

THE CONTENT FEASIBILITY OF AN ENGLISH TEXTBOOK ENTITLED “PATHWAY TO ENGLISH” BY ERLANGGA FOR TENTH-GRADE STUDENTS

Nona Dwi Iin¹, Neni Nurkhamidah²

^{1, 2}Universitas Media Nusantara Citra, Jl. Arteri Kedoya, Jakarta Barat, Jakarta, Indonesia, 11520

¹Email: nona.dwi@mncu.ac.id

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Abstract. Textbooks are an indispensable tool within the educational process, serving as a vital resource for providing students with organized and thorough material. They ensure that students gain the fundamentals of language by providing a well-organized curriculum that aligns with learning objectives and standards. Selecting a textbook is essential as it determines the quality of instructional materials and significantly impacts students' learning outcomes. This present study intends to determine the appropriateness as well as the strengths, weaknesses, and drawbacks of an English textbook entitled “Pathway to English” by Erlangga for tenth-grade students. This study is categorized as content analysis. All units in the textbook are the subject of the study which will be collected using the documentation technique which will be done by reading and classifying them into the categories provided. After that, the data will be analyzed by using a rubric assessment checklist proposed by *Badan Standar, Kurikulum, dan Asesmen Pendidikan (BSKAP)*. The findings indicated that not all the units in the textbook are appropriate and fulfill the criteria proposed by *BSKAP*. It fulfilled an average of 80% in total which means it belongs to the ‘good’ category. The finding implies that the textbook needs to be improved to encourage students' academic success and lifelong love of learning.

Keywords: Textbook Analysis, *BSKAP Standards*

Abstrak. Buku teks merupakan alat yang sangat dibutuhkan dalam proses pendidikan yang berfungsi sebagai sumber penting dalam menyajikan materi yang terorganisir dan menyeluruh kepada siswa. Hal ini bertujuan agar peserta didik memperoleh memperoleh dasar-dasar bahasa dengan menyediakan kurikulum yang selaras dengan tujuan dan standar pembelajaran. Buku teks sangat penting karena menentukan kualitas materi pembelajaran dan berdampak pada hasil belajar siswa. Penelitian ini bertujuan untuk mengetahui kelayakan beserta kekuatan dan kelemahan buku “*Pathway to English*” terbitan Erlangga untuk kelas 10. Jenis penelitian ini merupakan konten analisis. Subjek penelitian ini adalah semua unit di dalam buku. Teknik dokumentasi digunakan untuk mengumpulkan data dengan cara membaca dan mengklasifikasikan sesuai dengan kategori yang tersedia. Analisis data menggunakan rubrik analisis oleh Badan Standar, Kurikulum, dan Asesmen Pendidikan (BSKAP). Hasil penelitian menunjukkan bahwa tidak semua unit memenuhi kriteria BSKAP. Secara keseluruhan, buku “*Pathway to English*” termasuk kategori buku yang baik dengan memperoleh rata-rata 80%. Meskipun demikian, buku ini masih perlu peningkatan dari segi kualitas untuk mendorong keberhasilan akademik siswa dan pembelajaran.

Kata Kunci: Analisis Buku, Standar BSKAP

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INTRODUCTION

Given the need for English in today's world, it is great to address global challenges with this language. Therefore, English is viewed as a necessary academic subject and is frequently taught as a foreign language in Indonesian schools (Susiaty & Mufidati, 2020). Due to its importance, the Indonesian government made English a compulsory subject in schools. As Sepyanda (2017) assumed that the primary cause behind English's importance is the willingness of individuals to learn it for communication purposes, which is affected by English's status as an international language and contributes to its widespread use. The Indonesian educational system has experienced plenty of changes, particularly in the curriculum. The pandemic issue affecting Indonesian education prompted the invention of the *Merdeka Curriculum*. Following the changes that came into place, all materials and resources including the textbook should be modified to the latest educational version as decided by the government (Nurmairina et al., 2022). Moreover, Arlansyah et al., (2023) state that the textbook acts as a tool for the curriculum's achievement and will adhere to its concepts. Consequently, textbooks are often required in the teaching-learning process so that students can comprehend the material.

Textbooks are crucial in English Language Teaching (ELT) contexts because it might be challenging for teachers to create their teaching materials. It is supported by Arlansyah et al., (2023) that teachers have limited time to prepare the teaching materials for the students. Therefore, they tend to rely on textbooks. Besides, they reduce preparation time by giving ready-made exercises and learning activities. They also provide students with a sense of what to expect in the next lesson (Masrupi et al., 2020). On top of that, they support students in acquiring knowledge and information (Anggraeni, 2020).

