17. Academic Skills Development**

The textbook had guided learners to acquire some academic skills such as exploring and making use of information, solving problems, and making decisions regarding scientific work through the tasks and activities given.

### **18. Vocational Skills Development**

The textbook had guided learners to have the ability, attitude, and skills needed to do a certain job. This could be seen from a task in chapter 1 where learners were instructed to make a group of 7 students to perform a role play. One of the students acted as a receptionist of the hotel and the rests were guests of the hotel. Each of them had a request to the receptionist.

### **19. Appreciation for Cultural Diversity**

The textbook had promoted cultural diversity which included the cultural values of local, national, and global contents which were reflected in a section named *Cultural Awareness*. This section gave insight into cultural diversity.

### **20. Appreciation towards Local and National Potential and Equity**

The textbook had promoted awareness of the local and national potential equity. An example could be seen in the lesson of a caption in chapter 5 (page 75). There was a photo caption of a dancer who performed the Legong Dance for tourists in Ubud, Bali.

### **21. Appreciation towards Democratic Values**

The textbook had promoted an appreciation for democratic values. This was reflected in the group works where everyone in the group possessed equal rights and was involved in making an important decision.

### **22. Promoting Nationality Insights and Self Belonging to the Country**

The textbook had promoted the nationality insights and self-belonging to the country to the learners. This could be seen from some model texts or tasks which carried the

local contents as their topics. In chapter 5 (page 75), there was a photo caption of a dancer performing Legong Dance for tourists in Ubud.

## **B. Language Component**

In the component of language, the textbook had met 7 out of 8 criteria.

### **1. Relevance towards Learners' Cognitive Development**

In the textbook, the language used in each explanation and instruction was relevant to learners' cognitive development. The explanation on social function, generic structure, text organization, linguistic features, grammar theory, and vocabulary of certain types of texts were of learners' cognitive level.

### **2. Relevance towards Learners' Emotional Stage**

In the textbook, the language used in each unit was relevant to teenagers' socio-emotional stage. This was because the topic in each unit was familiar to learners' daily life such as *caption text*, *report text*, *news items*, *songs*, *procedural text*, and so forth. For example, the song given in the textbook had a theme of friendship, which was related to their teenage life to interact with their friends.

### **3. Facilitating Difficulty and Language Unfamiliarity**

Learners' difficulty was facilitated through some examples provided in a production task. The language unfamiliarity was provided by grammar explanation, phonetic transcriptions of certain words to guide learners to pronounce vocabulary correctly. The textbook did not contain a lot of unfamiliar terminologies and the themes were of learners' interest.

### **4. Message Readability**

In the textbook, the message presented in each chapter was clear and was of learners' development level. This was because the grammar explanation was brief and concise and familiar for learners. Moreover, the topics provided for each chapter were of learners' daily life.

### **5. Grammar Accuracy**

In the textbook, generally, the message presented in each chapter in the textbook was relevant to the correct English grammar.

### **6. Coherency and Unity of Ideas in Each Unit**

In the textbook, there was coherence and unity of ideas in each chapter. This could be seen in the functional texts and monologues used for modeling and tasks which shared the same or similar topics. All these texts had coherence and unity of ideas because they shared the same topics. Also, the ideas between paragraphs in each text were cohesive and coherent.

### **7. Coherency and Unity of Ideas among Units**

There was no coherence and unity of ideas among units in the textbook. This was because there were no similarities between topics from one unit to another.

### **8. Language Content**

There was language content found in the textbook. Language content found such as grammar section in chapters 6, 7, 8, 9, 10, and 11 and phonetic transcriptions in chapters 8 and 12.

### **C. Presentation Component**

In the component of the presentation, the textbook had met 15 out of 18 criteria.

#### **1. Presentation of Tasks and Materials in the form of Texts, Communicative Activities, Illustrations, and Symbols**

In the textbook, the materials and tasks delivered in the form of texts, communicative activities, and illustrations.

#### **2. Balance among Units**

In the textbook, there were some chapters that had imbalance activities for four skills. For listening tasks, there were two chapters that had only one listening activity which was chapter 4 and 5. For speaking activities, there were three chapters that had no speaking activities at all which were chapters 4, 5, and 6. These chapters put emphasize reading and writing skills only. On the other hand, chapter 9 had 5 activities for listening skills and 3 activities for speaking skills. In conclusion, the textbook had not fulfilled the criterion of balance among units.

#### **3. Interaction in English among Learners and Between Learners and Teachers**

In the textbook, the materials and tasks delivered had initiated interaction in English among learners and between learners and teachers, and among learners in wider circumstances. This was reflected in the types of tasks and in the instruction of the tasks.

#### **4. Communicative Activities both Oral and Written Based on Students' Own Initiative Creatively and Critically**

The Presentation of materials and tasks in the textbook had prompted to do some communicative activities both oral and written based on their own initiative creatively and critically. For example, in a task in chapter 6, learners were instructed to find a picture of living or non-living things. Then, they had to write report texts using pictures they found. This kind of activity enabled learners to decide what to write.

#### **5. Learner's Responsibility towards Their Own Learning Process**

The textbook had prompted learners to be responsible for their own learning learners to do a review of their own learning progress. By doing so, learners were encouraged to be responsible for the progress of their learning.

#### **6. Guidance to Know Learners' Success and Lacks**

The textbook had generally helped learners in acknowledging their strengths and weaknesses of his own and others. This could be seen in the *Self and Peer Assessment Rubric*. This activity allowed learners to evaluate their own performance and assessed their friend's performance.

