

## A Content Analysis of Reading Materials in Textbook Pathway to English For Tenth Graders Published by Erlangga at Man Baturaja

Henny Yulia  
hennyulia@yahoo.co.id  
University of Baturaja Palembang  
Merie Agustiani  
[merieagustiani@gmail.com](mailto:merieagustiani@gmail.com)  
University of Baturaja Palembang

### ABSTRACT

This study is mainly to find out whether the English textbook used for the tenth grade students of Senior high School entitled *Pathway to English for Senior High School Grade X* published by Erlangga is compatible or not with the indicators of reading evaluation checklist suggested by Munir. This study was designed as a content analysis in the form of descriptive qualitative research. Reading materials that had been analyzed in this study were 16 text based on 2013 curriculum in tenth grades. Also, the genre that have been chosen to analyzed this study based on 2013 curriculum, its' were descriptive text, recount text and narrative text. In textbook *Pathway to English*, there were 5 descriptive texts, 5 recount texts, and 6 narrative texts. The result showed that *Pathway to English for Senior High School Grade X* have fulfilled the criteria of a good reading material suggested by Munir with achieving the average fulfillment score of 71.66% with fulfillment score of 93.75% for aspect of content, 81.25% for aspect of skill, 20% for aspect of vocabulary and 91.66% for aspects of exercises and activities. It was then recommended that teachers need to modify the tasks and activities in textbook *Pathway to English* which did not fulfilled the criteria of poor reading material in the area of vocabulary aspects.

**Key words:** *reading material, textbook.*

### INTRODUCTION

Reading, as one of language skills, has a very important role and has a part of daily life. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. People read many kinds written materials such as newspapers, magazines, novels, academic books and so on. So that why, when people talk about reading, it might be automatically related to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

Nowadays, reading becomes an important part of language teaching, and it has complicated problem. Some teachers considered that reading is not favorite activity for most students. Moreover when the students are asked to read a long texts. It may be bored for

them. Therefore, English teachers should find some media to make students understand reading a text and moreover enjoy reading. There are so many media that can be used by the teacher to teach reading. One of those media is textbook. Textbook that contained a criteria of good reading material will make students understand and comprehend the reading materials so they will not bored while read a reading material. There were some criteria of good reading materials, such suggested by Munir (2013, p. 145) the criteria of good reading materials as follows: (1) Aims and Approaches, (2) Design and Organization, (3) Content, (4) Skills, (5) Vocabulary and Grammar, (6) Exercises and Activities, (7) Methodology, (8) Attractiveness of the Text and Physical make-Up, (9) Teacher's Manual, and (10) Practical Consideration. In Indonesia, English as a formal subject is

taught from primary schools to universities, the goals of why students learn English in all levels are for helping them obtaining a lot of knowledge, comprehending and understanding the textbook, gaining knowledge and skill and being ready to face the global competition. To reach these goals, there are important components in the education system, they are curriculum and textbook. According to Richards (as cited in Anggeraini, 2011, p. 1) textbooks are key component in most language programs. A textbook is very important for both teachers and students. For teachers, using textbook will help teachers have such a guidelines or exercises to teach the students properly based on the curriculum, help teacher to make the best use of time, and avoid unnecessary repetition. For students, textbook provides rich, a variety of topics, and forms of development of language skills among the students. In short, the more planned the textbook, the easier is the task of the teacher. It is clear that textbook is one of the major tools in the hands of the teacher. The report of World Bank (as cited in Efendi, 2009, p. 1) shows that in Indonesia, the level of students' ownership of textbooks and other facilities have a correlation with their learning achievement. This is especially true of teaching in primary and secondary schools, where the textbook represents the core of the syllabus to be covered throughout the school year and where the vast majority of class work and homework will derive from it. Today there are so many textbooks published, but actually not fit with the textbook representative criteria. A good English textbook must be readable, understandable and comprehensible for students. The text that easy to be read and understood by the students will encourage them to learn English. If they have difficulty to

understand the textbook, they usually get bored and it will make them frustrated in learning English.

