



**THE TOMLINSON'S (2011) PRINCIPLES-BASED ASSESSMENT OF
THE TEXTBOOK "PATHWAY TO ENGLISH" FOR THE TWELFTH
GRADE STUDENTS AT SENIOR HIGH SCHOOLS**

THESIS

By:

KHUSNUL LIA FATMAWATI

NIM 130210401002

ENGLISH EDUCATION STUDY PROGRAM

THE FACULTY OF TEACHER TRAINING AND EDUCATION

THE UNIVERSITY OF JEMBER

2017



**THE TOMLINSON'S (2011) PRINCIPLES-BASED ASSESSMENT OF
THE TEXTBOOK "PATHWAY TO ENGLISH" FOR THE TWELFTH
GRADE STUDENTS AT SENIOR HIGH SCHOOLS**

THESIS

Presented as Partial Fulfillment of the Attainment of the Degree of S1 of the
English Language Education Study Program, Language and Arts Education
Department, the Faculty of Teacher Training and Education, University of Jember

KHUSNUL LIA FATMAWATI

NIM 130210401002

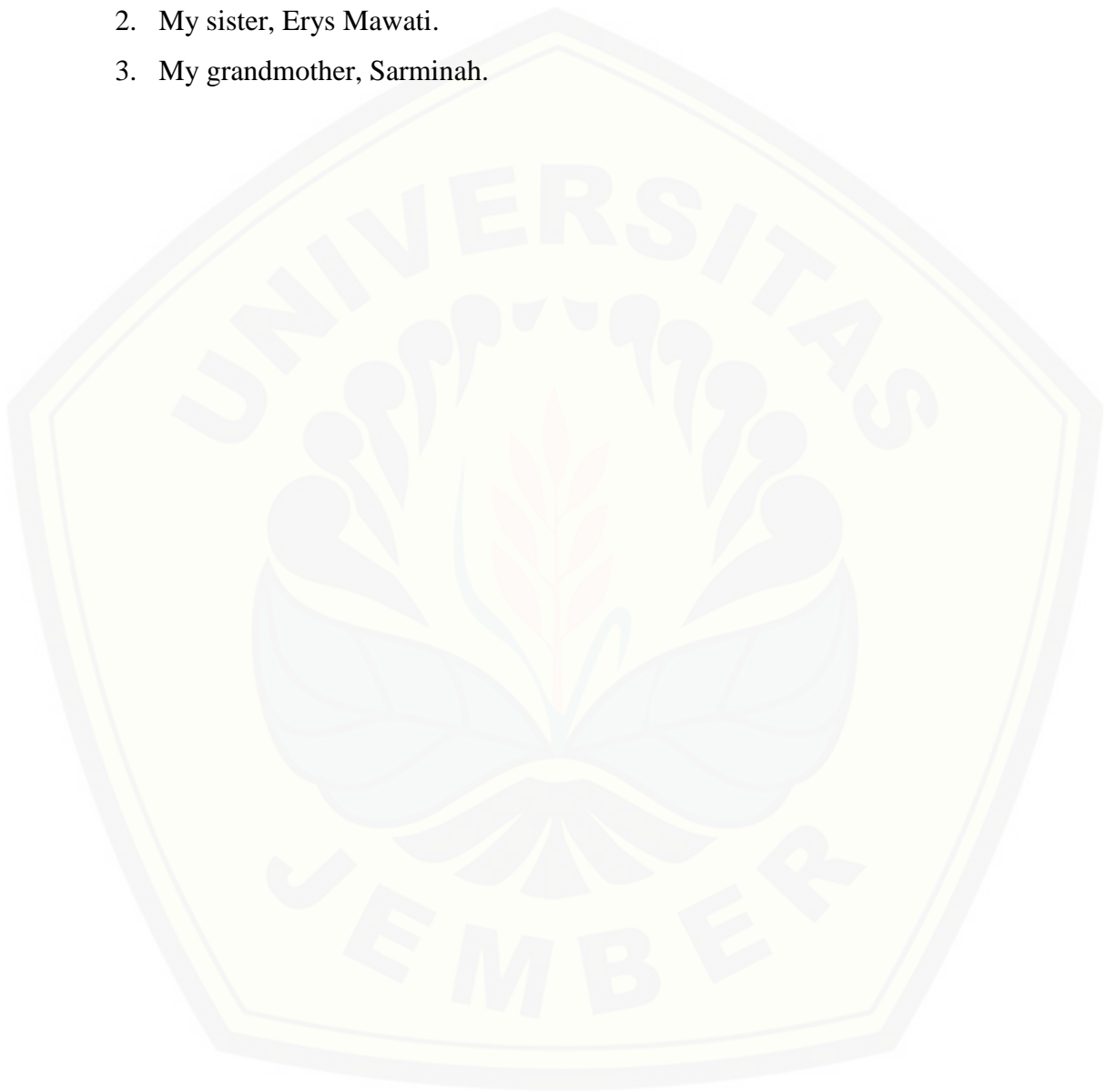
**ENGLISH EDUCATION STUDY PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER**

2017

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mukhamad Amin and Endah Harti. I love you.
2. My sister, Erys Mawati.
3. My grandmother, Sarminah.



MOTTO

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

–Flora Lewis



Flora Lewis. Available at

<https://www.brainyquote.com/quotes/quotes/f/floralewis192058.html>

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is original and authentic work by author myself. All materials incorporated from secondary sources has been fully acknowledge and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis tittle. This thesis has not been submitted previously, in whole or in part, to equality award. Besides, ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequence of any breach of the procedures and guidelines, e.g. cancelation of academic award. I hereby grant the University of Jember the right to achieve and to reproduce and communicate to the public my thesis in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Jember, 04 June 2017

Khusnul Lia Fatmawati

CONSULTANTS' APPROVAL

**THE TOMLINSON'S (2011) PRINCIPLES-BASED ASSESSMENT OF
THE TEXTBOOK "PATHWAY TO ENGLISH" FOR THE TWELFTH
GRADE STUDENTS AT SENIOR HIGH SCHOOLS**

THESIS

Presented as Partial Fulfillment of the Attainment of the Degree of S1 of the English Language Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, University of Jember

Name : Khusnul Lia Fatmawati
Identification Number : 130210401002
Level : 2013
Date, Place of Birth : Mojokerto, 25 September 1995
Department : Language and Arts Education
Study Program : English Education

Approved by:

Consultant I

Consultant II

Drs. Sugeng Arivanto, M.A.
NIP. 19590412 198702 1 001

Drs. Bambang Arya WP, Dip.Ed., Ph.D
NIP. 19601231 198802 1 002

APPROVAL OF THE EXAMINATION COMMITTEE

THESIS

This thesis entitled “**The Tomlinson’s (2011) Principles-Based Assessment of the Textbook “Pathway to English” for the Twelfth Grade Students at Senior High Schools**” is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Monday
Date : June, 12th 2017
Place : Faculty of Teacher Training and Education of Jember University

Examiner Committee:

Chairperson,

Secretary,

Drs. I Putu Sukmaantara, M.Ed
NIP. 19640424 199002 1 003

Drs. Bambang Arya WP, Dip.Ed., Ph.D
NIP. 19601231 198802 1 002

Members:

Member 1,

Member 2,

Drs. Sugeng Ariyanto, M.A.
NIP. 19590412 198702 1 001

Drs. Bambang Suharjito, M.Ed
NIP. 19611025 198902 1 004

The Dean,
The Faculty of Teacher Training and Education

Prof. Drs. Dafik, M.Sc., Ph.D
NIP.196808021993031004

ACKNOWLEDGEMENT

First of all, I would like to thank to Allah SWT for His grace and favor so that I could finish the thesis entitled “The Tomlinson’s (2011) Principles-Based Assessment of the Textbook “Pathway to English” for the Twelfth Grade Students at Senior High Schools”.

I am aware that this thesis would not be completed without the people who kindly showed their support in the process of writing this thesis. I would like to express my sincerest gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. The first and second consultants, Drs. Sugeng Ariyanto, M.A. and Drs. Bambang Arya Wija Putra, Dip.Ed. Ph.D. for their guidance and suggestions in my thesis;

Finally, I hope that this thesis would be useful and beneficial for the readers. I realize that this thesis is far from the word perfect and any constructive critics and suggestions are highly appreciated.

