



**THE RELEVANCE OF LISTENING MATERIALS IN THE ENGLISH
TEXTBOOK PATHWAY TO ENGLISH FOR TENTH GRADE SENIOR
HIGH SCHOOL PUBLISHED BY ERLANGGA**

THESIS

**Composed to fulfill one of the requirements to obtain S1 Degree at the English Education
Program, Language and Arts Education Departments, The Faculty of Teacher Training and
Education**

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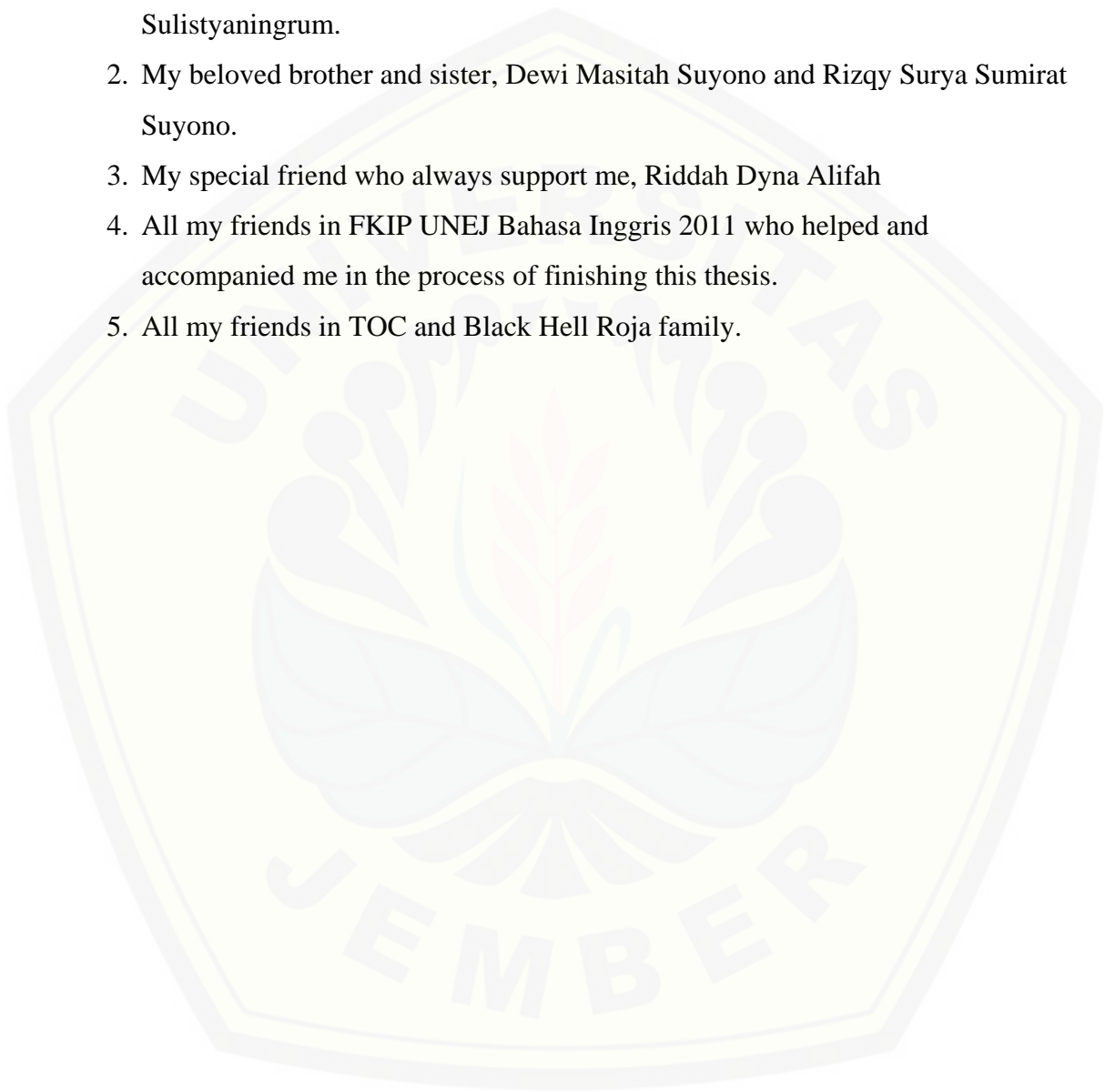
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2019

DEDICATION

This thesis is honorably dedicated to the following people:

1. My beloved parents, Alm. Noor Syam Suyono and Cyrilla Nur Endah Sulistyaningrum.
2. My beloved brother and sister, Dewi Masitah Suyono and Rizqy Surya Sumirat Suyono.
3. My special friend who always support me, Riddah Dyna Alifah
4. All my friends in FKIP UNEJ Bahasa Inggris 2011 who helped and accompanied me in the process of finishing this thesis.
5. All my friends in TOC and Black Hell Roja family.



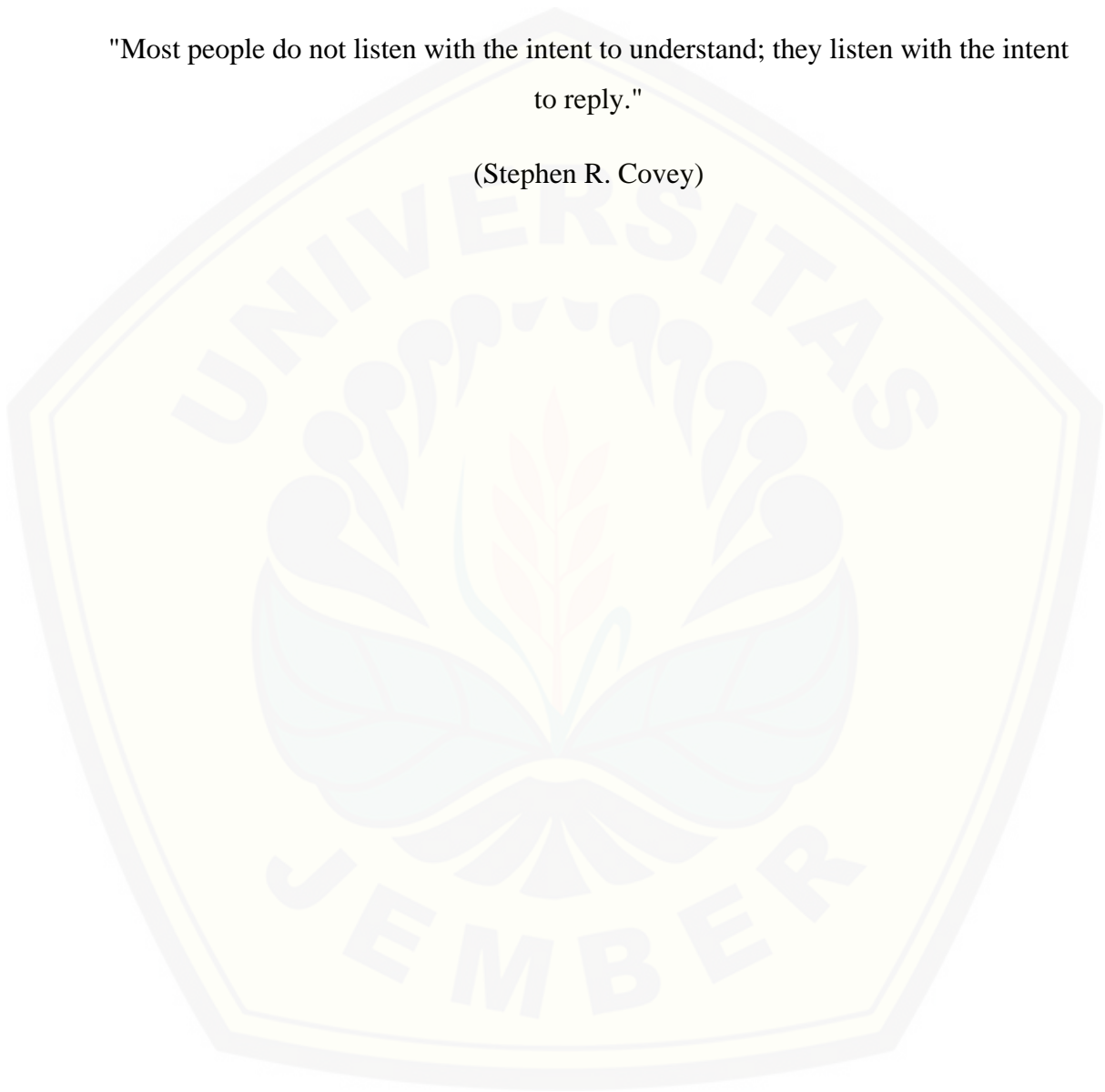
MOTTO

“ Perfect textbook does not exist”

(Neville Grant)

"Most people do not listen with the intent to understand; they listen with the intent to reply."