From the explanation above, it can be concluded that a textbook should not only be written on the basis of curriculum but also it should be based on the students' needs. In order to know about the students' needs, the teacher should select and analyze the available textbook before they use it in the class.

In MAN Baturaja, almost every teacher uses the 2013 curriculum, while in other schools the 2013 curriculum only used in tenth grade. As the writer have observed at MAN Baturaja, that in English lesson they use 2013 curriculum for tenth and eleventh grade and School-based curriculum for twelveth grade. The tenth grade using *Pathway to English* for Senior High School Grade X textbook published by Erlangga. That is why the writer will analyze it in order to find out whether the English textbook which is used by teachers and students in MAN Baturaja are relevant to the reading evaluation checklist suggested by Munir.

## LITERATURE REVIEW

### A. Theoretical Framework

#### 1. Concept of Content Analysis

Content analysis is potentially one of the most important research techniques in the social sciences. Stemler (2015, p. 1) states that in the era of "big data," the methodological technique of content analysis can be the most powerful tool in the researcher's kit. Content analysis is versatile enough to apply to textual, visual, and audio data. It is the study of the content with reference to the meanings, contexts and intentions contained in messages. It can be concluded that content analysis has been defined as a systematic, replicable

technique for compressing many words of text into fewer content categories based on explicit rules of coding.

Another source explains that content analysis is a research methodology that examines words or phrases within a wide range of texts. According to Elo and Kyngas (2008, p. 114) content analysis is extremely well-suited to analyzing the multifaceted, sensitive phenomena characteristic of nursing. An advantage of the method is that large volumes of textual data and different textual sources can be dealt with and used in corroborating evidence. Elo and Kyngas (2008, p. 108) state that the aim of content analysis is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon. Content analysis concerns real phenomena or real situation. The meaning above shows that content analysis applicable to various studies especially language learning. From those explanations, it can be concluded that content analysis allows the writer to test theoretical issues to enhance understanding of the data. Through content analysis, it is possible to distil words into fewer content related categories, words, phrases and the like share the same meaning.

## **2. Concept of Reading**

Reading is one of the four language skills that every student should master. The characteristic of a successful reader is the ability to comprehend the author's message. To be a successful reader, as stated by Brown (2007), one must see, comprehend and react to what is written. Reading as a form of written language has to be developed besides other skills, listening, speaking, and writing. Reading is the action of a person who reads, an amount indicated or

registered by a measuring instrument, and an away in which something is interpreted and understood. Reading is not simply seeing words or even deciphering them. The reader must understand what is seen and deciphered. In other word, reading includes not only the ability to decode words, but also the awareness of their meaning or the content of the materials. This skill is not easy to master because there is a number of factors that directly affect students' ability to comprehend the various materials that they are assigned to read. These factors include cognitive experience, reading rate, purpose for reading, linguistics experience, and interest (Ortlieb & Cheek, 2012). In summary, reading as one of language skills gives a great deal of information to the readers that it can develop their knowledge. Reading is the key to learning in all aspects of life. It means that reading is done not only for the students or the people in formal education, but also for people in all ages, status, profession, etc that they can increase their knowledge. By reading, the students can develop ideas, increase knowledge, and overcome problems. By reading, students can acquire a valuable source of information that can improve their thinking to generate ideas and solve problems.

## **3. Objective of Reading**

We cannot separate reading to the way how people do reading. In reading, people have different purpose and different strategies. Actually, people are reading to get information. Besides, people also do reading for pleasure. Some strategies also follow people during reading. Grellet (2010, p. 4) on his book divides the ways people reading in different aims, those are; skimming, scanning, extensive reading and intensive

reading. As skimming, people read fast the text to get general information of it. Next, Scanning is done by people who read fast through a text in order to get specific information from it. A bit difficult, extensive reading is an activity when people should read some texts to get more information, but usually the texts that is used are chosen by the reader. The last is Intensive reading, contrary to extensive reading, in intensive reading; the reader should read some short texts as a purpose to get specific information.