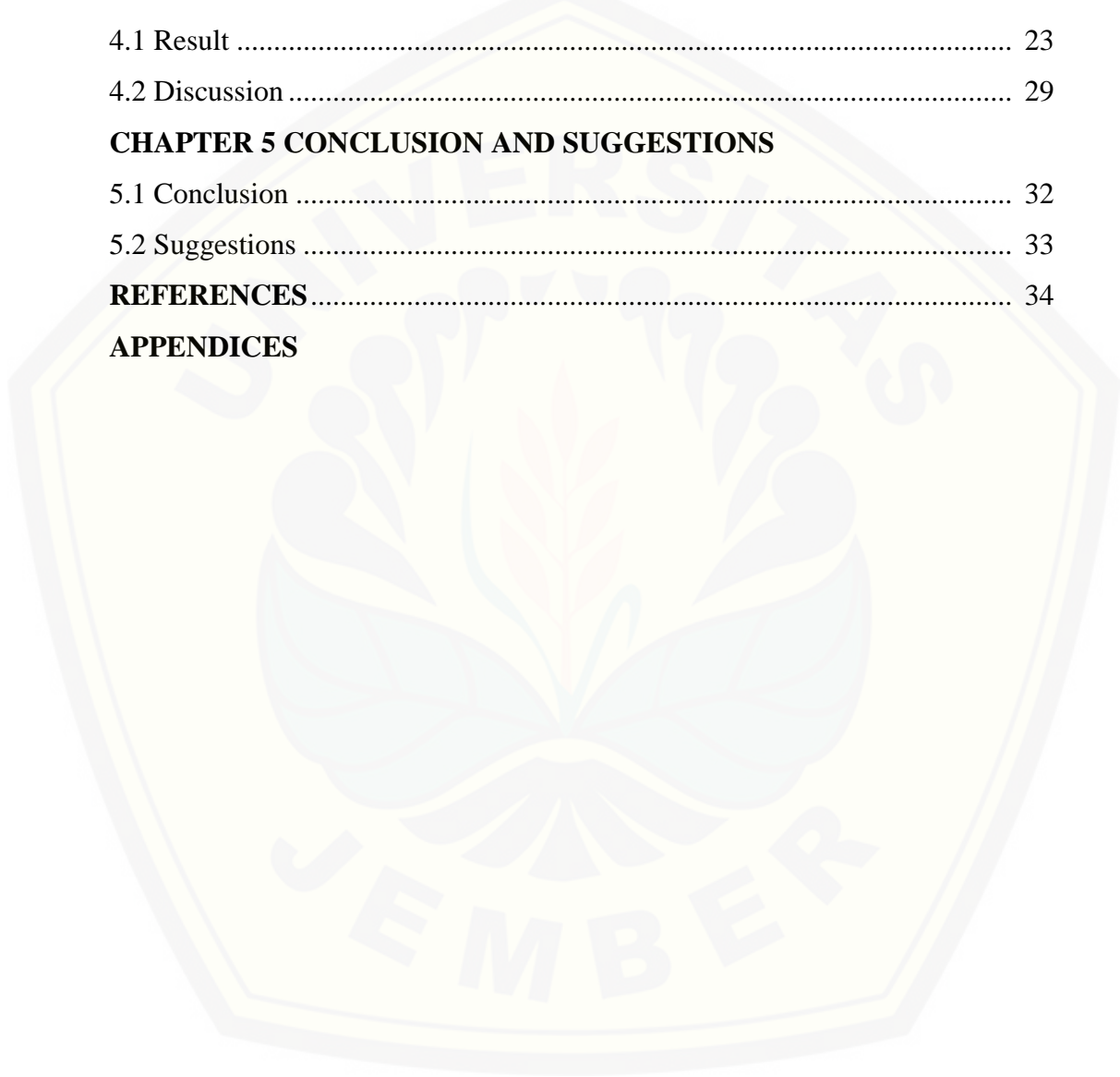
Jember, 04 June 2017

Khusnul Lia Fatmawati

TABLE OF CONTENTS

	Page
COVER PAGE	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS’ APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
THE LIST OF APPENDICIES	x
SUMMARY	xi
CHAPTER 1 INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Research Problem.....	3
1.3 The Research Objective	3
1.4 Research Contribution.....	3
1.4.1 Empirical Contribution	3
1.4.2 Practical Contribution	3
CHAPTER 2 LITERATURE REVIEW	
2.1 Theoretical Framework	4
2.1.1 Instructional Materials in English Language Teaching (ELT).....	4
2.1.2 Material Evaluation and Development	4
2.1.3 Principles of Material Development by Brian Tomlinson (2011)...	5
2.2 Conceptual Review	17
2.2.1 Textbooks in English Language Teaching (ELT)	17
2.2.2 Tomlinson’s Principles-Based Assessment.....	18
2.2.3 English Textbook “Pathway to English”	19
2.3 Previous Research Review.....	19
CHAPTER 3 THE STUDY	
3.1 Research Design.....	20

	Page
3.2 Research Context	20
3.3 Data Collection Method	21
3.4 Data Analysis Method.....	21
CHAPTER 4 RESEARCH RESULT AND DISCUSSION	
4.1 Result	23
4.2 Discussion	29
CHAPTER 5 CONCLUSION AND SUGGESTIONS	
5.1 Conclusion	32
5.2 Suggestions	33
REFERENCES	34
APPENDICES	



THE LIST OF APPENDICIES

Appendix A Research Matrix

Appendix B The Content Mapping of the Textbook

Appendix C Research Instrument: Qualitative Codebook

Appendix D Data Reduction: Segmenting

Appendix E Data Display: Finding

Appendix F The Availability of the Indicators of PMD 5

Appendix G The Availability of the Indicators of PMD 7

Appendix H The Availability of the Indicators of PMD 8

Appendix I The Availability of the Indicators of PMD 9

Appendix J The Availability of the Indicators of PMD 11

Appendix K The Availability of the Indicators of PMD 13

Appendix L The Availability of the Indicators of PMD 15

Appendix M The Availability of the Indicators of PMD 16

SUMMARY

The Tomlinson's Principles-Based Assessment of the Textbook "Pathway to English" for the Twelfth Grade Students at Senior High Schools; Khusnul Lia Fatmawati; 130210401002; 2017; English Education Study Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember.

The present research was done to know whether or not the materials in textbook "Pathway to English" for the twelfth grade students met Tomlinson's (2011) principles. In Indonesia, textbook becomes one of the most popular learning materials used in English Language Teaching (ELT). But at some points, the use of textbook has problems. First, textbook developers sometimes develop the textbook based on commercial purposes only. Second, the textbooks are not always appropriate with classroom condition. Therefore, assessing textbook is necessary to be done to know the value of the textbook.

In assessing the materials, the researcher used ten principles of the sixteen principles that did not require any direct observation of the implementation of the materials. The principles were: (1) materials should require & facilitate learners' self-investment (2) materials should expose learners to language in authentic use (3) the learners' attention should be drawn to linguistic features of the input (4) materials should provide learners with opportunities to use target language to achieve communicative purposes (5) materials should take into account that the positive effects of instruction are usually delayed (6) materials should take in account that learners differ in learning style (7) materials should take in account that learners differ in affective attitudes (8) materials should permit a silent period at the beginning of instruction." (9) Materials should not rely too much on controlled practice (10) materials should provide opportunities for outcome feedback, especially feedback on the effectiveness of use of language rather than accuracy of language.

The findings showed that chapter 9 met the ten Tomlinson's (2011) principles. The fifth principle was met as the chapter consisted of various learning activities, small project and involved the students to find supplementary materials. It met the seventh principle as it provided authentic, rich and varied materials. The

chapter met the eighth principle because it applied form focus approach that required the students to focus on the texts before moving to the language feature of the text. The chapter met the ninth principles by providing information gap activity, post reading and creative writing for the students. It met the tenth principle because it exposed the students with many learning activities before asking the students to produce language. The chapter applied the eleventh principle because it contained many types of learning activities for visual, auditory and kinaesthetic learners. It also met the twelfth principle since the chapter exposed the students with many texts and provided them with stimulating activities. The thirteenth principle met because the materials in the chapter 9, beginning with comprehension activity and also introducing the students with new structures and vocabularies usually used in news. The chapter met the fifteenth principle as it did not provide much controlled practice. It also met the sixteenth principle since it provided activities that enabled the students to gain feedback.

Based on the findings, it can be concluded that the materials in the textbook, especially chapter 9, met the principles of material development of Tomlinson (2011). It confirms that the textbook was not developed based on commercial purposes only since it was theoretically appropriate with the principles of material development from Tomlinson (2011). The textbook can be a useful learning source for the students to help them learn English.

CHAPTER I INTRODUCTION

This chapter consists of some points related to the introduction of the study. It covers background of the study, research problem, the research objective, and the research contribution.

1.1 Background of the Study

In terms of learning English, the existence of instructional materials becomes one aspect that supports the teaching and learning activities. Materials can be anything that help learners in learning a language. As one of the most popular instructional materials used, English textbooks have a crucial role in the teaching and learning process in EFL context since it takes part in determining students' success or failure (Mukundan, Hajimohammadi, & Nimehchisalem, 2011). It helps to facilitate the students in learning English and provides guidance for the teachers in conducting teaching and learning process, especially for beginning teacher (Mohammadi & Abdi, 2014). By using textbooks, teachers do not have to spend a lot of their time to select, adopt or adapt the materials for instructional process (Sahirudin, 2013).

However, there are some problems relating to the use of textbooks in ELT. The first problem is the textbooks are usually intended for commercial purposes only. As cited in Tomlinson (2013), Masuhara (2008), and Tomlinson and Masuhara (2013) conclude that six currently used global coursebooks "are not typically driven by principled frameworks". The materials developers focus on how to make money rather than on how to provide materials that can facilitate the learners in acquiring the language (Tomlinson, 2003a cited in Tomlinson, 2008). According to Tomlinson's research project in 2008 in twelve countries throughout the worlds, 85 per cent of ELT textbooks were chosen by the administrators and 15 per cent by the teachers. None of the textbook was chosen based on the learners' consideration.