(Stephen R. Covey)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is a result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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CONSULTANTS' APPROVAL

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the English Education Program, Language and Arts Education Department,
the Faculty of Teacher Training and Education, Jember University

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5. The first and second examiners of this thesis, Dra. Zakiyah Tasnim, M.A. and Drs. Sugeng Ariyanto for their valuable guidance and contribution for the success of this thesis improvement;

I hope that this thesis will be useful for the readers. However, I realize that this thesis has some weaknesses and far from being perfect, therefore any suggestions and criticism will be fully appreciated.

Jember, 19 April 2019

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SUMMARY

The Relevance of Listening Materials in the English Textbook Pathway to English for Tenth Grade Senior Highschool Published by Erlangga; Juliansyah Mulananda Suyono, 110210401042; 63 pages; the Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

Learning materials in a textbook should always be in line with the recent curriculum. Therefore textbook needs a certain evaluation to keep it appropriate with the curriculum. Textbooks are the main and most important tool for teaching and learning, not only in Indonesia but also in most other countries. With the large number of published textbooks, teachers are demanded to be more careful in selecting a textbook. Therefore, to keep the published textbook in line with the curriculum, it is necessary to have a certain evaluation done. Among the four language skills, listening is the language skills most often used in everyday life and the most difficult to master. Students of secondary level learn listening mostly through the listening materials available in the textbook and *Pathway to English* is a popular book in the market. However, it is not a perfect learning resource. It has some flaws. Therefore, an evaluation is needed to be done to choose good listening material.

The research objective was to know what kind of materials available in the *Pathway to English* for Tenth Grade Senior Highschool and to determine whether those materials were relevant to the 2013 Curriculum or not. The research result was expected to be used as a consideration in choosing listening materials source. The design of this research was content analysis. This research focused on assessing *Pathway to English*, especially on the listening materials which were available throughout all of the chapters in the textbook. The data collection method was documentation. The data collected was collected by using tables in order to list and compare the relevancies between listening materials in the textbook.

The researcher found that there were 56 listening materials in the *Pathway to English* textbook with 39 of them were fairly relevant to the curriculum, 12 listening materials were very relevant to the curriculum, and only 5 of 56 listening materials were poorly relevant to the curriculum. It made the *Pathway to English* for X Grade Students of Senior High School 91% relevant to the curriculum. The book fulfilled its role as a source of information and provided the students with enough spoken material examples of expressions for the students to use in their daily life. The listening materials in the textbook were considered as inauthentic because of the speed speech that was too slow. The listening materials provided in the textbook were more on the side of material knowledge rather than comprehension. In conclusion, the textbook *Pathway to English* was a good source of listening materials but need some supplementary materials that were more authentic and to polish students' comprehension.

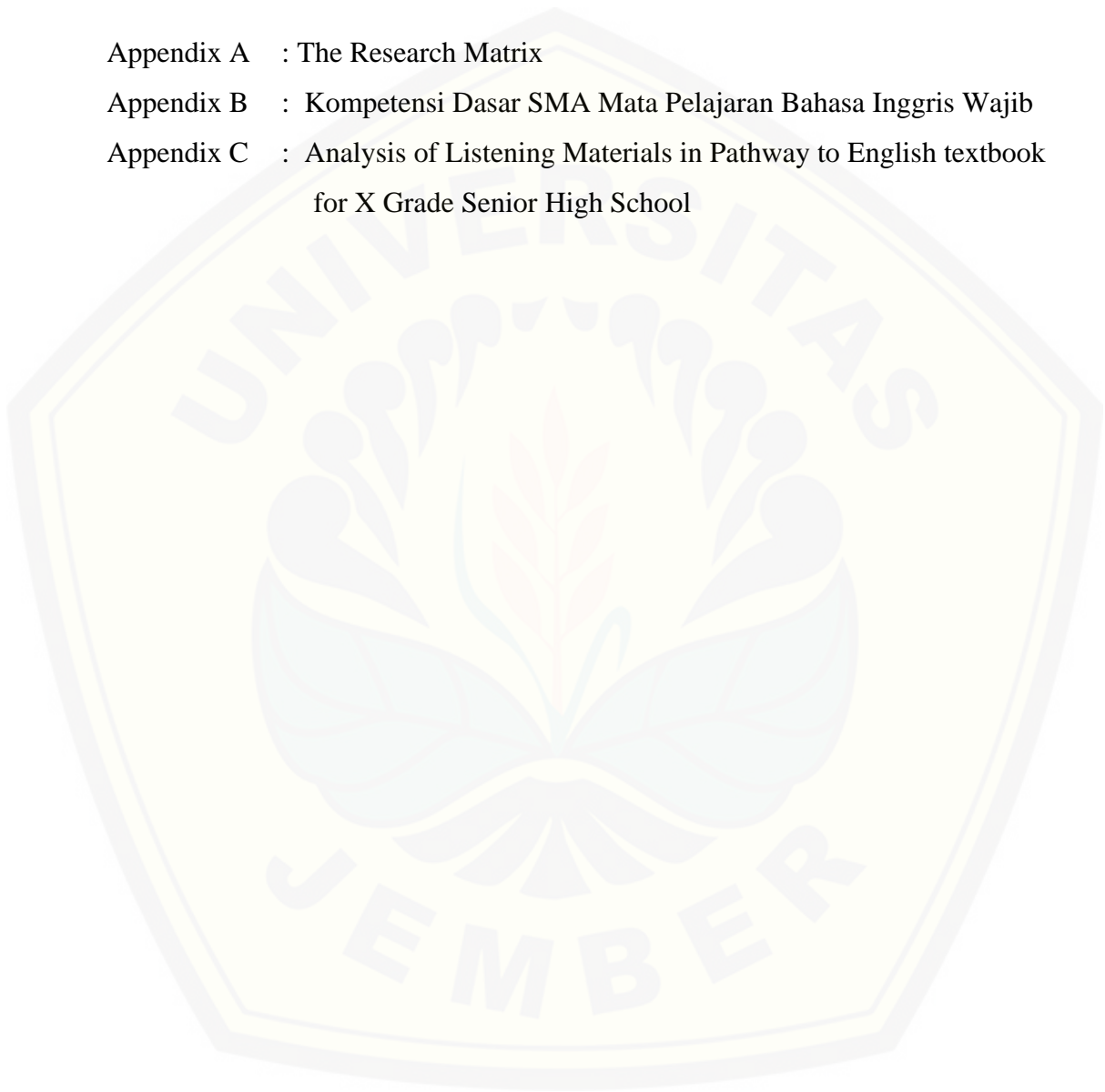
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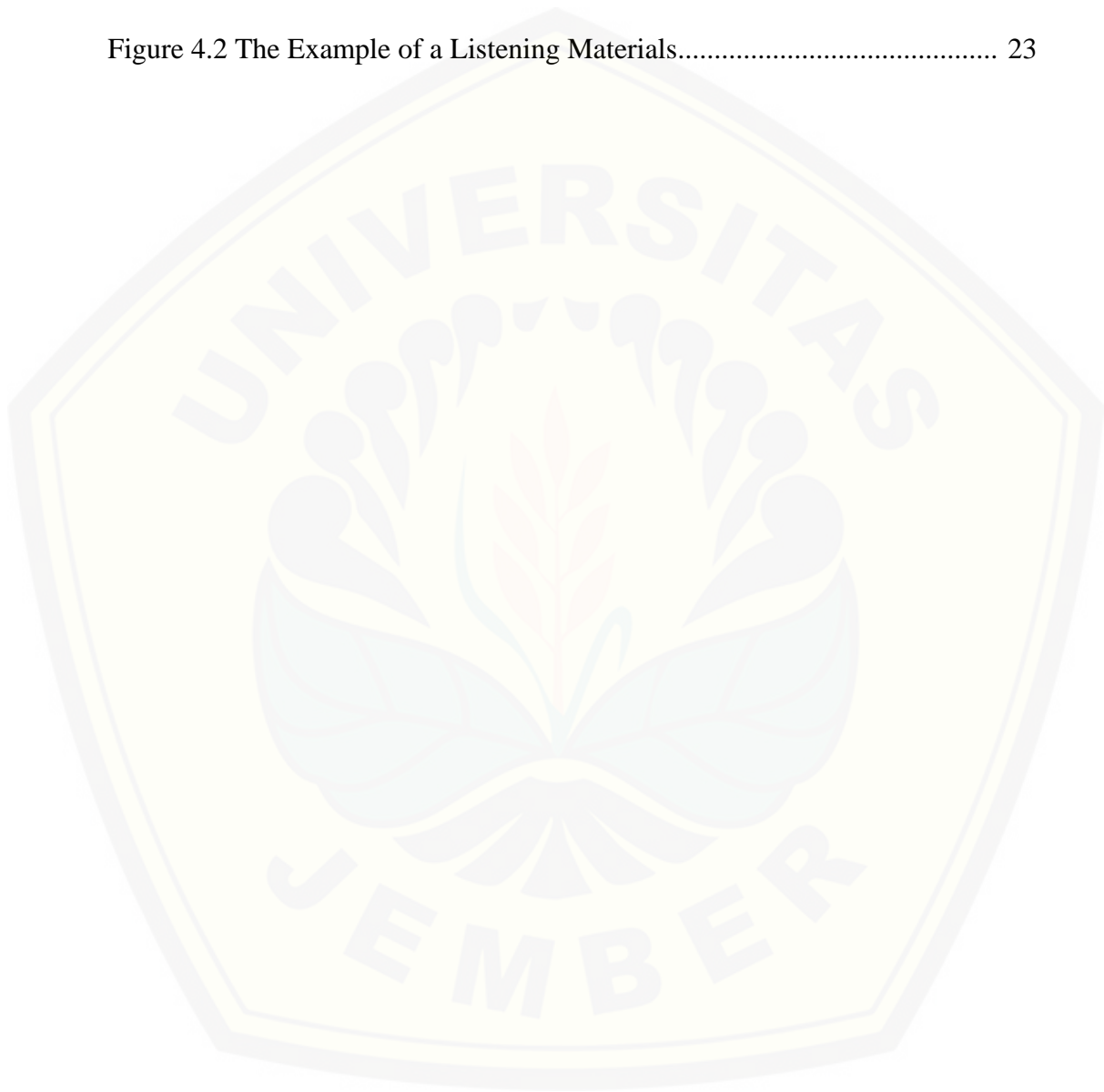
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CHAPTER I. INTRODUCTION