The objectives of reading above stated in 2013 Curriculum. Teaching reading in 2013 curriculum is aimed at developing the students' comprehension to comprehend variety of text. It means that the students can get information from the text they read. The developments of reading objectives in 2013 curriculum are stated in school's syllabus.

#### **4. Criteria of Good Reading Material**

Even though the teacher is still the key for successful learning, the good materials that used also become an important part of learning process. Reading can be and should be made a technique of greatest utility in all areas in which principles and ideas are involved. This signifies that reading can no longer be regarded as a number of simple skills which are taught one, and for all purposes, in a few normal reading lessons. The criteria of good reading material stated by Munir (2013, p.145) that evaluating a textbook is not an easy task for educators and materials developers. They need to determine an appropriate checklist. So, the use of standardized checklist will be helpful to make the evaluation process more efficient, accurate, and reliable. Also, Munir (2013, p. 145) states that the checklist of good reading material contains 10 criteria as follows: (1) Aims and Approaches; (2) Design and

Organization; (3) Content; (4) Skills; (5) Vocabulary and Grammar; (6) Exercises and Activities; (7) Methodology; (8) Attractiveness of the Text and Physical Make-Up; (9) Teacher's Manual; and (10) Practical Consideration. Munir was modified this checklist from some expert and then Munir used them as a parameter to evaluate the quality of textbooks used in teaching reading comprehension. To be more detail, the checklist system is presented as follows:

##### **1) Aims and Approaches**

This criteria of good reading evaluation materials involved four subcriteria which are the aims of the textbook correspond closely with the aims of the teaching program and with the need of the learners, the textbook suited to the learning / teaching situation, comprehensive of the textbook and it cover most or all of what is needed and its a good resource for students and teachers, and the textbook flexible and it allows different teaching and learning styles.

##### **2) Design and Organization**

The second criteria of good reading evaluation materials involved five subcriteria which are components make up the total course package (e.g., students' books, teachers' books, workbooks' cassettes), the contents' organized (e.g., according to structures, functions, topics, skills, etc), the grading and progression suitable for the learners, and last is the layout.

##### **3) Content**

The next criteria of the good reading material suggested by Munir has six subcriteria which are the reading selections authentic pieces of language, the text selections representative of the variety of literary genres, and do they contain multiple sentence structure, the contents' appropriate (interesting, challenging, topical, varied, culturally acceptable, unlike to date), variety and

range of topic, the topic help expand students' awareness and enrich their experience, and last will the students be able to relate to the social and cultural contexts presented in the textbook.

#### 4) Skills

The next criteria of good reading material suggested by Munir has five subcriteria which are the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, a focus on the development of reading skills and strategy, the reading material linked to other skills work, the emphasize of the reading for pleasure and for intellectual satisfaction, how long are the texts, do they encourage intensive and extensive reading.

#### 5) Vocabulary

In this criteria vocabulary has four subcriteria which are the new vocabulary presented in a variety of ways (e.g. glosses, multi-glosses, appositives), the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary, the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use and last the students taught top-down techniques for learning new vocabulary words.

#### 6) Exercises and Activities

In criteria exercises and activities has eight subcriteria, which are there interactive and task-based activities that require students to use new vocabulary to communicate, instructions in the textbook tell students to read for comprehension, top-down and bottom-up reading strategies used, students given sufficient examples to learn top-down techniques for reading comprehension, the activities facilitate students' use of grammar rules by creating situations in which these rules are needed, the text

make comprehension easier by addressing one new concept at a time instead of multiple new concepts, the exercises promote critical thinking of the text, are students assigned extensive reading activities.

#### 7) Methodology

In criteria of methodology has six subcriteria, which are approaches to language learning are taken by textbook, level of active learner involvement can be expected and this match the students' learning styles and expectations, techniques are used for presenting practicing new language items and they suitable for the learners, the different skills taught, communicative abilities' developed, teachers activate student's background knowledge before reading the text.