The second problem is textbooks are not always suitable with the condition of the classroom (Indriyati and Sa'jaun 2009). Textbooks can be

inappropriate for the students' level that can mislead them in learning language (Anshar, Emilia, Damayanti, 2014). However, there are many teachers that consider textbook as the primary materials in the classroom. According to Tomlinson (2008), many teachers select best-selling textbooks to reduce the time in preparing the lesson. The teachers are not willing to spend their time to find the supplementary materials.

Based on the above discussion and considerations, the researcher is interested in assessing textbook. The textbook being analysed is textbook "Pathway to English" for the twelfth grade students. There are some reasons that make researcher is interested in assessing the textbook. The first reason is that it is published by well-known publisher in Indonesia, Erlangga. The second reason is that it is claimed to become the Top Brand for Teens from 2013 until 2015. Since it has good remark, the content of the textbook is supposed to be good enough to help the students in the third grade of senior high school in learning English.

The researcher chooses a chapter in textbook "Pathway to English" to be assessed as the sample. The textbook has twelve chapters which are similar in layout. All of them consist of materials for listening, speaking, reading and writing. However, most of the chapters do not provide the materials for grammar and vocabulary. Thus, the researcher selects a representative chapter, chapter 9, which has the most complete aspects. Selecting the most complete chapter can enable the researcher to check the whole components of materials in the textbook.

In doing the assessment, the researcher uses the principles of material development from Tomlinson (2011) as the guiding framework. As this study focuses on assessing the manuscript of the textbook "Pathway to English", the researcher only uses ten principles out of the sixteen principles that do not require direct observation of the implementation of the materials. Therefore, the present research is entitled "The Tomlinson's (2011) Principles-Based Assessment of the Textbook "Pathway to English" for the Twelfth Grade Students at Senior High Schools".

1.2 Research Problem

Based on the background of this study, the research problem is formulated below:

- Do the materials in the textbook “Pathway to English” for grade twelve of Senior High School meet Tomlinson’s principles of materials development?

1.3 The Research Objective

This research is conducted in order to know whether or not the materials in the textbook “Pathway to English” for grade twelve of Senior High School meet Tomlinson’s principles of materials development.

1.4 Research Contribution

1. Empirical Contribution

This research is expected to give a model for conducting further research for the future researchers focusing on the other learning materials and using the other principles different from the current research.

2. Practical Contribution

This research provides the information dealing with the strength(s) of the textbook to give feedback to the English teachers to use the textbook as a source of learning materials.

CHAPTER II

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 section contains of the explanation about instructional materials in English Language Teaching (ELT), material evaluation and development, and Tomlinson's (2011) principles of material development.

2.1.1 Instructional Materials in English Language Teaching (ELT)

According to Tomlinson (2014), materials in ELT refer to anything that helps the students learn a language. Tomlinson (1998) argues that most people refer the term of "language learning materials" to course-books only. However the materials can also be "videos, DVDs, emails, YouTube, dictionaries, grammar books, workbooks or photocopied exercises" (Tomlinson, 1998:2). Tomlinson (2011) also says that language learning materials can refer to the other things as well such as newspapers, food packages, photographs, teacher's instructions, and written tasks on cards.

According to Tomlinson (2012), there are four functions of materials. The materials can be "instructional" which means the materials can inform the learners about the language. It can be "experiential" which means the materials provide experience for the learners about the language in use. The materials are eliciting or in other words they encourage the learners to use the language and the last, the function of materials is "exploratory" or encourage the learners to find discoveries about language use.

2.1.2 Material Evaluation and Development

According to Tomlinson (2011:2), materials development deals with "a field of study and a practical undertaken." As a field of study, it is about the

principles and procedures in designing, implementing and evaluating language materials. As a practical undertaking, material development refers to all the processes done by practitioners in producing or using materials for language learning. Then, material evaluation can be defined as an attempt to measure the value of materials (Tomlinson, 2011). Doing material evaluation includes the process of analysis which is usually done in an impressionistic and subjective way. According to Tomlinson (2014), there are three types of material evaluation; pre-use, whilst-use and post-use evaluations. Pre-use evaluation is done before the materials are used, whilst-use evaluation is done while the materials are being used while post-use evaluation is done after the materials are used.

The present study can be considered as a pre-use evaluation. It focuses on assessing the manuscript of textbook “Pathway to English” before knowing about the implementation of the materials in the classroom. This study uses Tomlinson’s principles about material development as the guiding framework. Tomlinson’s principles consist of sixteen principles in total. The principles of materials development (PMD) represent the criteria for the appropriate ELT materials that are useful for materials developers in developing materials. The principles are a compilation of learning principles and the principles recommended by most SLA researchers as well as Tomlinson’s summary of his own experience in English Language Teaching.

2.1.3 The Principles of Material Development by Brian Tomlinson (2011)

The following explanation contains the information of the sixteen principles of material development by Tomlinson (2011). The present research focuses only on ten principles as the guidelines in assessing the materials in the textbook as they do not require any direct observation of the implementation of the materials. Since the researcher does not use all the sixteen principles to assess the textbook, there is further information dealing with the reason why some principles (PMD 1, 2, 3, 4, 6 and 14) are excluded.

PMD 1: "Materials should achieve impact."

Impact can be seen when the materials can show noticeable effect that the learners feel curious, interested and pay attention to the materials they learn (Tomlinson, 2011). However, impact can be varied from one class to another (Tomlinson, 2011). Different class can have different impact although the materials used are the same. When the impact is gained, it can prove that the students understand about the materials (Tomlinson, 2011).

Based on the suggested way from Tomlinson (2011), the first principle suggests that materials should be interesting for the students to achieve impact. When the materials are interesting, the students can feel attracted to the materials. The word interesting does not only refer to the appearance but also the content and the tasks of the textbook itself. Tomlinson (2011) provides explanation about types of materials that can achieve impact. In terms of the appearance, the textbook should have appealing presentation by using attractive colour, providing lots of white space, or using photographs. In terms of content, the materials should provide unique and new topics for the students, and engaging stories. In terms of task, it should challenge the learners to make use of their brain but still appropriate with their level.

The first principle is excluded because it relates to the implementation of the materials. It has been explained that the impact itself is visible when the learners feel attracted to the materials. In that case, direct observation of the implementation of the materials is required. The observation is needed to know whether or not the materials are really interesting for the students. Then, it also will ensure whether or not the materials can achieve impact.

PMD 2: "Materials should help learners to feel at ease."

Helping learners to feel at ease can be defined as an activity to make the learners feel comfortable and relaxed in learning activities. Feeling at ease is indicated when the learners can enjoy and follow the teaching and learning activities well. According to Tomlinson (2011) when the learners are able to feel at ease, they can get benefit in language learning or in other words they can understand about the materials taught. However, when the students feel anxious,

stress or under pressure, they tend to lose opportunities in the process of learning the language because they cannot focus in joining the lesson. Beside the teacher's effort, learning materials also take part in helping the learners to feel at ease because the materials itself are used directly by the students in learning the target language.

The second principle relates to how the materials can make the students feel comfortable and relaxed in learning the language (Tomlinson, 2011). According to Tomlinson (2011), the learners can feel comfortable with the materials that have a lot of white space rather than combining many activities on one page. They can be relaxed with the materials that provide texts and illustrations. The content of the materials and the activities should enable the learners to participate in teaching and learning activities. Tomlinson (2011) also suggests some other ways such as using active rather than passive voice, and providing examples about how to do the task to the learners.

The second principle is not included in assessing the materials in the textbook. The reason is that it needs further investigation about the implementation of the materials in the classroom to know the students' reaction toward the materials: whether or not they enjoy learning the materials. Thus, to identify the availability of this principle, it is not enough to look at the manuscript only but it needs observation about the implementation of the materials in the classroom as well.

PMD 3: "Materials should help learners to develop confidence."

Confidence in language learning can be defined as cognitive human perception that takes a great role in creating basic human requirements like happiness and success (Tuncel, 2015). It plays a great role especially in language learning because it affects the students' success in learning the language. The students who have high confidence can increase their chance to succeed in learning a language because they are brave to challenge themselves to communicate using the language. However, the ones who lack of confidence can be failed in the process of learning the target language. The reasons are that they tend to have negative feelings such as feeling afraid of making mistakes, fear of

failure, fear of humiliation and fear towards the teacher and the lesson while practicing the target language (Tuncel, 2015, Du, 2009).

In reality, there are many materials developers develop learners' confidence in inappropriate ways (Tomlinson, 2011). They try to help the learners by making simplification which refers to the use of simple language to make the learners do the tasks easily (Tomlinson, 2011). The materials developers provide tend to give the easy tasks for the learners such as completion, filling in the blanks, or writing simple sentences. Based on Tomlinson's (2011) argument, those matters can reduce the learners' confidence because the learners cannot challenge their ability to do the tasks.

Dealing with the third principle, developing learners' confidence has relation with the learning activities. It can be done through the activities that try to 'push' the learners slightly beyond their ability which means the materials should provide the activities in the form of challenging tasks but still achievable (Tomlinson, 2011). The tasks also can be in the form of extra-linguistic skill that require them to be imaginative, creative or analytical (Tomlinson, 2011).