#### **7. Scientific Approach**

The presentation of the materials, learning experience and tasks of the textbook covered the stages of scientific approach namely: Observing, questioning, exploring, associating, and communicating. Each chapter in this textbook was constructed to facilitate learners solving problems through five scientific stages; Observing, questioning, exploring, associating, and communicating.

#### **8. Preface**

The textbook contained information about the objectives of the textbook's writing, the writer's gratitude and the writers' expectation in writing the textbook.

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## **9. Table of Content**

The textbook had a table of content which contained information relating to the unit, sub-unit, and topics.

## **10. Introduction**

In the textbook, there was no introduction found. In short, the textbook had not fulfilled the criteria of introduction.

## **11. Learning Load**

In the textbook, the content of the textbook consisted of a face-to-face meeting, structured exercises, and independent exercises.

## **12. Reference**

Texts, tables, and illustrations had to contain identity which gave the source of where they were taken from. Generally, the textbook had included sources of texts, tables, and illustrations.

## **13. Summary**

There was not found a summary section in the textbook.

## **14. Reflection**

There was a self-reflection section found at the end of every chapter. Self-Reflection contained three columns to write about what they did not understand before studying the target materials, the difficulties they encountered while researching the lesson and the progress they experienced after studying the chapter.

## **15. Glossary**

The textbook had given learners a glossary section that contained important terminologies written alphabetically accompanied by their meaning or description (page 213).

## **16. Bibliography**

The textbook had a bibliography, which was the list of books or links used for references in the textbook writing, containing the author's name written alphabetically, year of publication, and publisher's name.

## **17. Index of Authors**

The textbook had an index of authors which was a list of authors whose works were used in the lessons followed by the page number in which their name appeared in the textbook.

## **18. Index of Subjects**

The textbook had an index of subjects which was a list of important words accompanied by the page number in which they appeared in the book.

## **Discussion**

Based on the findings above, the textbook successfully facilitated learners to comprehend and produce interpersonal text and provided opportunities to take, offer, and give things, information, services, and opinions related to learners' daily life through transactional text. These were followed by various and interesting activities. Cunningsworth

(1995) stated there should be enough variety and range of topics in a coursebook. The textbook had exposed learners to various topics and texts.

According to BSNP 2006 (Badan Standar Nasional Pendidikan) standard, a textbook must contain texts and communicative action to motivate learners in developing life skills which were personal skills, social skills, academic skills, and vocational skills. The textbook had attempted to help learners in developing personal skills by acknowledging their strengths and weaknesses of their own through a section called *Self and Peer Assessment Rubric*. The textbook had given learners the opportunities to develop their social skills in order to be *cooperative, to be tolerant, to promote peace and gender equality, and to be anti-violence* in communicating and interacting with other people. These were taken into account by the pair/group work activity, the equal amount of male and female portrayed within the textbook, and the materials and examples given of how to interact with people politely and appropriately. The textbook had guided learners to acquire some academic skills such as solving problems and making decisions regarding scientific work through the activities and exercises given. The textbook also had guided learners to have the ability, skills, and attitude to do certain jobs through several tasks given.

The textbooks should be constructed for not only the sake of developing language skills (Fatchul Mu'in, 2017), but also for building the learners' characters, at least, those of Respect, Responsibility, Civic Duty—Citizenship, Fairness, Caring, and Trustworthiness (Fatchul Mu'in, 2019).

Cunningsworth (1995) mentioned the textbook should give learners opportunities to take a degree of responsibility for their own learning. In the findings above, the textbook had prompted learners to be responsible for their own learning process through a section called *Self-reflection* where learners required to do the review of their own learning progress. In conclusion, the textbook had covered most of the criteria in the appropriateness of content, language, and presentation suggested by BSNP 2006 (Badan Standar Nasional Pendidikan).

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The appropriateness of content was somewhat appropriate with the fulfillment of 77.27%, the appropriateness of language was adequately appropriate with the fulfillment of 87.50%, and the appropriateness of presentation was also adequately appropriate with the fulfillment of 83.33%.

The results show that Pathway To English textbook for XII Grade Senior High School is appropriate in terms of content, language, and presentation to the criteria of good textbook suggested by BSNP 2006 (Badan Standar Nasional Pendidikan). However, there are some weaknesses found in the textbook such as the imbalance of activities for improving learners' listening, speaking, reading, and writing skills and incompatible materials with the syllabus are found.

### **Suggestions**

The suggestions of the researcher based on the results of this research are mentioned as follows:

1. Teachers have to analyze and evaluate a textbook before using it for teaching. Teachers who are using Pathway To English for XII Grade Senior High School at the time being,

- need to do some adaptation and combine it with suitable and good methods for teaching English. Considering the weaknesses of Pathway To English, they may need to cover the lack of the textbook by using materials from other relevant sources.
2. There are a number of criteria set by BSNP 2006 (Badan Standar Nasional Pendidikan) which should be considered in designing and writing a qualified and appropriate textbook. The textbook writers and publishers have to be aware of the content of the materials, the language used in the textbook, and the presentation of the textbook. The materials should be compatible with the syllabus and the activities should be sufficient and balanced for improving the four skills (listening, speaking, reading, and writing).
  3. For further research, it is suggested to evaluate other textbooks by using another textbook evaluation criterion and analyze the textbook from all components.

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