Nonetheless, teachers and students may unavoidably encounter some challenges. In this case, teachers must overcome difficult situations. According to Sowton (2021), several factors may affect how successful an institution or teacher is, for instance, lack of qualified and supportive teachers and insufficient textbooks or additional resources for learning as well. On top of that, if the textbooks are not suitable for students, particularly if they are incompatible with the student's requirements, they can mislead the students during the learning process (Handayani, 2016). Considering all of these viewpoints, it can be said that choosing a textbook may be challenging. Thus, textbooks are supposed to have high-quality material that conforms to the curriculum standards, is more easily comprehended by teachers and students, and has a visually appealing layout (Utami, 2023).

Several studies have been conducted by researchers on content analysis. Triyanto & Izzah (2022) examined if the “Bahasa Inggris” textbook for eleventh grade, conforms to the *Badan Standar Nasional Pendidikan (BSNP)*, and satisfies the requirements of the 2013 Curriculum. The result showed that the textbook is still appropriate. Moreover, using *BSNP* standards, Anggraeni (2020) also assessed the “Let’s Learn English” textbook for tenth grade following the 2013 Curriculum. The finding indicated that not all of the textbook’s chapters met the criteria. Lastly, Sobahiya & Giyoto (2022) investigated the 2013 Curriculum’s “Smart English Book”, a textbook intended for eleventh grade. The finding showed that although the textbook is adequate, it still needs improvement.

Given all these perspectives, this study seeks to determine the appropriateness of the “Pathway to English” textbook by Erlangga. This textbook was chosen due to the curiosity of the researcher, especially why some teachers prefer this textbook as the primary resource for teaching-learning, while the Ministry of Education and Culture itself has provided the textbook for them. Moreover, it is known that this textbook is among the most popular in Indonesia (Noputri et al., 2021). Hence, the researcher selected *Badan Standar, Kurikulum, dan Asesmen Pendidikan (BSKAP)* criteria as the analysis standard since it is under the Ministry of Education and Culture. It is used to standardize textbook evaluation in the current curriculum, which is known as the *Merdeka* Curriculum. Given all these viewpoints, the researcher intends to examine the content appropriateness as well as the strengths, weaknesses, and drawbacks of the textbook.

METHOD

This study used a content analysis design. It is a research approach that aims to derive from text or other pertinent material to make conclusions (Krippendorff, 2018). Besides, it also includes analyzing and interpreting written language, graphics, or symbols. The subject of this study is all units in the “Pathway to English” textbook written by Th. M. Sudarwati and Eudia Grace. It consists of six units and 176 pages. The units are Unit 1 “Language, Lens of Understanding”, Unit 2 “Unlock The Ideas to Arts”, Unit 3 “When a Disease was Declared as a Pandemic”, Unit 4 “Good Habits during Pandemic”, Unit 5 “Smart Teenagers in a Smart Community”, and Unit 6 “Help The Planets We Call Home”.

The data will be collected using the documentation technique. According to Patton (as cited in Morgan, 2022), this technique entails examining a wide range of sources, including books, journal articles, and institutional reports. Each unit of the textbook will be read and classified by the researcher. The data validity will be verified by the researcher and the

supervisor. Then, through the table checklist criteria formulated by *BSKAP*, the data will be analyzed by the researcher by giving a checklist (✓) There are five indicators proposed by *BSKAP*: scientific accuracy, conformity with the National Education Standards and the applicable curriculum, compatibility with the development of science and technology, appropriateness to the context and environment, and coherence between parts of the book. These indicators cover fourteen sub-indicators for detailing the feasibility content of the textbook. The data analysis will be completed using percentages and descriptive explanations. Afterward, the researcher utilized a formula developed by Hidayah & Anggraini (2021). This formula is presented as follows:

$$\text{Percentage} = \frac{\sum F}{N} \times 100\%$$

The results of the calculations will be used to conclude. The outcomes are displayed in the table below.