In this research, the third principle is left out. As it has been stated by Tomlinson (2011), developing learners' confidence can be done by providing challenging activities that are a bit higher than the learners' proficiency. The third principle requires a direct observation to know about their current proficiency in order to find out whether or not the learning activities in the instructional materials are challenging and achievable. Thus the third principle is not included in determining the criteria for the assessment.

PMD 4: "What is being taught should be perceived by learners as relevant and useful."

The fourth principle deals with how the materials in the textbook should be relevant and useful for the students. Relevance can be gained when the materials provide the content that is familiar to the learners. Utility is achieved when the learners can practice the materials not only in the classroom but also in the real life. Once the learners think that the materials are relevant and useful for

them, it can increase their motivation to learn the language as well as engage their participation in the teaching and learning process (Howard, 2004).

This principle has more relation with ESP context. In his explanation dealing with the fourth principle, Tomlinson (2011) says that in order to create the relevant and useful materials for the ESP learners, materials developers should relate the teaching points to challenging classroom tasks, present the tasks based on the students' want or provide type of project they want in the teaching and learning activities (Tomlinson, 2011). Then for materials of general English textbook, Tomlinson (2011).states that having a choice of topic and activities can make the students think that the materials are useful and relevant for them.

The fourth principle is left out. The reason is that in order to know whether or not the materials are useful and relevant to the students, the researcher needs to know the implementation of the materials in the classroom and conduct observation of it. However, this study focuses on the manuscript of the textbook, thus this principle is excluded as it requires more investigation of the implementation of the materials in the classroom.

PMD 5: "Materials should require & facilitate learners' self-investment."

Learners' self- investment relates to how the learners can invest their attention, interest, and effort to the materials in the instructional process. When the learners can invest those in the process of learning target language, they can learn more range of symbolic and materials resources (Norton, 2000). In relation to the fifth principle, Tomlinson (2011) suggests some ways to facilitate learners' self-investment. The first way is by providing choices of focus and activity. The second way is by involving them in small projects. The last way is by asking them to find additional materials from other resources to support the main materials they learn as well as offering opportunities to the learners to choose text and how to use them.

PMD 6: "Learners must be ready to acquire the points being taught."

Learners' readiness has a great role in language learning. The learners cannot perform well in the instructional process when they are not ready.

According to Dulay, Burt and Krashen, (1982) cited in Tomlinson (2011), “certain structures are acquired only when learners are mentally ready for them”. In line with them, Pienemann (1985) in Tomlinson (2011) also says that the process of teaching and learning can facilitate natural acquisition of the target language when the learners are ready. The learners can understand what they learn when they are ready.

In order to achieve readiness, the materials should be comprehensible. It should move from the simplest to the complex. As suggested by Tomlinson (2011) that the materials should present some features that are a little above the learners’ present proficiency. It should create situation that vary from the previous materials taught and ensure that the learners have understood the previous features before moving on to the new one. Another way is through providing new features of the target language that can attract their focus in the materials.

In this research, the sixth principle is excluded. The reason is that based on the suggested way from Tomlinson (2011): the materials should be slightly above the learners’ current ability and should ensure that the students get new materials and master the previous materials, requires the researcher to conduct an observation. The observation is needed to know about the learners’ current proficiency and to know whether or not the textbook fulfils the sixth principle of material development. Thus the sixth principle is not included in this research.

PMD 7: “Materials should expose learners to language in authentic use.”

Authentic use of a language deals with the use of the language in the real life. Some researchers think that experiencing the authentic use of the target language is important (Tomlinson, 2011) even it is not enough for acquiring the language. On the other hand, there are some others who think that having comprehensible input is crucial and enough for the process of acquiring target language. From those two arguments, it can be concluded that showing the actual use of target language can support the process of acquiring the target language besides noticing about how it is used and how to use it in communication (Tomlinson, 2011).

Dealing with the seventh principle, Tomlinson (2011) suggests language materials should contain many types of authentic materials in order to expose the learners to the authentic use of a language. Authentic materials are materials that are not designed for educational purposes, such as articles in newspaper or in news site, recipe, manuals and song as well. Authentic materials can help the students to know how the language is typically used in the real life. The authentic materials for the learners should have variation in style, mode (either spoken or written form), media (e.g. newspaper, recipe, magazine and advertisement) and purpose (e.g. informing the readers and convincing someone to buy something) (Tomlinson, 2011).

PMD 8: “The learners’ attention should be drawn to linguistic features of the input.”

Linguistic features in English relate to the use of sentence construction, grammar, and mechanical aspects of writing (Budiharso, 2006). Linguistic feature in this case focuses to the salient feature of the input. Exposing the learners to the salient features of the authentic input can help the learners to acquire some of the features (Tomlinson, 2011). The eighth principle does not refer back to grammar movement because the linguistic features are not the main concern in language learning (Tomlinson, 2011). An effective way to draw students’ attention to the salient feature of the input is by using experiential discoveries where the students are lead to respond to the content of a text first and make discoveries by themselves about the form and function of a certain feature (Tomlinson, 2013). Another way is by using a form focused approach; the learners focus first on the meaning of a text then move on to the form and function of a particular feature in the text through instruction (Tomlinson, 2013)

PMD 9: “Materials should provide learners with opportunities to use target language to achieve communicative purposes.”

According to Tomlinson (2011) using language in communication is an attempt to achieve a purpose in a situation where the contents, strategies, and expressions are from the learners themselves. The ninth principle means that the materials in the textbook should provide opportunities to make the learners use the

target language for communication rather than just use it in situations controlled by the teachers or the materials (Tomlinson, 2011). It can help the learners to push themselves slightly above their current proficiency because the situation in real communication is different from the situation that is usually controlled by the teachers. It also enables the learners to pick the new input and to become an informative source of input (Sharwood-Smith, 1980 in Tomlinson, 2011).

In order to provide opportunities for the learners to achieve communicative purposes, there are some ways that can be done. The first way is through information or opinion gap activities (e.g. finding out kind of food and drink of people in the class party). In this activity, the learners are required to communicate with their peers or their teacher to complete the information (Tomlinson, 2011). The second way can be done through post-listening and post-reading activities (Tomlinson, 2011) where the learners are required to use information from the text to gain the communicative purpose, for example writing a review about a movie or a novel. The third one is through creative writing and creative speaking like composing a story or having classroom drama activity.

PMD 10: “Materials should take into account that the positive effects of instruction are usually delayed”

Positive effects refer to the learners’ ability in using the language for communication. According to Tomlinson (2011), learners usually get right to a new feature being taught but then they get it wrong in the following meeting because they do not have enough time to practice. It happens because the process of acquiring language is gradual instead of happening immediately (Tomlinson, 2011). The learners cannot learn a new feature and be able to use it effectively in the same time. They can still produce the language right after they learn it or when the materials are prompted by the teachers but they may forget it after a while. In this case, it is not a process of acquiring the language (Tomlinson, 2011).

In relation to the tenth principle, the learning materials in the textbook should be rich of exposure to achieve the positive effects of instruction. The materials should not provide the tests right after the instruction because it can lead to the learners’ failure (Tomlinson, 2011). Tomlinson (2011) suggests that “the

learners cannot be forced into premature production of the instructed materials because they will get them wrong”. Therefore, the materials developers should provide frequent and plenty of tasks for the students to practice in order to prepare them before producing the language or having test.

PMD 11: “Materials should take in account that learners differ in learning style.”

Learning styles deal with the preferred way(s) of the learners in learning a language (Tomlinson, 1998). Each learner may have different learning style (Tomlinson, 2011). According to Tomlinson (2011), there are some types of learning styles as follows:

- a. Visual (e.g. learners prefer to see the language written down)
- b. Auditory (e.g. learners prefer to hear the language)
- c. Kinesthetic (e.g. learners prefer to do something physical, such as following instruction for a game)
- d. Studial (e.g. learners like to pay conscious attention to the linguistic features of the language and want to be correct)
- e. Experiential (e.g. learners like to use the language and are more concerned with communication than with the correctness)
- f. Analytic (e.g. learners prefer to focus on discrete bits of the language and learn them one by one)
- g. Global (e.g. learners are happy to respond to whole chunks of language at a time and to pick up from wherever language they can)
- h. Dependent (e.g. learners prefer to learn from a teacher and from a book)
- i. Independent (e.g. learners are happy to learn from their own experience of the language and to use autonomous learning strategies) (Tomlinson, 2011).

According to Reid (1987) and Tuan (2011), students from Asian cultures often prefer to be visual learners. However, the students may prefer a certain learning style depending on “what is being taught, where it is being learned, whom it is being learned and what it is being learned for” (Tomlinson, 2011). In this case, materials developers should be aware of the students’ preferred learning styles (Tomlinson, 2011). The activity in a textbook should be flexible in terms of learning activities. It should expose the learners to different kinds of activities, tasks, and projects to accommodate the different learning styles of the learners (Tomlinson, 2013).

PMD 12: “Materials should take in account that learners differ in affective attitudes.”