This chapter provides some aspects dealing with the topic under study. They are research background, research problems, and research contribution. They will be presented in the following sections respectively.

1.1 Background of the Research

Learning materials in a textbook should always be in line with the recent curriculum. Therefore a textbook needs a certain evaluation to keep it appropriate with the curriculum. Textbooks are the main and most important tool for teaching and learning, not only in Indonesia but also in most other countries. They have multiple roles in the modern education system. One of the most important functions of textbooks is an accurate and complete representation of the respective curriculum for teachers and students. Textbooks are, in fact, official curriculum material developed to guide and support teaching and learning. Hutchinson and Torres (1994) stated that there is no teaching-learning situation, it seems, is complete until it has its relevant textbook

With the large number of published textbooks, teachers are demanded to be more careful in selecting a textbook. Therefore, to keep the published textbook in line with the curriculum, it is necessary to have a certain evaluation done. Appropriate materials will make the students learn all things and master the four language skills according to the curriculum. To teach the four language skills appropriately a textbook with is appropriate materials needed

In teaching and learning process, textbooks have some roles to serve. Some of them are a resource for materials presentation, source of learners' activities, source for learners' grammar, vocabulary, pronunciation, and so on, source of stimulation and ideas for classroom activities, a syllabus, and a support for less experienced teacher (Cunningsworth, 1995, in Richards, 2001:251). Textbooks are also seen in a facilitating role such as saving time, giving directions to lesson, guiding discussion and providing homework (Kayaoglu, 2011). Textbook can

often play a crucial role in students' success or failure (Mukundan, Nimehchisalem, & Hajimohammadi, 2011). If a textbook cannot achieve the goals set by the government or if a textbook cannot fulfill the learners' needs, then the textbook will cause a huge failure. Teachers were responsible for selecting good materials to be used in teaching and learning activity, including materials for listening. Teachers are needed to be able to make a judgment about the quality of a textbook. In other words, English teachers must be able to evaluate textbooks in order to find out if they were still worth using or need replacing (Kinasih, 2014).

Among the four language skills, listening is the language skills most often used in everyday life. Burely-Allen (1995) in Miller (2003) says 40% of daily communication time spent on listening, 35% on speaking, 16% on reading, and only 9% on writing. However, listening is probably the least explicit of the four language skills, making it the most difficult skill to learn (Vandergrift, 2004:3). It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages (Tyagi, 2013:1). Coordinating all of this involves a great deal of mental activity on the part of the listener. In fact, listening is hard work (Vandergrift, 1999:168). Emphasizing the importance of listening in language learning, Peterson (2001:87) in Yildirim and Yildirim (2016) states that "no other type of language input is easy to process as spoken language, received through listening ... through listening, learners can build an awareness of the interworkings of language systems at various levels and thus establish a base for more fluent productive skills". Therefore, according to the arguments presented above, it is very important for students to master their listening skill and it should be the first and foremost skill to be acquired in learning a foreign language.

Students of secondary level learn to listen mostly through the listening materials available in the textbook like listening to someone else's introduction, stories about certain places and many more. Textbooks provide the students with a framework for the course and increase their ability to follow up on their progress, catch up with what they miss and work on their language independently from the teacher (El-Dakhs, 2011). However, textbook is not a perfect learning resource. It

has some flaws. A commercial textbook may have incomplete materials or materials that irrelevant to the current curriculum, which in this case is the 2013 Curriculum. According to the 2013 Curriculum, especially in listening skill, in relation to listening materials, the tenth graders are expected to understand some matters related to self-introduction, compliments, expression of care, expressing intentions/plans of congratulations, recounting past experiences or activities and events, descriptive texts, announcements, narrative texts and song.

Regarding the textbook's suitability issues with the curriculum and materials in textbooks, Prismarani (2004) did a study on the relevancy of listening materials in the English Textbook "*Interactive English*" and found out that 77.8% of the listening materials are relevant to the curriculum, in addition, the textbook fulfills the character values in National Character Building which has been established as another important objective. She found that the listening materials in the textbook still can be used as a guidance and source to implement character education in Junior High School. Another study regarding materials relevancy was also done by Kinasih (2014). She found that Look Ahead textbook was fairly relevant to the School-based Curriculum. Approximately 75% of the materials presented in the Look Ahead textbook are relevant to the School-based Curriculum. The book lacks materials that specifically designed for character building in which the learners can implement what they learned in their attitude. The research findings show that each textbook that the teacher chose has its flaws and find that evaluation is needed.

Therefore, the authors are interested in learning and analyzing this issue. He was interested in analyzing the materials provided in textbooks, especially in listening skill materials. The researcher chose to analyze *Pathway to English* textbook. The reason is that he was already familiar with the book and already used it in his teaching and learning activities before and also after asking some bookstores in Jember like Gramedia and Togamas, this book is one of the most sought-after English textbook sold in those popular bookstores. Finally, the researcher decided to do a research entitled *The Relevance of Listening Materials*

in the English Textbook “*Pathway to English*” for Tenth Grade Senior Highschool Published by Erlangga to the 2013 Curriculum will be conducted.