Table 1. The conversion of the fulfillment average

| Range of fulfilled score | Categories |
|--------------------------|------------|
| 80 -100 % | Good |
| 60 - 79 % | Fair |
| 50 - 59 % | Sufficient |
| 0 - 49 % | Poor |

Adapted From: *Pusat Perbukuan* (in Arianingsih, 2017)

RESULTS

In this section, the researcher presented the general analysis of the textbook. Each category will be graded with a range of 1 (poor), 2 (enough), 3 (good), and 4 (very good). The completeness of the indicators is shown in the following table as well as explanations of the analysis:

Table 2. The analysis of “Pathway to English” textbook

| No | Indicators | Sub-Indicators | Score | | | |
|----|--|--------------------------------------|-------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 1 | Scientific accuracy | Theoretical and conceptual accuracy | | | | ✓ |
| | | Factual accuracy | | ✓ | | |
| 2 | Conformity with the National Education Standards and the applicable curriculum | Relevance to Competency Standards | | | | ✓ |
| | | Appropriateness level of difficulty | | | | ✓ |
| | | Suitability to learning objectives | | | | ✓ |
| 3 | Compatibility with the development of science and technology | Integration of technology | | ✓ | | |
| | | Relevance to real-world applications | | | | ✓ |

| | | | | |
|--------------|--|------------------------------|-------|-----------|
| | | Promote 21st-century skills | | √ |
| | | Development of life skills | | √ |
| 4 | Appropriateness to the context and environment | Environmental sustainability | √ | |
| | | Cultural awareness | √ | |
| | | Systematic organization | | √ |
| 5 | Coherence between parts of the book | Effective transitions | | √ |
| | | Relevance of visual elements | | √ |
| Total | | | - 4 - | 10 |

The study led to the result that, with an 80% score, the material in the “Pathway to English” textbook was deemed in the ‘good’ category. This textbook has fulfilled 10 out of 14 sub-indicators. The first indicator, scientific accuracy which is divided into two, which are theoretical and conceptual, has been well achieved because it has been implemented on the introduction page of each unit which consists of learning objectives, student profiles with Pancasila characters, and keywords related to the material. In addition, each unit also has a feature called *Remember* or *Things to Remember* which contains key points of grammar, general structure, and language features of various texts and expressions. However, the next aspect, which is factual accuracy, has not been well implemented due to, for instance, the reading text or data presented does not include sources or references that can be accessed by students.

Moreover, the second indicator is conformity with the National Education Standards and the applicable curriculum, which is divided into three aspects, relevance to the Competency Standards, appropriateness level of difficulty, and suitability to learning objectives. These three aspects have been achieved by this textbook by presenting learning activities that contain six language skills including Listening-Speaking, Reading-Viewing, and Writing-Presenting. The various learning activities are combined with varied difficulty levels, even including higher order thinking skills (*HOTS*) and critical thinking tasks. Furthermore, the learning activities are compiled based on the learning objectives that have been presented at the beginning of the unit.

The third indicator is compatibility with development science and technology which consists of three aspects namely integration of technology, relevance to real-world applications, and promoting 21st-century skills. Two of the three aspects have been well implemented such as the learning activities that refer to daily life so that they relate to students, and the exercises given also aimed to improve students’ skills in critical thinking and problem solving such as collaborative tasks in the form of mini projects. However, one aspect that has not been perfectly implemented is the integration of technology which is indicated because this textbook is not

freely accessible, where students must have supporting applications to access the e-book and the material in it. These applications include Erlangga eBook and Erl Book Reader.

The fourth indicator is appropriateness to the context and environment which is also divided into three aspects, including development of life skills, environmental sustainability, and cultural awareness. Unfortunately, of these three aspects, only one is fulfilled, the development of life skills, which is reflected in learning activities that involve critical comprehension, creativity, and teamwork in solving a certain problem. Meanwhile, the other two aspects are not well implemented. However, these aspects can be found in some units such as the cultural awareness aspect indicated in the narrative text in Unit 1 which presents local and international stories, then in Unit 6 with the topic of saving our planets which emphasizes the environmental awareness aspect.

The last indicator is coherence between parts of the book which is divided into three aspects, systematic organization, effective transition, and relevance of visual elements that have been achieved by this textbook. On the first page, there is a section called *Inside the Book* which contains features contained in the textbook. Each section has a sub-heading such as *Let's Begin*, *Let's Analyze*, *Let's Create*, etc. In addition, the visual aids in the form of pictures, graphs, and tables add to the attractiveness of the textbook.

Moreover, it was found that there are some strengths of the textbook which are: 1) It covers six language skills and almost all units present a variety of learning activities aimed at developing each of these aspects. 2) It provides various learning activities to foster critical thinking skills. Various exercises with differing difficulties both independently and in groups, and even *HOTS*-level questions are presented. 3) Extensive reading activities to enhance students for discussion. The existence of various reading texts with different genres has been implemented in this textbook. 4) Each unit has a mini project as a collaborative task. Each unit is equipped with a project task that contains the character of *Pancasila* students.