The term affective refers to someone emotions and feelings (Baker, 1988 in Hosseini, 2013). In term of instructional process, it usually relates to learners’ motivation and positive feelings towards the target language, their teachers, their peers, and the materials themselves. Each group of learners has different positive feelings. Then, it is obvious that there is no material developer that can keep the positive feeling towards those variables. The most important thing is that the materials developers can be aware of the different attitude of the learners.

Dealing with the twelfth principle, Tomlinson (2011) suggests diversifying the materials. In other words, the materials in the textbook should be varied by having different types of texts. The materials should have different types of learning tasks and offer opportunities to the learners to share their attitude and their feelings towards the course and the materials.

PMD 13: “Materials should permit a silent period at the beginning of instruction.”

Silent period refers to Krashen’s concept (1982) of a period when a new English language learner is not willing to produce words in the target language orally (Cunningham & Shagoury, 2016). When they are silent, they are still learning through listening to others; conversation, understanding what they hear, and observing what happens in the interaction. The silent period enables the learners to have sufficient exposure and confident before starting to speak in the target language (Tomlinson, 2011). Although there is a critic that the students can use the silent period to avoid learning the language, Tomlinson thinks researchers mostly agree that forcing the learners to have immediate production of target language can ruin the affective and linguistic aspects of the reluctant speakers.

Based on this principle, the materials should not force the students to produce language at the beginning of the lesson Tomlinson (2011). It should present activities which require the students to comprehend first, such as listening comprehension and reading comprehension. It also includes introducing new

vocabulary and structures through stories which can be responded by the students by using their first language.

PMD 14: “Materials should maximise learning potential by encouraging intellectual, aesthetic & emotional involvement which stimulates both right and left brain activities.”

Based on this principle, the content of the materials need to enable the learners to make use of their thought and feeling (Tomlinson, 2011). The materials should not be “trivial or banal” (Tomlinson, 2011:21). The materials can be in the form of controversial and provocative texts. The activities should be challenging to make use of the learners’ previous experience and their brains (Tomlinson, 2011). Tomlinson (2011) adds his explanation about the left- and right- brain activities that is based on Lozanov’s principles of Suggestopedia. The activities can be in the form of reciting a dialogue, dancing to instructions, singing a song and writing a story (Tomlinson, 2011).

The fourteenth principle is left out after referring to the statement from Tomlinson (2011) in his explanation that the materials should not be too simple or trivial for the students. In order to decide whether or not the materials too simple for the students, it requires direct observation to know the students’ proficiency. Thus the fourteenth principle is excluded in this study.

PMD 15: “Materials should not rely too much on controlled practice.”

Controlled practices deal with dialogue practice, grammar practice, listening drills and repeating dialogues (Tomlinson, 2011). Practice activities are designed to give opportunities for the learners to practice their ability in using the target language in appropriate way (Tomlinson, 2008). However, it can be wasting of time because the controlled practices have little contribution to the students’ language development. The reason is that the learners only follow the situation created without trying to create their own situation. But nowadays, controlled grammar practice activities and dialogue practice still become popular features in textbook materials. They are considered to be useful by many teachers and learners (Tomlinson, 2011). Based on the fifteenth principle, Tomlinson (2011) suggests reducing the frequency of having controlled practice such as controlled

grammar practice, drills and listening, and repeating dialogues in the learning materials. Having too much controlled practice can make the learners get confused when they have to communicate in the real life situation using the language.

PMD 16: “Materials should provide opportunities for outcome feedback, especially feedback on the effectiveness of use of language rather than accuracy of language.”

Feedback can be considered as information produced by an agent such as teacher, peer, book, parent, self or experience dealing with the aspect of someone’s performance or understanding (Hattie & Timperley, 2007). According to Nunan (1991), there are two types of feedback which are positive feedback that consists of short interjection like “good”, and “nice” then negative feedback that can be in the form of teacher’s repetition of the student’s performance in rising intonation. Positive feedback is much more useful to change learners’ behaviour. There are two main functions of feedback such as to let the learners know that they do the right thing and to encourage their motivation in learning the language.

Based on the sixteenth principle, materials should provide a lot of opportunities for the learners in order to gain feedback. In this case, the opportunities deal with the learners’ attempts in using the target language in communication (Tomlinson, 2008, 2011). The feedback should focus first on the effectiveness of the output produces by the learners (i.e. does it achieve the learning objective?). It should not focus too much on the accuracy of the language such as grammar, vocabulary, pronunciation and fluency.

2.2 Conceptual Review

This section is about the information of textbooks in English Language Teaching (ELT), Tomlinson's principles based assessment. English textbook "Pathway to English", and the review of the previous research.

2.2.1 Textbooks in English Language Teaching (ELT)

Textbook is a part of the instructional materials used in the classroom. It can be considered as a book that is designed for a certain course. The terms textbook and course-book are used interchangeably. A textbook is usually composed by one or more teachers, professors, or the experts in a certain field of study. Textbook can take part in affecting students' success or failure in the learning process. Textbooks provide sequence learning activities for teachers that can help the teachers when they are lack of ideas for the instructional process.

2.2.2 Tomlinson's Principles-Based Assessment

This research focuses on analysing the manuscript of textbook "Pathway to English" for the third grade senior high school students based on Tomlinson's (2011) principles of material development. It focuses only on the principles that do not demand any survey of the result of the implementation of the materials of the textbook. There were 10 of the Tomlinson's (2011) principles used to assess the textbook. They included some suggested aspects such as learners' self-investment (PMD 5), authentic use of the language (PMD 7), linguistic features of the input (PMD 8), language interaction (PMD 9), exposures (PMD 10), students' learning styles (PMD 11), learners' affective attitude (PMD 12), silent period (PMD 13), controlled practice (PMD 15), and outcome feedback (PMD 16).

The above aspects suggested by Tomlinson's (2011) in the principles were operationally defined as follows. The aspect of learners' self-investment (PMD 5) focuses on how the materials in the textbook should provide various learning activities, involve the students in mini project and in finding supplementary materials. Authentic use of the language (PMD 7) deals with how the materials can expose the students in the actual use of the language in the form of providing

authentic, rich and varied materials. The aspect of linguistic features of the input (PMD 8) refers to the way the materials in the textbook in presenting the material for grammar. Language interaction (PMD 9) aspect deals with how the materials should stimulate the learners' interaction in the form of information or opinion gap activity, post listening/reading activity, creative writing/ speaking. The aspect of positive effects of instruction (PMD 10) deals with how the materials should provide frequent tasks for the students to gain more experience before asking them to produce language. Students' learning style (PMD 11) becomes the next aspect in which focuses on the textbook should vary the learning activities for various learning styles. Learners' affective attitude (PMD 12) aspect focuses on the various text type to engage students affectively, various learning tasks and stimulating activities. Silent period (PMD 13) aspect deals with the materials should give the students some time at the beginning of the lesson by providing comprehension activities and new vocab as well as new structure. Controlled practice (PMD 15) aspect refers to the number of language practice that limits the students to practice their target language in certain ways. Outcome feedback (PMD 16) aspect refers to how the learning activities can assist the students to produce language as the learning objective. The operational definition of the suggested aspects used to assess the content of the chapter in this research.

2.2.3 English Textbook “Pathway to English”

The English textbook, Pathway to English, is developed for the XII grade students of Senior High School for the general program. It is based on the recent curriculum in Indonesia that is curriculum 2013. The textbook is published by a well-known publisher in Indonesia, Erlangga, in 2015. It is written by Theresia M. Sudarwati and Eudia Grace. The English textbook offers some features. From 12 chapters provided, each chapter presents five stages of learning process as suggested in 2013 curriculum such as observing, questioning, exploring, associating, and communicating.

In doing the analysis, the researcher only focuses on chapter 9. The reason is that the chapter is considered to be representative and it consists of the most

complete components of materials in the textbook than the other chapters. It provides the materials for listening, speaking, reading, writing, grammar and vocabulary. By analysing the most complete chapter, it enables the researcher to check the whole components of materials in the textbook.

2.3 Previous Research Review

The researcher also looks at some research findings dealing with materials evaluation. Based on the research findings in Iswidiyanti's (2014) work on the textbook analysis show that the writing materials in the textbook "The Bridge English Competence" published by Yudhistira are not exactly relevant with the standard and basic competences in the School-Based curriculum. The next one was from Wahyuningsih (2012) in her research notes that the reading materials in the textbook "English in Focus" do not fulfill all the points dealing with the aspect of content, aspect of presentation, aspect of readability, and aspect of relation between chapters suggested by *Pusat Perbukuan*, Ministry of National Education. Further, Novianti's (2014) work on textbook analysis that showed the English textbook "Bright" for the seventh grade students fulfilled twelve principles out of the sixteen principles Tomlinson (1998)

The present research was more similar to the third previous study since the focus is the same, analyzing material in English textbook by using Tomlinson's principles. However, there were also some differences in terms of the principles used and the textbook being analyzed. The present study used ten principles as the guideline in doing the analysis that did not demand any direct observation of the implementation of the materials while the previous study used all the sixteen principles. Further, the present study tried to assess one chapter of the textbook "Pathway to English" for the twelfth grade students of senior high school while the previous study analyzed the whole chapters of the textbook "Bright" for the seventh grade students at junior high school.