1.2 Problem of the Research

Based on the background of the research above, the problems of the research can be formulated as follows:

1. What kinds of listening materials are available in the English textbook entitled *Pathway to English* for Tenth Grade Senior High School?
2. Are the listening materials in the textbook entitled *Pathway to English* for Tenth Grade Senior High School relevant to the 2013 Curriculum grade X of Senior High School?

1.3 Research Contribution

The result of the research is expected to give the following contributions:

1. Empirical Contribution

The result of this research can give a general knowledge of how to evaluate textbooks or other forms of English instructional materials. The research also can be used as the foundation for the next research in analyzing listening materials.

2. Practical Contribution

The result of the study could provide helpful information for the teachers in selecting and evaluating good textbooks for listening activities before making a decision to use them in classroom practices. As for the English textbook writers, it might help them to be more careful in developing listening materials to fulfill the curriculum standards.

CHAPTER II. RELATED LITERATURE REVIEW

This chapter reviews some points related to the research topic. The points consist of theoretical framework, conceptual review and previous research review.

2.1 Theoretical Framework

This part contains the discussion on the principles of materials evaluation in English language teaching and Types of Materials Evaluation.

2.1.1 Principles of Materials Evaluation

With the increasing number of textbook available in the market, teachers are expected to be more selective in choosing books to use in the classroom. Textbook selection can have a massive impact on the teaching and learning process as teachers would make preferences to the textbooks (Cunningsworth, 1995, Harmer 1991, McGrath, 2002 in Lawrence, 2011:9). In order to determine the quality and compatibility of a textbook, a certain evaluation is needed. In general, evaluation is the systematic gathering of information for purposes of decision making (Richards and Schmidt, 2010:206) but material evaluation the process of measuring the value and effectiveness of learning materials (Richards and Schmidt, 2010:354). According to Tomlinson (2013:22), materials evaluation is a procedure that involves measuring the value (or potential value) of a set of materials. An evaluation may use quantitative methods (e.g. tests), qualitative methods (e.g. observations, ratings (see rating scale)), and value judgement (Richard and Schmidt, 2010:206).

There are generally three different stages in evaluating textbooks: pre-use, whilst-in-use, and post-use (Lawrence, 2011:12). McGrath (2002) also stated that each stage of evaluation has its own significance. Pre-use evaluation can facilitate the textbook selection process by gaining an impression as to the potential educational value of the textbook (Tomlinson, 2003:23). It is especially a quick and useful way for textbook selection if done by experienced teachers. Whilst-in-use evaluation is used while using the textbook or by observing how it is actually

being used (Tomlinson, 2003:24). The last is post-use evaluation, it used to assess comprehensively the short and long term implication of continued use of textbook and it is also used to identify the strengths and weaknesses of the textbook (McGrath, 2002).

In evaluating listening materials, Cunningsworth (1995) have selected what seems to be some of the most important general criteria for evaluation and selection purposes, some of them are, is the listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension. These criteria can be used as a starting point in evaluating the listening materials. We can also add other criteria based on our concerns and priorities in evaluating the material.

2.1.2 Types of Materials Evaluation

As mentioned before about the three different types in evaluating textbooks, which are pre-use, whilst-in-use, and post-use; this research focuses on the pre-use stage which is involved in making decisions about the potential value of materials for their users (McGrath, 2002 and Tomlinson, 2003). It helps in defining which materials are best suited to the teaching purposes and learners' needs prior to implementation (McGrath, 2002 and Tomlinson, 2003). The pre-use analysis would serve to examine the textbook as it is, with the content and ways of working which they propose and not with what may actually happen in the classroom (Fatima, Syah and Sultan, 2015:80).

Textbooks analysis or evaluation could be carried out through three main methods: impressionistic, checklist, or in-depth methods (McGrath, 2002). First, the impressionistic method refers to achieving a general impression of the materials in the textbook. Second, the checklist method comprises three items, i.e. comparison, identification or verification. This method is easy to do since teachers only check the list of the items while analyzing or evaluating a certain textbook. Last, the in-depth method encompasses such item as the aims and content of the materials, learners' needs, teachers' need, and materials functions as a classroom resource. From the three methods above, the researcher uses the checklist method

to analyze the selected textbook. The checklist method is used to compare the materials presented in the textbook with the 2013 Curriculum teaching guideline.

2.2 Conceptual Framework

This section begins with the explanation about the concept of textbook, the role of textbook in English language teaching (ELT), the advantages and disadvantages of textbook.

2.2.1 The Concept of Textbook

Nunan (2003: 226) in Kinasih (2014:31) defines textbooks as prepackaged, published books used by the students and teacher as the primary basis for a language course, ranging from those that are broadly focused on developing all language skills to those that focus on a specific skill such as writing or specific area and it is not written for a specific group of people, but written for a generalized target group for use in English or non-English speaking countries. According to Richard and Schmidt (2010:595), textbook is a book on a specific subject used as a teaching or learning guide, especially in a school or college. United Nations of Educational, Scientific and Cultural Organization stated that textbook is a written source of information, designed specifically for the use of students, on a particular subject or field of study that is usually developed based on a syllabus and geared towards meeting specific quality and learning requirements. School textbooks pertain to an instructional sequence based on an organized curriculum. Ideally, they serve as a complement to a good teacher and an inquiring learner (*Adapted from* UNESCO 2003a and UNESCO IBE 2006 cited in UNESCO, 2013). Textbook also provides a plan for learning and a visible outline of what is to be learned in the classroom as a bank of resources materials and ideas (Acklam, 1994, cited in Nunan, 2003, cited in Kinasih, 2014). Textbooks are designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for students (Mares, 2003 in Lawrence, 2011:5-6) and foster effective and quick learning of the language (Cunningsworth, 1995 in Lawrence 2011:6)

2.2.2 The Role of Textbook in ELT

Textbook serves an important role in teaching and learning activities because it tends to be the main resource teachers use in deciding what to teach. Cunningsworth (1995) in Richards and Rogers (2001:251), summarizes the role of materials (particularly coursebook) in language teaching as:

1. A resource for presentation materials spoken and written.
2. A source of activities for learners; practice and communicative interaction.
3. A reference source for learners on grammar, vocabulary, pronunciation, and so on
4. A source of stimulation and ideas for classroom activities.
5. A syllabus (where they reflect learning objectives that have already determined).
6. A support for less experienced teachers who have yet gain confidence.

The importance of textbooks in the ELT classroom is so extensive that it is almost a universal element in ELT teaching (Hutchinson & Torres, 1994:315). The use of textbook itself is so frequent that textbook can be considered as one of the most favored tools or sometimes the only tool used in the classroom by English teachers in Indonesia. This can be a serious problem because there is no textbook which can accommodate all the students' need. The teachers usually rely on the textbook because it already is in line with the current curriculum being applied and it usually already contains audio material for listening. According to Penny Ur (2009:184), there are seven reasons why teachers are in favor of using textbook or coursebook. First, framework, a coursebook provides a clear framework: teacher and learners know where they are going and what is coming next so that there is a sense of structure and progress. Second, syllabus, coursebook serves as a syllabus: if it is followed systematically, a carefully planned and balanced selection of language content will be covered. Third, ready-made texts and tasks, coursebook provide texts and learning task which are likely to be of an appropriate level for most of the class. This is, of course, saves time for the teacher who would otherwise have to prepare his or her own. Fourth,

economy, a book is the cheapest way of providing learning material for each learner. Alternatives such as kits, sets of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided. Fifth, convenience, a book is a convenient package. It is bound so that its components stick together and stay in order; it is light and small enough to carry around easily; it is of a shape that is easily packed and stacked; it does not depend for its use on hardware or supply of electricity. Sixth, guidance, for teachers who are inexperienced or occasionally unsure of their knowledge of the language, the textbook can provide useful guidance and support. Seventh, autonomy, the learner can use the textbook to learn new material, review and monitor progress with some degree of autonomy. A learner without a textbook is more teacher-dependent.