#### 8) Attractiveness of the Text and Physical Make-Up

In the attractiveness of the text and physical make-up has four subcriteria which are the cover of the book appealing, the visual imagery of high aesthetic quality, the illustrations simple enough and close enough to the text they add to its meaning rather than detracting from it, and the text interesting enough that students will enjoy reading it.

#### 9) Teacher's Manual

In teacher's manual has three subcriteria which are the adequate for the teachers who will be using the textbook and its supporting materials, correct suggested answers given for the exercises in the textbook, and they adequate cover teaching techniques, language items such as grammar rules and vocabulary, and culture specific information.

#### 10) Practical Consideration

In this last criteria suggested by Munir also has three subcriteria which are the whole package cost and this

represent good value money, the textbook strong and long lasting and they attractive in appearance, and they easy to obtain.

## METHOD

In conducting the study, the writer used descriptive study by using content analysis. Ary et al., (2010, p. 640) states that descriptive study asks questions about the nature, incidence, or distribution of variables. it involves describing but not manipulating variables and devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. Content or document analysis is a method that is applied for written or visual data with the purpose of identifying specific characteristic of materials. It is focuses on analyzing and interpreting recorded material to learn about human behaviour. The materials may be pubic records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents (Ary et al., 2010, p. 29). Based on this theory, the writer took content analysis as a method for this study.

In this qualitative study, the writer aimed to analyze the reading materials in *Pathway to English* for tenth graders students published by Erlangga. The content of reading materials would be analyzed based on reading evaluation checklist suggested by Munir. This study also employs the element of quantitative method, whereas it was used to calculate and percentage the data from the reading evaluation checklist.

### A. Data Collection

In Collecting the data the writer used data collection, means gathering the most appropriate information and evidences to answer the questions. The technique which was used in collecting the data is document analysis. Content

or document analysis is a method that is applied for written or visual data with the purpose of identifying specific characteristic of materials. The materials can be taken from textbook, newspaper, web pages, speeches television programs, advertisements, musical compositions, or any of a host of other types of documents (Ary et al., 2010, p. 29). Content analysis may refer to technique of collecting data by gathering and analyzing documents, while document is any communicable material (such as text, video, audio, etc) used to explain some attributes of an object, systems or procedures. It means that the qualitative data which is drawn with words and sentences, clustered following its category to gain conclusion. The collection information were the evidence that are available to answer the evaluation questions.

### B. Technique for Analyzing the Data

The writer was analyzed the English textbook *Pathway to English* that used in Madrasah Aliyah Negeri (MAN) Baturaja. The writer was analyzed the years of the textbook publication, the writer and publisher, number of chapters, number of pages, and the suitability of textbooks with this study. After collect all the reading texts in the English textbook *Pathway to English*, the writer was identified the genre of the reading texts and classified the reading text based on its genre.

## RESULT

### A. Finding

The finding of the study included the description of data from the textbook. In this study, the writer analyzed an English textbook *Pathway to English for Senior High School Grade X* published by Erlangga and compiled by Sudarwati and Eudia Grace. It was

dedicated for the tenth grade students of Senior High School which is developed based on 2013 Curriculum. This textbook published in the 2013. It consists of 250 pages and 11 chapters. In this textbook, the writer found 16 reading materials in the textbook. The writer took the reading materials in the textbook which were related to the 2013 Curriculum, those were descriptive texts, recount texts and narrative texts.

Data of classification of reading materials shows that in textbook *Pathway to English for Senior High School Grade X*, there are 5 reading materials about descriptive texts, 5 recount texts and 6 narrative texts. These reading materials were according to the basic competence of 2013 curriculum.