CHAPTER III

THE STUDY

This chapter presents some points related to the research methodology of this research. The points are covered research design, research object, data collection method, data analysis method and operational definition of terms

3.1 Research Design

This study used qualitative research design that applies content analysis method. According to Fraenkel, Wallen & Hyun, (2012 pp. 478), “content analysis is a technique that enables researchers to study human behaviour in an indirect way, through an analysis of their communication”. Content analysis is commonly used to analyse data in the form of text (Wahyuni, 2015). The text data can be in the form of verbal, print or electronic that can be from narrative responses, open-ended survey questions, interviews, focus group, observations, or print media like articles, books, or manuals (Kondracki and Wellman 2002 in Wahyuni 2015).

3.2 Research Context

This study focused on assessing the manuscript of textbook “Pathway to English”. The textbook was developed for students in English as a Foreign Language (EFL) context as it was widely used in Indonesia and became the “Top Brand for Teens”. The textbook was developed by Sudarwati and Grace (2015) for grade XII students of senior high school for general program and was published by Erlangga.

In this research, the researcher focused on assessing chapter nine of the textbook. The reason was that due to the idea that analysing one chapter only was considered representative, seeing the fact that each chapter consisted of similar aspects and only the topic was different. Because each chapter of the twelve chapters were similar in aspects of layout and learning tasks, the researcher selected the chapter which contains of the most complete aspects. In the chapter

selected, the topic was about delivering information about events of the day and newsworthy events to audience. The text type was news item. For the vocabulary materials, it was about eye-catching words used in the news. Materials for grammar focused on passive voice, and headline news.

3.3 Data Collection Method

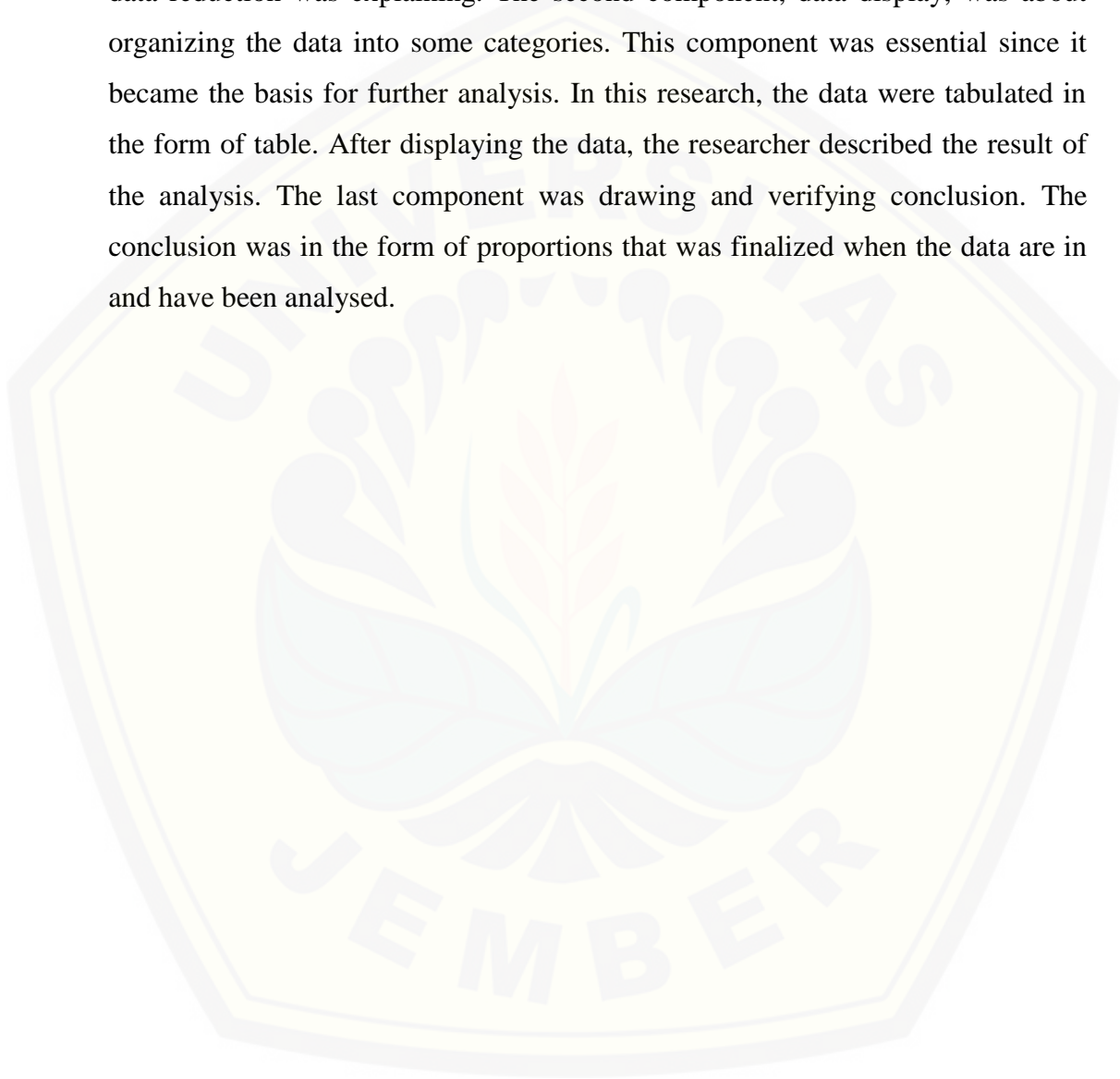
The method for collecting data was through documentation. The document was the English textbook “Pathway to English”. According to Arikunto (2006, pp. 231), documentation is a method in collecting data in the form of notes, transcripts, books, newspaper, magazine, and so on. Arikunto considers documentation is not really complicated compared to the other data collection methods. The reason is that when there is something wrong in the process of data collection, the data will not be changed.

In this study, the research instrument was a qualitative codebook. According to Creswell (2014), a qualitative codebook is a table containing a list of codes that are designed beforehand for coding the data. Besides having a list of codes, a codebook can also have a code label for each code, a brief definition of it, a full definition of the codes, information about the time to use the codes, and an example of a quote illustrating the code. This codebook can be changed based on the information gained during the process of analysing the data (Creswell, 2014).

3.4 Data Analysis Method

The method of data analysis in this research was based on Miles and Huberman (1994) approach as cited in Punch (2009) that consisted of three components; data reduction, data display, and drawing and verifying conclusion. The first component, data reduction, happens throughout the analysis. It consisted of three stages. In the early stage, it was about segmenting and summarizing. Since the data was in the form of textbook that had twelve chapters as a whole, the researcher only selected one chapter to be analysed as the sample. Then, the data were segmented into three aspects language skills/ components, learning activities, and input. Then, the second stage was coding and memoing. Coding

itself was a process of giving label for assigning meaning to chunks of data (Fraenkel, Wallen and Hyun (2012). In this research, the codes were derived from Tomlinson's (2011) principles of materials development. They were included in the qualitative codebook as the main instrument for this study. The last stage of data reduction was explaining. The second component, data display, was about organizing the data into some categories. This component was essential since it became the basis for further analysis. In this research, the data were tabulated in the form of table. After displaying the data, the researcher described the result of the analysis. The last component was drawing and verifying conclusion. The conclusion was in the form of proportions that was finalized when the data are in and have been analysed.



CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of the research and suggestions. The conclusion is derived from the result of the analysis presented in the previous chapter. The suggestions are addressed for the textbook developers and future researchers.

5.1 Conclusion

This study was conducted to assess the content of textbook “Pathway to English” especially the content of chapter nine by using some principles of material development by Tomlinson’s (2011). From the result of the analysis, it can be concluded that the materials in chapter 9 met the ten principles of material development from Tomlinson (2011). The chapter being analysed could be a useful source of learning materials as it met the suggested aspects from Tomlinson (2011).

The fifth principle was met as the materials provided various learning activities, small project and involved the students to find supplementary materials. It met the seventh principle as it provided authentic, rich and varied materials. The chapter met the eighth principle as it required the students to focus on the texts before moving to the language feature of the text. The chapter met the ninth principles since it provided information gap activity, post reading and creative writing for the students. It met the tenth principle as it had many types of learning activities before asking the students to produce language. The chapter met the eleventh principle because it contained many types of learning activities that fit visual, auditory and kinaesthetic learners. It exposed the students with many texts and provided them with stimulating activities as suggested in the twelfth principle. The materials in the chapter 9 began with comprehension activity and also introduced the students with new structures and vocabularies usually used in news as stated in the thirteenth principle. It met the fifteenth principle as it did not provide much controlled practice. It also met the sixteenth principle since it provided activities that enabled the students to gain feedback.

5.2 Suggestions

1. For Textbook Developers

Considering of the weaknesses found after assessing the materials in chapter nine of the textbook, the textbook developers should provide follow up activity for listening as well. Besides that, the materials provided in the chapter should represent the one stated in the map of the book.

2. For Future Researchers

The result of the present study showed that the textbook developers did not develop the materials in the textbook based on commercial purposes only. The textbook was theoretically appropriate with the principles of material development from Tomlinson (2011). However, further investigation is still needed to confirm the idea whether or not the materials of the textbook fit the classroom condition. The future study should involve direct observation as well about the implementation of the materials in the classroom.