2.2.3 The Advantages and Disadvantages of Textbook

Although the usefulness of textbook is supported by many researchers, the debate on whether textbook is really helpful in the ELT process is still going on until this day. Therefore we also need to know about the pros and cons of using textbook as our source of teaching material. According to Richards and Rogers (2001:254-255), there are eight benefits of using textbook, as follows.

1. It provides structure and syllabus for a program.

Without textbook, a program may not have a central core and learners may not receive a syllabus that has been systematically planned and developed.

2. It helps standardize instruction.

The use of a textbook in a program can ensure that students in different classes receive similar content and therefore can be tested in the same way.

3. It maintains quality.

It happens if a well-developed textbook is referred to materials that have been tried and tested, which are based on sound learning principles, and which are faced appropriately.

4. It provides a variety of learning resources.

Textbooks are often accompanied by workbooks, CDs and cassettes, video, CD ROMs, and comprehensive teaching guides, providing rich and varied resource for teachers and learners.

5. It is efficient.

It can save teachers' time, enable teachers to devote time to teaching rather than materials production

6. It can provide effective language models and input.

Textbook can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

7. It can train teacher.

If teachers have limited teaching experiences, a textbook together with the teacher's manual can serve as a medium of initial teacher training.

8. It is visually appealing.

Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

In addition, Parrish (2004) in Weddel (2009:3) in El-Dahks (2011) mentions six other benefits of using textbook, there are as follow,

1. It assures a measure of structure, consistency, and logical progression in a class.
2. It minimizes preparation time for teachers.
3. It allows the student to review material or preview other lessons.
4. It meets a student's needs or expectations of having something concrete to work form and take home for further study.
5. It provides novice teachers with guidance in course and activity design.
6. It may provide multiple resources such as tapes, CDs, videos, self-study workbooks, etc.

With all of the advantages mentioned before, textbooks are expected to be a source of learning material that is able to meet the goals set by the government and become a learning resource that can be relied upon by teachers, be it teachers

who are experienced or who are still inexperienced. With the textbooks, students can also explore their knowledge even without the help of the teacher.

Having so many advantages, some researchers also point out the flaws or the disadvantages of using textbook as a source of learning material. According to Richards and Rogers (2001:255), there are five disadvantages of textbook:

1. It may contain inauthentic language.

Textbook sometimes presents inauthentic language because texts, dialogues, and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

2. It may distort content.

Textbook often presents an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts, controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm.

3. It may not reflect student's need.

Because textbooks are often written for global markets, they may not reflect the interest and needs of students and hence may require adaptation.

4. It can deskill teachers.

If teachers use textbook as the primary source of teaching, leaving the textbook and teachers' manual to make the major instructional decisions for them, the teachers' role can become reduced to that of a technician whose primary function is to present materials prepared by others.

5. It is expensive.

Commercial textbook represents a financial burden for students in many parts of the world.

In the worst case scenario, the teachers could become totally dependent on the textbook (Ur, 2009), and not spend time preparing their lesson (Tomlinson, 2008). This would ultimately lead to an adverse situation which the teacher "teaches the book" rather than teaching the language itself (McGrath, 2002 in Lawrence, 2011). In order to minimize the harm that comes from the flaws that a textbook has, teachers need to use it wisely and not too dependent on it. Textbook

is only a tool that assisted them in the teaching and learning process. The teacher needs to provide additional information other than what was mentioned in the book and adjust it to the conditions and needs of the students. It is also to keep the materials delivered remains relevant to current conditions and help students more easily absorb the knowledge given because the materials delivered is not very different from their lives.

2.3 Expected Listening Materials based on the Tenth Grade Students of Senior High School English 2013 Curriculum

Listening materials for the tenth grade students of Senior High School are materials that should be learned by the tenth grade Senior High School students during classes. These materials are derived from core competencies and basic competencies determined by the syllabus in the 2013 Curriculum. Based on the 2013 Curriculum, the learning materials for the tenth grade students include transactional text (to get things done), interpersonal text (to socialize), short functional text, simple oral monologue (genres), songs and some expressions that can be used in a certain situation. Based on the basic competencies in the 2013 Curriculum, students will learn about the social function, text structure and the language feature of each text. The students also need to learn how to use the text in appropriate contexts and capture the meaning of the given texts.

According to Brown and Yule (1983), transactional text is a text which used to convey factual or propositional information. This text is “message-oriented” type. It means that it is important that the recipient gets the informative detail correctly. Interpersonal text is more “reader/listener” type oriented. The text is more concerned about the listener’s or reader’s convenience more than the message. Usually, the purpose of this text is to socialize or to maintain social relationship between the speaker/writer and the listener/reader. Short functional text is short written text that is related to our daily life and used for daily communication, for example, announcement, advertisement, invitation card, etc (Sudaryanto, 2010). In this case, the curriculum focuses on the short functional text in the form of announcement text. Next is simple monologue text, it is a short

speech in which only one person speaks without others interacting. For the simple monologue text, the 2013 Curriculum presents the text in the genre of descriptive text, recount text, and narrative text. The 2013 Curriculum also suggested the students listen to various expressions that can be used in their daily communication. Those expressions are self-introduction, compliments, expressing care, expressing or asking about intentions/plans, congratulating, telling and asking about past experience, and meaning of a song. So, all of the materials mentioned above are expected to be included in Pathway to English Textbook.

2.4 Previous Studies on the Evaluation of Learning Materials in ELT Textbook

Regarding the study about the relevancy of a textbook to the curriculum being applied, there are some studies that had been done by previous textbook analysts. One of them is a study on the same subject which is *Pathway to English* textbook was conducted by Prasojo (2014). In his research, he investigated the feasibility of content and feasibility of presentation of the materials in the first edition of *Pathway to English* by using the standard of BSNP. He also did research on the relevance of the materials to the 2013 Curriculum. In his research, Prasojo examined all the materials for all the skills in the book *Pathway to English* and found 91.30% match between the material in the book and the 2013 Curriculum. However, Prasojo did not specify the percentage or the relevancy of each language skill.

The other study is by Azizah (2012). She analyzed the relevancy between listening materials in the English textbook “English on Sky 2” by Erlangga for the eighth year students of Junior High School with the KTSP (School-Based Curriculum). She found that 79% of the listening materials and 56% of the listening tasks from the textbook are relevant to the School-Based Curriculum.

Kayapinar (2009) did a study where 134 teachers asked to give their view on the quality of foreign textbooks. The textbooks are Opportunities and New English File which is widely used in the teaching process of English preparatory classes in twenty-five different high schools in Turkey. The views reveal that

teachers do not have positive impressions about the textbooks. One of the complaints they have is about the language items in the book that cannot be transferred into another context. The study suggested that only 47% of the content of the books graded according to the existing syllabus. The study concludes that the selection and the use of textbook could be discussed in educational environments and new ways for developing textbook are needed to meet the criteria from the curriculum and the needs of the learners. From the studies above we can see that a perfect textbook does not exist. Every textbook needs an evaluation to determine its value in the class which makes textbook evaluation an essential process.

The present study is similar to the first previous study by Prasajo since the textbook being analyzed is the same, which is *Pathway to English* textbook and also using the 2013 Curriculum as the reference. However, there are some differences in terms of the subject and the materials being analyzed. When Prasajo analyzes the textbook, he analyzed it as a whole book while the present study only focuses on the listening materials and its relevance to the curriculum to get a more detailed result on the listening materials. The criteria being used will also focus only on the basic competence related to listening skill.

CHAPTER III. RESEARCH METHODOLOGY

This chapter presents some points related to the research methodology of this research. The points are covered research design, research context, data collection method, data analysis method.

3.1 Research Design

The design of the research is called content analysis or document analysis. According to Ary, Jacobs, Sorensen, and Razavieh (2010:29) content analysis is one of the types of qualitative research. Patton and Cochran (2002:3) state that qualitative research is characterized by its aims, which relate to understanding some aspects of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. In line with Patton and Cochran statement, Ary, Jacobs, and Sorensen (2010:29) state that the purpose of qualitative research is giving a holistic picture and depth of understanding rather than a numeric analysis of data. It means that the data of this study was described or explained by describing, identifying and analyzing the data verbally.