In analyzing this study, the writer used the indicators of reading evaluation checklist suggested by Munir. The writer analyzed the compatibility of reading material in the textbook *Pathway to English for Senior High School Grade X* published by Erlangga with the indicator of reading evaluation checklist by Munir. There were three indicators that used to analyze the reading materials in the textbook *Pathway to English for Senior High School Grade X* that stated in Chapter III. Those three indicators or aspects were content, skill, vocabulary and exercises and activities. The data bellow shown the evaluation summary from the reading evaluation checklist suggested by Munir for textbook *Pathway to English for Senior High School Grade X*:

Based on the data the textbook *Pathway to English for Senior High School Grade X* was categorized "Good" by achieving average score of 71.66 %. From the four proposed aspect, three aspects was categorized very excellent by achieving average score of 93.75% , 81.25 %, and 91.66 %, there were aspect of content, aspect of skills and aspects of

activities and exercises. While for aspect of vocabulary was categories "Poor" by achieving average score of 20 %.

### **B. Interpretation**

Here, the writer's interpretation are going to be presented systematically based on the writer questions that was analyzing the reading materials of textbook *Pathway to English for Senior High School Grade X* published by Erlangga basedon Reading Evaluation Checklist suggested by Munir.

Based on the research findings, the writer wants to discuss the research finding of reading materials which were developed in the English textbook entitled *Pathway to English for Senior High School Grade X* published by Erlangga.

After analyzing the data of reading materials in the English textbook entitled *Pathway to English for Senior High School Grade X* published by Erlangga which were appropriate with those criteria of good reading materials suggested by Munir, the writer founds that the textbooks fulfilled 10 from 17 indicators and the percentage was 71.66%. It meant that the materials in the textbook are good or compatible with the good materials design suggested by Munir. The branch discussion research findings are: The textbook *Pathway to English for Senior High School Grade X* fulfilled all the proposed criteria. Those included 1) literary genre, 2) Multiple Sentence Structure, 3) content appropriateness, and 4) student's awareness and experience. In percentage for this criterion, the aspect of content in reading evaluation checklist suggested by Munir got 93.75%. It meant that, according to the percentage criteria that was stated in Chapter III, the aspects of content from the English textbook *Pathway to English for Senior High*

*School Grade X* published by Erlangga was excellent.

In terms of aspect of skills, textbook *Pathway to English for Senior High School Grade X* has fulfilled all of proposed criteria. Those were 1) new language items, 2) development of reading skills and strategy, 3) reading materials linked to other skills work, and 4) reading for pleasure and for intellectual satisfaction. Based on the fulfillment criteria, textbook *Pathway to English for Senior High School Grade X* fulfilled 81.25% of the proposed criteria which meant it was excellent at the aspect of skill.

In reference to the aspect of vocabulary, textbook *Pathway to English for Senior High School Grade X* has fulfilled one out of the three proposed criteria. This involved appropriate rate of vocabulary. Using the fulfillment criteria, textbook *Pathway to English for Senior High School Grade X* got 20% which meant it had poor supporting learning materials for aspect of vocabulary. In terms of aspect of exercises and activities, textbook *Pathway to English for Senior High School Grade X* fulfilled 91.66% of the proposed criteria which meant it was excellent at the aspect of exercises and activities

## CONCLUSION

The results of the analysis show that *Pathway to English for Senior High School Grade X* were appropriate to be used in teaching learning process based on the criteria synthesized from the ones determined Munir. This is because the textbook fulfill most of the criteria in all aspects namely aspect of content, aspect of skill and aspect of vocabulary. Nevertheless, it is found that some criteria are not fulfilled.

The results of the analysis also reveal that *Pathway to English for Senior High School Grade X* generally fulfills the criteria of good textbook for the aspect of content, skill, exercises and activities. This is because for these aspects, textbook *Pathway to English for Senior High School Grade X* achieved 93.75%, 81.25% and 91.66% of score of fulfillment. Conversely, in aspects of vocabulary is categorized as a poor textbook. This aspect is considered as a poor category since the score fulfillment of this aspect is only 20%.

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