Furthermore, the researcher also found weaknesses in this textbook, including 1) The textbook is inaccessible. The users must install the supporting applications to access the textbook and the material. 2) No additional source was provided for further exploration. Most of the reading texts and data provided do not have clear sources. 3) The visual aids are not appealing. It uses the same color for each picture and graph making it monotonous. 4) Lack of environmental and cultural awareness of the material. It can be seen from the results of the analysis that these two aspects are not fulfilled adequately.

DISCUSSION

Referring to the results of the analysis, the “Pathway to English” textbook almost fulfills all indicators proposed by *BSKAP*. The first indicator is divided into two sub-indicators, it was found that the textbook only met one aspect which is theoretical and conceptual accuracy. This aspect is important to provide a reliable and comprehensive education. Besides, it also helps teachers and students to avoid misunderstandings (Lopez et al., 2022). It is also supported by Chyleńska & Rybska (2019) that it assists in developing students’ perspectives and ensures they comprehend the material appropriately. Further, the textbook has fulfilled all aspects of the second indicator. As mentioned by Rahmawati et al., (2021), good textbooks must fulfill competence needs to maintain the reliability of the learning education and students’ needs from various backgrounds. In addition, the textbook provides a variety of learning activities with different levels of difficulty to promote students’ abilities in thinking. More importantly, the textbook aligns with the given learning objectives that help students to achieve them.

The third indicator consists of three aspects, and it was discovered that the textbook only met two out of them, which are relevant to real-world applications and promote 21st-century skills. Meanwhile, the aspect of technology integration has not been fulfilled yet. It is known that the involvement of technology in textbooks is essential for enhancing students’ enthusiasm including helping students with informational literacy as well Bakar & Akdoğan (2023). Other findings revealed that the textbook only met one aspect out of three that is proposed in the fourth indicator. Those two aspects are environmental and cultural awareness. Involving the environmental aspect promotes students’ awareness and responsibility for protecting nature which is linked to sustainable living. As stated by Melnyk & Podorozhnyi (2023), environmental aspects can foster students’ environmental knowledge as well as behaviors for preventing crises. Meanwhile, the cultural aspect aids students in giving a balanced perspective on cultures (Sulistiyo et al., 2021). Lastly, the last indicator which covers three sub-indicators has been fulfilled perfectly by the textbook. Those three aspects are systematic structure, effective transitions, and relevance of visual aids. They allow students to gain a coherent and clear educational experience. Therefore, it enhances students to get more accustomed (Lee, 2010).

The study’s findings suggest that the “Pathway to English” textbook requires to be updated considering all these viewpoints. The improvement will address the weaknesses found in the textbook. The improvement suggestions are (1) ensure that credible sources support the materials by giving additional information such as online sources for further exploration, (2) provide a glossary for difficult terms as development language, (3) provide examples or

discussion of environmental and cultural awareness as implementation of real-world applications, dan (4) cary visual aids using eye-catching colors to increase students' interest.

CONCLUSION

This study was conducted to examine the appropriateness as well as the strengths, weaknesses, and drawbacks of the “Pathway to English” textbook serves as one of the primary resources for English classes. There are several findings to answer the research questions. Firstly, the textbook falls into a ‘good’ textbook by reaching 80% in total after calculating the score of all units using *BSKAP* criteria. The criteria are divided into five indicators that cover 14 sub-indicators. It can be seen, based on the sub-indicators provided, that this textbook has only fulfilled 9 of them. Moreover, this study also found the strengths of the textbook which covers six language skills, provides various learning activities and extensive reading, and involves a collaboration task by emphasizing the character of Pancasila students' profile. However, this textbook also has shortcomings that need to be addressed in improving the quality of the textbook, including the textbook is not freely accessible, no additional sources provided, monotonous visual aids, and lack of environmental and cultural awareness.

Therefore, the textbook's author needs to consider how to enhance the textbook's quality so that it will effectively support and increase students' performance during learning. There are several ways to enhance the textbook's quality, especially its contents, which are to ensure that the material is supported by reliable sources and is user-friendly, it must give students a chance to develop the language by introducing new and challenging terms, acknowledge the students to current issues that are related to real-world situations, and vary the supporting elements such as interesting visual aids.

In conclusion, the “Pathway to English” textbook still needs improvement. Although the textbook is relevant, it may affect students' academic progress and general excitement for learning, which will have a greater impact on their development and performance in studying.

RECOMMENDATIONS

Based on the study's findings, although the textbook has satisfied the *BSKAP* criteria, it still needs to be improved given the shortcomings and drawbacks mentioned. It is expected that by enhancing the quality of the textbook, students will get more enthusiastic and involved while being prepared for unexpected challenges.

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