Regarding to content analysis, Nawawi and Martini (1996:87) say that content analysis is intended to solve actual problems in the present, by focusing on literature in a particular field and they also state that it is possible that the object only concerns one book, by tracing various possible errors in its content (1996:88). Ary, Jacobs, Sorensen, and Razavieh (2010:29) argue that content analysis focuses on analyzing and interpreting recorded material to learn human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents.

This research is focused on content analysis of *Pathway to English* textbook for Tenth Grade Students of Senior High School published by Erlangga in 2013. The content analysis will be used to analyze listening materials and in the textbook. By applying content analysis, the researcher intends to see the relevance

between the listening materials provided in the textbook to the 2013 Curriculum, particularly on the listening skill.

3.2 Research Context

This study focuses on assessing the textbook *Pathway to English*. The textbook was developed by Sudarwati and Grace for grade X students of Senior High School and widely available in the bookstores in Jember. The textbook is labeled that it is based on the 2013 Curriculum which was the latest curriculum launched in 2013. In doing the study, the researcher focuses only on the listening materials presented in the textbook. The listening materials are available throughout all of the chapters in the textbook. Because the materials being analyzed is focused only on listening skill, the criteria used is also related to the listening skill only. So the following basic competencies are omitted. They are basic competence 4.2 until 4.7, 4.10, 4.12, and 4.14. Those basic competencies are omitted because they are concerned about the productive skills like writing or speaking.

3.3 Data Collection Method

In collecting the data, the researcher will use document analysis method or documentation method to obtain the data needed. According to Arikunto (2006:231), documentation is a method in collecting data in the form of notes, transcripts, books, newspaper, magazine, and so on. Ary, Jacobs, Sorensen, and Razavieh (2010:220) also said that qualitative researchers have a number of data-gathering tools available for their investigations. The most widely used tools in qualitative research are interviews, document analysis, and observation. The document used in this research is the English textbook *Pathway to English* for X grade Senior High School. The researcher selects and sorts out materials related to listening skills only, which later on will be confirmed with basic competencies in the 2013 Curriculum to determine the selected materials' relevance to 2013 Curriculum.

3.3.1 The Textbook Profile

Pathway to English textbook is written by Theresia M. Sudarwati and Eudia Grace and based on the recent curriculum used in Indonesia, the 2013 Curriculum. *Pathway to English* revised edition textbook is published by publisher Erlangga in 2013 and has won Top Brands for Teens 2013 award. This textbook is already adapting the five scientific approaches, observing, questioning, exploring, associating, and communicating. It consists of 250 pages and 11 chapters. Those 11 chapters have the following topics: (1) All About Me, (2) Well Done!, (3) Are You Okay?, (4) I Will Improve My English, (5) Congratulations!, (6) I've Been There, (7) Describing People, (8) Describing Places, (9) It's Missing!, (10) A Time in a Life, and (11) A Long Time Ago.

The listening materials are available in every chapter of *Pathway to English* textbook and most of them are in the observing section. The listening materials in the textbook are mostly consisted of listening to dialogue or monologue and the students are required to respond appropriately to the situation in the dialogue. In addition to responding appropriately, the students are also taught to find some information that exists in a text whether it is specific or general information. In some chapters, there is also a part of the listening materials aimed at honing students' intonation and pronunciation. The textbook also provides the students with so many examples of text to enhance their vocabulary.

3.3.2 Data Collection

There are some methods that can be used to collect data. There are interviews, focus groups, observations, documentary analysis, and combining qualitative methods (Myers and Barnes, 2005:18-39). There are two documents used in this research, there are Pathway to English for X Grade Students and the document of 2013 Curriculum. From the Pathway to English textbook, the researcher took the listening materials and found its relevance to the 2013 Curriculum. While in the 2013 Curriculum the researcher found the criteria to measure the relevancy.

In this study, the researcher used researcher-generated tables below to collect the data.

Table 3.1 Table Analysis of Listening Materials

Chapter	Listening Materials	Scorer		Average	Description
		I	II		

The tables will be used to list and score listening materials in the textbook with the 2013 Curriculum. The table was developed by adapting from the format of *Lembar Kerja Penilaian Cakupan Materi Buku Teks Pelajaran Kelas X SMA: Bahasa Inggris Tahun 2017* by Puskurbuk. To avoid subjectivity in this research, the data collection was done by two people, the researcher and his colleague. The second scorer was chosen based on her experience with the book. She was already familiar with the book because she had used it in teaching and learning activities. In addition, the second scorer also had conducted a study on the Pathway to English textbook.

3.4 Scorer Agreement

The number 10 is the maximum score that the listening materials could achieve. The score then described into categories adapted from *Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris 2017* by Puskurbuk. The materials were scored from 1 to 10 by considering the completeness, breadth, and depth of the material. The listening material is required to contain either interpersonal, transactional or functional texts in various contexts that are relevant to the lives of students which enable students to explore and improve their listening skills. The listening material must also provide enough examples so that students are able to familiarize themselves with the text and also observe and understand the characteristics of the text given in the textbook.

Table 3.2 Description of The Score

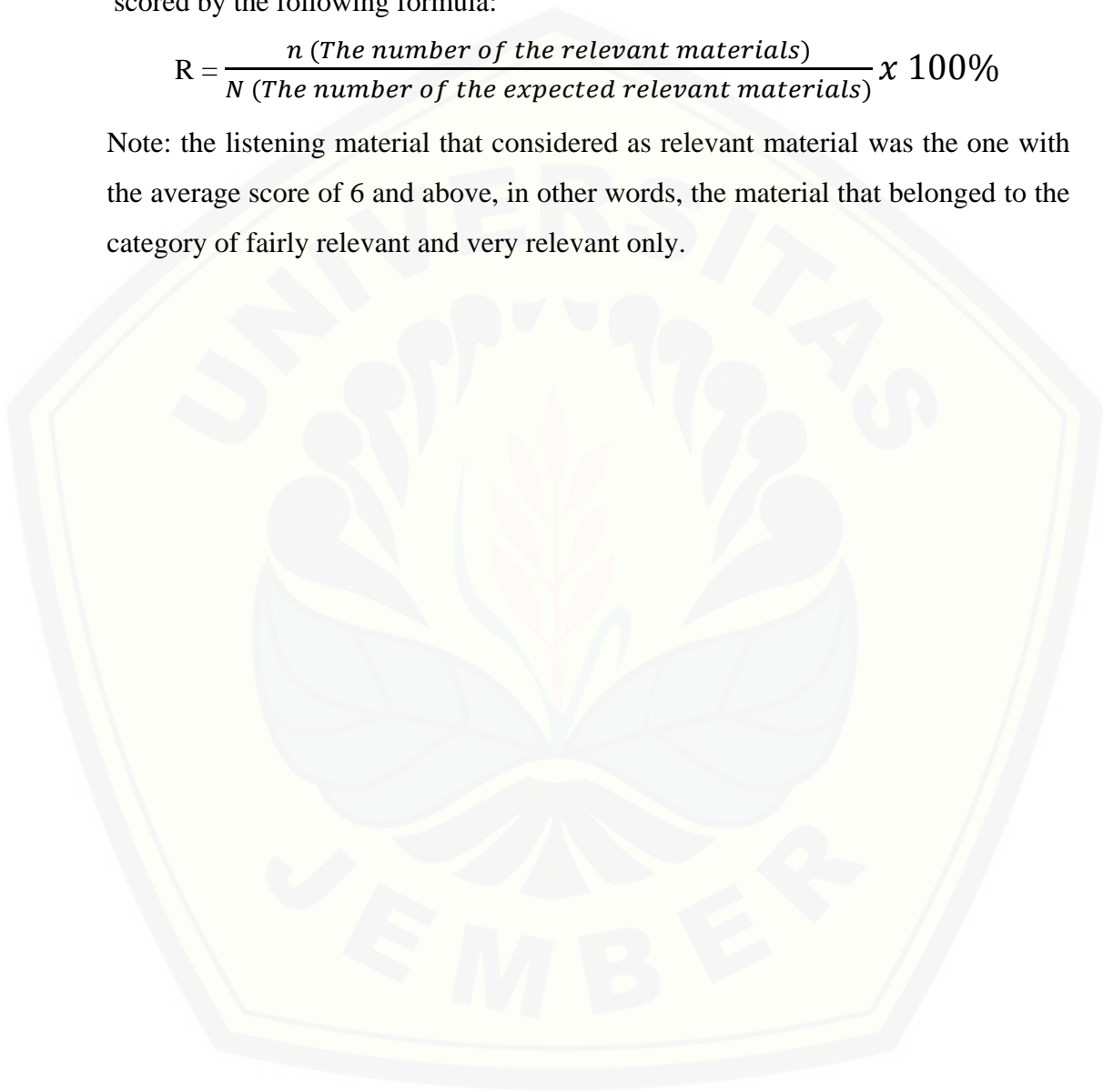
Irrelevant		Poorly Relevant			Fairly Relevant			Very Relevant	
1	2	3	4	5	6	7	8	9	10