REFERENCES

- Anshar, Miftakhul Rijal., Emi. Emilia and Ika. Lestari. Damayanti. 2014. "The Evaluation of English Electronic Books for Junior High School in Indonesia". *Edusentris Vol.1, No.3*. (<http://jurnal.upi.edu/file/075.pdf>) (date of access 22 February 2016).
- Budiharso, Teguh. 2006. "The Linguistic Features of English and Indonesian Essays Made by EFL Undergraduate Students". *Bahasa dan Seni*. (<http://sastra.um.ac.id/wp-content/uploads/2009/10/The-Linguistic-Features-of-English-and-Indonesian-Essays-Made-by-EFL-Undergraduate-Students-Teguh-Budiharso.pdf>)(date of access 6 October 2016).
- Creswell, John W. 2014. *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. United States: SAGE Publications. (<https://www.researchgate.net/file.PostFileLoader.html?id=55eb95f16307d984de8b4584&assetKey=AS%3A273846907670528%401442301598571>) (date of access 28 February 2017).
- Cunningham, Andie and Shagoury Ruth. Understanding the "Silent Period" with English Language Learners. *Choice Literacy*. (<https://www.choiceliteracy.com/articles-detail-view.php?id=47>) (date of access 6 October 2016).
- Darvin, Ron and Norton, Bonny. 2015. "Identity and a Model of Investment in Applied Linguistic". *Annual Review of Applied Linguistic*. (<https://www.cambridge.org/core/services/aop-cambridge-core/content/view/S0267190514000191>) (date of access 6 October 2016).
- Fraenkel, Jack R. Wallen, Norman E and Hyun, Helen H. (2012). *How to Design and Evaluate Research in Education Seventh Edition*. New York: McGraw-Hill. (https://www.academia.edu/3642866/How_to_Design_and_Evaluate_Research_in_Education?auto=download) (date of access 23 April 2016).
- Howard, Jocelyn and Major, Jae. 2004. "Guidelines for Designing Effective English Language Teaching Materials". (<http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf>) (date of access 6 October 2016).
- Hosseini, Seyyed Behrooz and Pourmandnia, Delaram. 2013. "Language Learners' Attitudes and Beliefs: Brief Review of the Related Literature and Frameworks". *International Journal on New Trends in Education and Their Implications*.

(<http://ijonte.org/FileUpload/ks63207/File/06a.hosseini.pdf>) (date of access 6 October 2016).

Indriyati, Sa'jaun. 2009. *Materials Development-MGMP*. Jakarta: Ministry of National Education.

Iswidiyanti, Siwi. 2014. *Writing Materials Analysis of the English Textbook "The Bridge English Competence" Published by Yudhistira*. Jember: University of Jember.

Mohammadi, Mohammad and Abdi, Heidar. 2014. "Textbook Evaluation: A Case Study". *Procedia: 1148-1155*.
(https://www.researchgate.net/publication/275542704_Textbook_Evaluation_A_Case_Study). (date of access 13 April 2016).

Mukundan, Jayakaran., Vahid. Nimechchisalem and Reza. Hajimohammadi. 2011. "Developing an English Language Textbook Evaluation Checklist: A Focus Group Study". *International Journal of Humanities and Social Science Vol.1, No.12*.
(http://www.ijhssnet.com/journals/Vol_1_No_12_September_2011/14.pdf) (date of access 17 February 2016).

Novianti, Siska. 2014. *An Analysis of Compatibility on English Textbook Entitled Bright for the Seventh Grade Students of Junior High School Based on Tomlinson's Theory*.
(http://eprints.ums.ac.id/29780/9/02._JURNAL_PUBLIKASI.pdf) (date of access 21 June 2016).

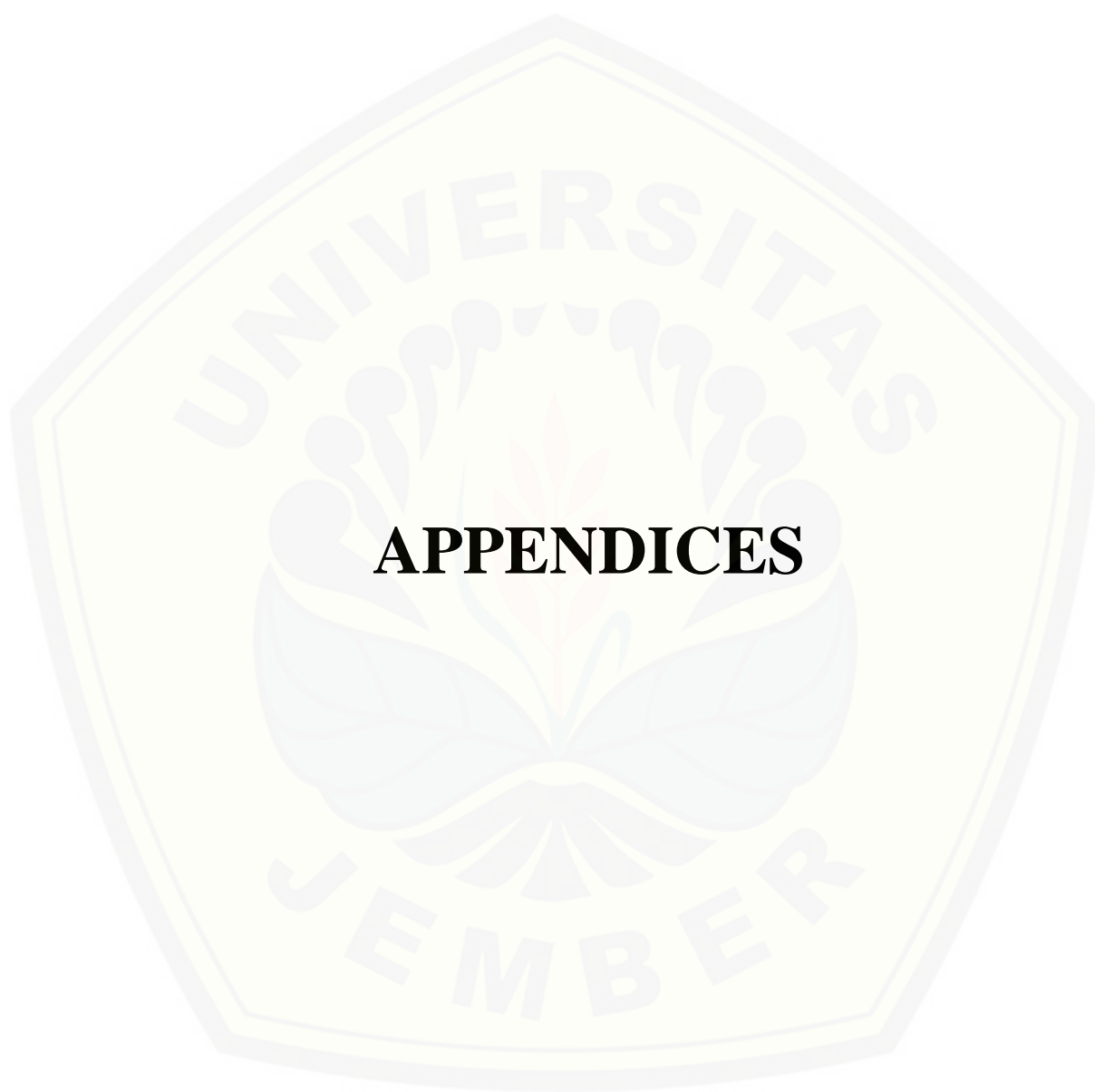
Punch, Keith F. 2009. *Introduction to Research Methods in Education: The Analysis of Qualitative Data*. SAGE.
(<http://www.scope.edu/Portals/0/progs/med/precoursereadings/IEIKeyReading8.pdf>) (date of access 26 March 2017).

Tomlinson, Brian and Masuhara, Hitomi. 2004. "Developing Language Course Materials". *SEAMEO Regional Language Centre*.
(<http://liteneon.blogspot.co.id/2014/12/brian-tomlinson-and-hitomi-masuhara.html>) (date of accessed 26 April 2016).

Tomlinson, Brian. 2008. *English Language Learning Materials A Critical Review*. London: Continuum International Publishing Group.

Tomlinson, Brian. 2011. *Materials Development for Language Teaching*. 2nd ed. Cambridge: Cambridge University Press.
(<https://books.google.co.id/books?id=TmhyTQji2UEC&printsec=frontcover&hl=id>) (date of access 30 April 2016).