3.5 Data Analysis Method

In analyzing the data, the researcher used the descriptive statistic method. Kerns (2011:35) defined it as a method to summarize data. This method is related to describing a set of data in various ways such as calculating the percentage of data, the amount of data, the average data, and so on. The relevancy (R) will be scored by the following formula:

$$R = \frac{n \text{ (The number of the relevant materials)}}{N \text{ (The number of the expected relevant materials)}} \times 100\%$$

Note: the listening material that considered as relevant material was the one with the average score of 6 and above, in other words, the material that belonged to the category of fairly relevant and very relevant only.



CHAPTER V. CONCLUSION

This chapter presents the conclusion and suggestion drawn from the discussion of the research finding of the textbook Pathway to English for X grade Senior Highschool student.

5.1 Conclusion

Based on the research findings and the discussion after analyzing Pathway to English for X grade textbook in the previous chapter, it can be concluded that the textbook is a good source of listening materials based on the 2013 Curriculum. The materials in the textbook are 91% relevant to the 2013 Curriculum. Despite the speed of the speaking in the listening materials that is so slow, the textbook covered all of the materials suggested by the Curriculum in the syllabus and even though the textbook is less focused on students' comprehension, it still provides the students with various examples of expression required by the Basic Competencies.

5.2 Suggestion

Based on the result of the research, the researcher would like to give several suggestions to English teachers, future researcher, and textbook writer.

5.2.1 For English Teacher

Even though all of the suggested materials can be found in the textbook, English teachers need to also found supplement materials that are more authentic than the textbook provided. The English teacher should also help the students' train their comprehension to accommodate the lack of comprehension training in the textbook. In doing so, the teacher could use the text in the textbook or adapt another text that is more appropriate.

5.2.2 For Future Researcher

Future researchers are advised to do the same research with different books to find the relevance of listening material to the curriculum 2013 or perhaps conduct research on different topics by subjecting the same book. Future researchers are also advised to be able to do further and deeper research on the task or text presented in the book. Finally, the future researcher may continue this research to develop more appropriate materials to use in the textbook.

5.2.3 For Textbook Writer

Based on the research findings, it is suggested for the textbook writer to balance the proportion of the materials between Basic Competence 3 and Basic Competence 4 or between knowledge and comprehension. It is also advised to use more authentic materials to accustom the students to the more authentic language. It is also important for the textbook writer to keep regenerating their ideas as the curriculum are dynamic and constantly changes following the students' need.

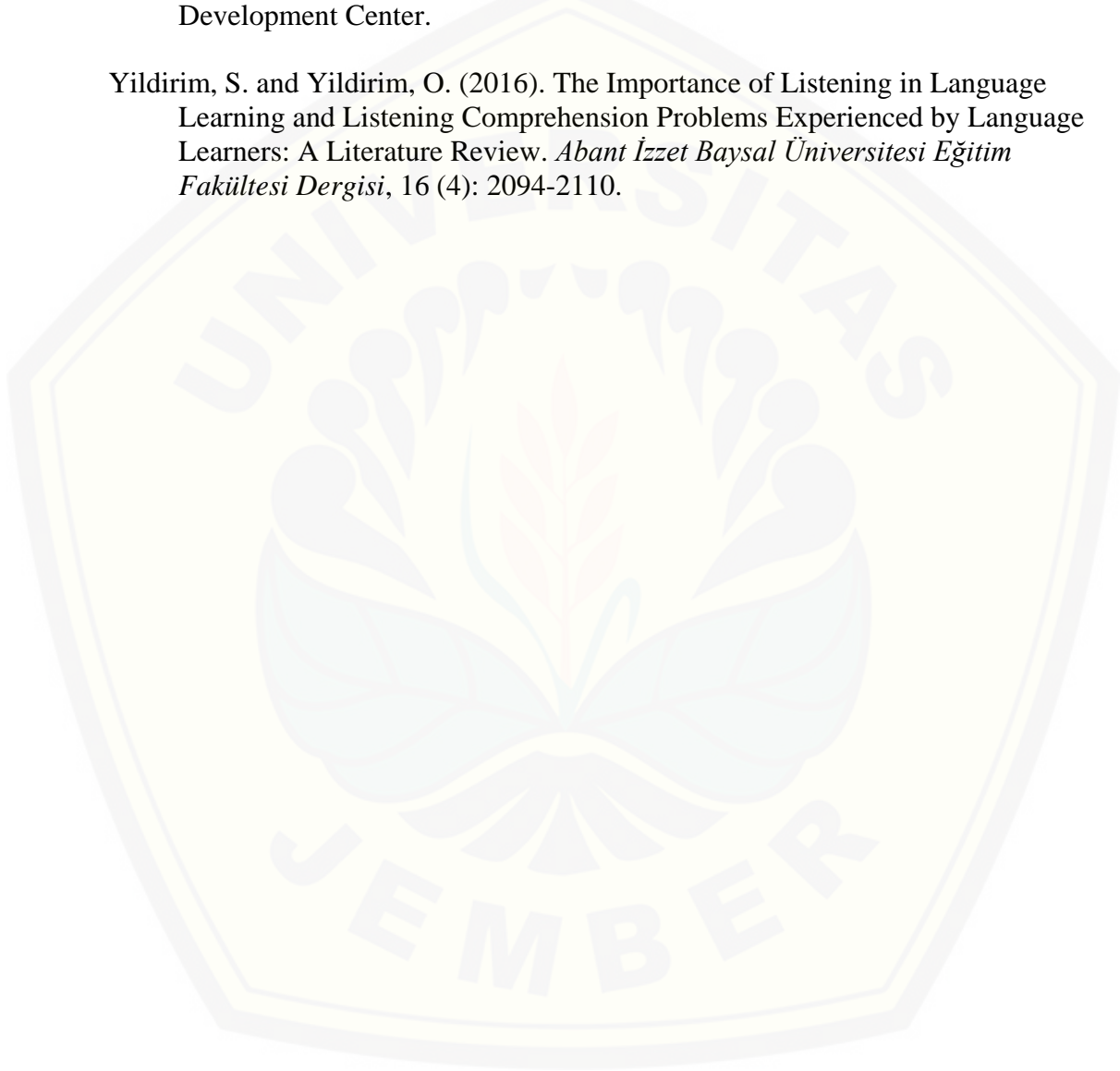
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Appendix A

RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Resources	Research Method
The Relevance of Listening Materials in the English Textbook <i>Pathway to English</i> for Tenth Grade Senior High School Published by Erlangga	<ol style="list-style-type: none"> 1. What kinds of listening materials available in the English textbook <i>Pathway to English</i> for tenth grade senior high school published by Erlangga? 2. Are the listening materials in the textbook relevant to the 2013 curriculum grade X of senior high school? 	<ol style="list-style-type: none"> 1. The listening materials of the English textbook <i>Pathway to English</i> for Tenth Grade Senior High School published by Erlangga in 11 chapters 2. The 2013 Curriculum basic competencies 	<ol style="list-style-type: none"> 1. Listening Materials in the 2013 Curriculum <ol style="list-style-type: none"> 1) Transactional <ol style="list-style-type: none"> a. Announcement 2) Interpersonal text <ol style="list-style-type: none"> a. Self-introduction b. Expression of complement c. Expression of attention and sympathy d. Expression of intention or plan 3) Simple oral monologue text <ol style="list-style-type: none"> a. Descriptive text b. Recount text c. Narrative text 4) Others <ol style="list-style-type: none"> a. Song 	<ol style="list-style-type: none"> 1. The English textbook entitled <i>Pathway to English</i> for the Tenth Grade Senior Highschool Published by Erlangga 2. The 2013 Curriculum 	<ol style="list-style-type: none"> 1. Research Design Content Analysis Research 2. Research Object Listening materials and listening tasks available in the <i>Pathway to English</i> textbook for the tenth grade senior high school published by Erlangga 3. Data Collection Method Documentation 4. Data Analysis Method Descriptive Statistic Analysis <ol style="list-style-type: none"> 1) Analyzing the collected data by using the percentage formula $\sum = \frac{n}{N} \times 100\%$ <p>Notes: \sum: the expected percentage n: the total number of the score obtained N: the total number of the maximum score</p> 2) Consulting the result of percentage based on the classification of the score level

Appendix B

KOMPETENSI DASAR SMA
Mata Pelajaran Bahasa Inggris
WAJIB

KELAS X

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian (<i>care</i>), serta responnya, sesuai dengan konteks penggunaannya. 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur

KOMPETENSI INTI	KOMPETENSI DASAR
<p>peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p>	<p>3.6 kebahasaan dari ungkapan ucapan selamat bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>recount</i> tentang pengalaman, kejadian, dan peristiwa, sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>3.12 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu sederhana.</p>
<p>4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan</p>	<p>4.1 Menangkap makna pemaparan jati diri lisan dan tulis.</p> <p>4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (<i>care</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.11 Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12 Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.13 Menangkap makna teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.</p> <p>4.14 Menyusun teks <i>recount</i> lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.</p> <p>4.16 Menangkap makna lagu sederhana.</p>

Appendix C

Table Analysis of Listening Materials in Pathway to English textbook for X Grade Senior High School

Chapter	Listening Materials	Scorer		Average	Description
		I	II		
I	4 (1) Listen to the dialogue and decide which picture best describes the dialogue	9	9	9	Very Relevant
	5 (2) Listen and repeat these sentences. Then writ it on a piece of paper	6	7	6,5	Fairly Relevant
	6 (3) Listen to the names in the dialogue and then check (v) the boxes	7	8	7,5	Fairly Relevant
	7 (4) Listen to the questions and choose the correct response	7	8	7,5	Fairly Relevant
	9 (5) Listen to the recording. Practice the dialogue with your friend with correct intonation.	8	9	8,5	Fairly Relevant
	22 (28) Listen to the recording. Check your intonation!	7	8	7,5	Fairly Relevant
	22 (29) Listen to people introducing themselves.	8	8	8	Fairly Relevant
II	32 (1) Find the video clip of “Somewhere over the Rainbow” by Connie Talbot. While watching put a tick on the suitable pictures describing the content of the song and answer the questions.	7	7	7	Fairly Relevant
	34 (2) Listen and repeat!	7	7	7	Fairly Relevant
	34 (3) Listen and repeat!	6	6	6	Fairly Relevant
	34 (4) Listen to the dialogues. Which picture best describes each dialogue?	9	9	9	Very Relevant
	36 (5) Listen and choose the best responses.	8	7	7,5	Fairly Relevant
III	55 Listen to the recording and discuss these questions	8	7	7,5	Fairly Relevant
	55 (1) Look at the picture and listen to the utterances in the recording. Write down the appropriate expressions of paying attention	8	8	8	Fairly Relevant
	56 (3) Listen to the dialogues. Choose the best picture that represent the dialogue	8	9	8,5	Fairly Relevant
	56 (4) Read the situations. Then, listen to the expressions of paying attention and choose the best expression for each situation.	8	8	8	Fairly Relevant
	57 (5) Read the situations. Then, listen to the response and choose the best expression for each situation.	8	8	8	Fairly Relevant
IV	74 (1) Listen to some messages and fill in	9	9	9	Very

Chapter	Listening Materials	Scorer		Average	Description
		I	II		
	the blank spaces.				Relevant
	74 (2) Listen to some messages and complete the table below.	9	9	9	Very Relevant
	75 (1) Listen and tick the response you hear	8	8	8	Fairly Relevant
	75 (2) Listen and repeat	7	8	7,5	Fairly Relevant
	76 (3) Listen and repeat	6	6	5,5	Fairly Relevant
	76 (4) Listen to some dialogues. Which pictures best describe each dialogue?	9	9	9	Very Relevant
	77 (5) Listen to the statements and write them down. Then, choose the best response.	6	7	6,5	Fairly Relevant
	81 (10) Listen and repeat	9	9	9	Very Relevant
V	95 (1) Listen and repeat. pronounce the phrases correctly	9	9	9	Very Relevant
	95 (2) Listen and repeat	6	5	5,5	Poorly Relevant
	95 (3) Listen to some dialogues. Which pictures best describe each dialogue?	9	8	8,5	Fairly Relevant
	97 (4) Listen to the statements and write them down. Then, choose the best response.	6	7	6,5	Fairly Relevant
VI	108 (1) Listen to the dialogue. Where has the mother just been from? Put a tick on the picture.	6	7	6,5	Fairly Relevant
	110 (3) Listen and repeat	7	8	7,5	Fairly Relevant
	110 (4) Listen and repeat	6	6	6	Fairly Relevant
	110 (5) Listen to the dialogues. Which pictures best describe each one?	8	8	8	Fairly Relevant
	111 (6) Listen to the statements and choose the best response.	7	7	7	Fairly Relevant
VII	131 (1) Listen to the recording. Put the name under the correct picture.	9	9	9	Very Relevant
	143 (17) Listen to the recording and fill in the blanks.	9	9	9	Very Relevant
VIII	153 (1) Listen to the recording and fill in the blanks.	8	9	8,5	Fairly Relevant
	154 (3) Listen to the following text. In groups, discuss the following questions.	5	6	5,5	Poorly Relevant
	166 (18) Listen to the recording and fill in the blanks.	8	9	8,5	Fairly Relevant
	167 (20) Listen to the recording and complete the text.	8	9	8,5	Fairly Relevant

Chapter	Listening Materials	Scorer		Average	Description
		I	II		
IX	178 (1) Listen to the recording and say the words correctly	6	7	6,5	Fairly Relevant
	178 (2) Listen to the announcement and decide where it probably takes place.	9	9	9	Very Relevant
	179 (5) Listen to the store announcement and answer the questions.	8	8	8	Fairly Relevant
	183 (14) listen to the announcement and answer the questions.	5	6	5,5	Poorly Relevant
X	191 (1) Listen and say these words correctly.	6	7	6,5	Fairly Relevant
	191 (2) Listen, fill in the blanks, and answer the questions.	8	8	8	Fairly Relevant
	192 (3) Listen and say these words correctly.	8	9	8,5	Fairly Relevant
	192 (4) listen to the student telling how she felt during the Independence Day Ceremony. Decide whether the statements are True or False.	9	9	9	Very Relevant
	193 (8) Listen and say these words correctly.	6	7	6,5	Fairly Relevant
	194 (9) Listen to the recording and decide whether the statements are True or False.	8	9	8,5	Fairly Relevant
	194 (10) Listen and say these words correctly.	6	7	6,5	Fairly Relevant
	194 (11) Listen to the recording and choose the best answer.	9	9	9	Very Relevant
XI	220 (1) Listen to some story excerpts and match the excerpts with the appropriate pictures.	6	7	6,5	Fairly Relevant
	220 (2) Find a video clip of "Cinderella Stay Awhile" by Michael Jackson. While watching complete the blank spaces with suitable words provided.	6	6	6s	Fairly Relevant
	221 (1) In a group of four, listen to some parts of famous stories, then guess the title.	5	6	5,5	Poorly Relevant
	222 (2) Listen to a story attentively and find 7 phrases in text which are different from the story you have just listened to.	7	8	7,5	Fairly Relevant