- Tomlinson, Brian. 2012. "Materials Development for Language Learning and Teaching". *Language Teaching*. 45(2): 143-179
(<https://www.scribd.com/doc/95496071/Materials-Development-for-Language-Learning-and-Teaching>) (date of access 26 April 2016).
- Tomlinson, Brian. 2013. *Developing Materials for Language Teaching*. 2nd ed. London: Bloomsbury.
- Tomlinson, Brian. 2016. The Importance of Materials Development for Language Learning. In Maryam Azzarnoosh, Mitra Zeraatpishe, Akram Faravani, and Hamid Reza Kargozari (eds.) *Issues in Materials Development*. Rotterdam: Sense Publisher, 1-2.
- Tuan, Luu Trong. 2011. "Matching and Stretching Learners' Learning Style". *Journal of Language Teaching and Research*.
(<http://www.academypublication.com/issues/past/jltr/vol02/02/01.pdf>)
(date of access 18 February 2017).
- Tuncel, Hayrettin. 2015. "The Relationship between Self-Confidence and Learning Turkish as a Foreign Language". *Academic Journals*.
(<http://www.academicjournals.org/journal/ERR/article-full-text-pdf/2E1604B55425>) (date of access 3 October 2016).
- Wahyuni, Sari, 2015. *Qualitative Research Method: Theory and Practice*. Jakarta: Salemba.
- Wahyuningsih, Niken.- Aswandi. 2012. "An Analysis of Reading Materials in Textbook English in Focus for Grade VII Junior High School Published by Department of National Education". *E-Journal UNESA*.
(<http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/6364>)
(date of access 19 June 2016).



APPENDICES

RESEARCH MATRIX

Title	Research Problem	Variable	Indicators	Data Resources	Research Method
<p>The Tomlinson's (2011) Principles Based Evaluation of The Textbook "Pathway to English" for the Twelfth Grade Students at Senior High Schools</p>	<p>Do the materials in the textbook "Pathway to English" for grade twelve of senior high school meet Tomlinson's principles of material development?</p>	<p>Textbook "Pathway to English"</p>	<ul style="list-style-type: none"> • Materials should require & facilitate learners' self-investment • Materials should expose learners to language in authentic use • The learners' attention should be drawn to linguistic features of the input • Materials should provide learners with opportunities to use target language to achieve communicative purposes • Materials should take into account that the positive effects of instruction are usually delayed • Materials should take in account that learners differ in learning style • Materials should take in account that learners differ in affective attitudes • Materials should permit a silent period at the beginning of instruction • Materials should not rely too much on controlled practice • Materials should provide opportunities for outcome feedback, especially feedback on the effectiveness of use of language rather than accuracy of language 	<p>Documentation: The English textbook "Pathway to English"</p>	<ul style="list-style-type: none"> • Research Design: Qualitative Content Analysis • Research Subject: Textbook "Pathway to English" chapter 9 • Data collection method in the form of documentation • Data Analysis using codes to organize content and to have narrative description

THE CONTENT MAPPING OF THE TEXTBOOK

Document Identity

Title : Pathway to English
 Authors : Th. M. Sudarwati and Eudia Grace
 Publisher : Erlangga
 Year of Published : 2015
 Place of Published : Jakarta
 Pages : 220
 Chapters : 12

Theme	Listening	Speaking	Reading	Writing	Grammar	Vocabulary
Chapter 1 I Can Assist You with That	<ul style="list-style-type: none"> ▪ Improving pronunciation and intonation from a model dialogue ▪ Getting the gist of dialogs ▪ Listening to make a prediction 	<ul style="list-style-type: none"> ▪ Offering to do something ▪ Accepting and refusing an offer 	<ul style="list-style-type: none"> ▪ Reading for a specific information ▪ Reading for detailed information ▪ Reading between lines 	<ul style="list-style-type: none"> ▪ Rewriting a model letter with some alterations 		<ul style="list-style-type: none"> ▪ Words related to parts of cars
Chapter 2 Surprise!	<ul style="list-style-type: none"> ▪ Improving pronunciation and intonation from a model 	<ul style="list-style-type: none"> ▪ Telling surprising news or information politely in 	<ul style="list-style-type: none"> ▪ Reading for specific information ▪ Reading for 	<ul style="list-style-type: none"> ▪ Writing surprising news or information 		<ul style="list-style-type: none"> ▪ Words related to parts of a car

Theme	Listening	Speaking	Reading	Writing	Grammar	Vocabulary
	Dialogue	transactional and interpersonal dialogs	detailed information			
Chapter 3 May I have your attention, please?	<ul style="list-style-type: none"> ▪ Listening to a dialogue to identify a picture ▪ Listening to a monolog to identify the situation 	<ul style="list-style-type: none"> ▪ Asking someone's attention 	<ul style="list-style-type: none"> ▪ Reading attention signs for getting specific information ▪ Reading attention signs for getting detailed information 	<ul style="list-style-type: none"> ▪ Creating a dialog 		
Chapter 4 I hope I might be granted an interview	<ul style="list-style-type: none"> ▪ Improving pronunciation and intonation from a model monolog 	<ul style="list-style-type: none"> ▪ Announcing a job vacancy 	<ul style="list-style-type: none"> ▪ Reading for the main idea of a text ▪ Reading for detailed information ▪ Reading aloud 	<ul style="list-style-type: none"> ▪ Writing a good application letter 		
Chapter 5 A picture is worth a thousand words	<ul style="list-style-type: none"> ▪ Listening to a monolog to identify suitable pictures 	<ul style="list-style-type: none"> ▪ Presenting the result of a discussion 	<ul style="list-style-type: none"> ▪ Reading some photo captions to get specific information Reading some photo captions for detailed information 	<ul style="list-style-type: none"> ▪ Writing photo captions 		
Chapter 6 What is it?	<ul style="list-style-type: none"> ▪ Improving pronunciation and intonation from model monologs ▪ Completing tables 	<ul style="list-style-type: none"> ▪ Describing living and non-living things, natural, and social phenomena orally 	<ul style="list-style-type: none"> ▪ Reading for main ideas ▪ Reading for specific information ▪ Reading for detailed information 	<ul style="list-style-type: none"> ▪ Writing a factual report 	<ul style="list-style-type: none"> ▪ Types of verbs 	

Digital Repository Universitas Jember

Theme	Listening	Speaking	Reading	Writing	Grammar	Vocabulary
	while listening to monologs					
Chapter 7 You're supposed to...	<ul style="list-style-type: none"> ▪ Improving pronunciation and intonation from a model dialog ▪ Getting the gist of short talks 	<ul style="list-style-type: none"> ▪ Asking and telling about obligations using 'be supposed to' 	<ul style="list-style-type: none"> ▪ Reading for specific information 	<ul style="list-style-type: none"> ▪ Writing sentences to tell about obligations using 'be supposed to' 	<ul style="list-style-type: none"> ▪ Be supposed to ▪ Be to 	
Chapter 8 I think it's an excellent story	<ul style="list-style-type: none"> ▪ Listening for specific information ▪ Listening to the gist of dialogs and monologs 	<ul style="list-style-type: none"> ▪ Talking about artwork 	<ul style="list-style-type: none"> ▪ Reading for specific information ▪ Reading for detailed information 	<ul style="list-style-type: none"> ▪ Writing opinions and facts 	<ul style="list-style-type: none"> ▪ I think... ▪ I assume... 	
Chapter 9 What's the news today?	<ul style="list-style-type: none"> ▪ Improving pronunciation and intonation from a model dialog ▪ Getting the gist of news broadcast or aired ▪ Completing a text based on a spoken monolog 	<ul style="list-style-type: none"> ▪ Reading news ▪ Reporting newsworthy Events 	<ul style="list-style-type: none"> ▪ Reading for specific information Reading for detailed information ▪ Reading between lines 	<ul style="list-style-type: none"> ▪ Reporting newsworthy events 	<ul style="list-style-type: none"> ▪ Passive voice ▪ Headline news ▪ Direct speech ▪ Indirect speech 	Eye-catching words in news

Theme	Listening	Speaking	Reading	Writing	Grammar	Vocabulary
Chapter 10 If you want to relax, join us!	<ul style="list-style-type: none"> ▪ Listening to specific information ▪ Listening to gist of dialogs ▪ Listening to identify pictures 	<ul style="list-style-type: none"> ▪ Give instructions or suggestions using 'if' clause 	<ul style="list-style-type: none"> ▪ Reading for specific information ▪ Reading for detailed information 	<ul style="list-style-type: none"> ▪ Writing instructions or suggestions using 'if' clause 	<ul style="list-style-type: none"> ▪ If clause ▪ Unless ▪ Imperative using "Why don't...?" 	
Chapter 11 I'll show you how to make it	<ul style="list-style-type: none"> ▪ Repeating words with proper pronunciation and intonation ▪ Completing texts based on audios ▪ Getting the gist of monologs 	Telling how to make favorite food	<ul style="list-style-type: none"> ▪ Reading for specific information ▪ Reading for detailed information ▪ Reading between lines 	<ul style="list-style-type: none"> ▪ Writing a favorite recipe 	<ul style="list-style-type: none"> ▪ Words that deal with cooking, kitchen, utensils, spices, etc. 	<ul style="list-style-type: none"> ▪ Adjectives ▪ Order of adjectives ▪ Imperatives ▪ Collective nouns ▪ Sentence connectors
Chapter 12 Singing for a better life	<ul style="list-style-type: none"> ▪ Memorizing expressions of likes and dislikes ▪ Completing gaps based on an audio ▪ Speaking with correct pronunciation ▪ Memorizing expressions to ask for opinions 	<ul style="list-style-type: none"> ▪ Expressing appreciation of songs as works of art 	<ul style="list-style-type: none"> ▪ Reading for specific information ▪ Reading for the main ideas of a text ▪ Reading to find synonyms of words from contextual clues ▪ Reading for detailed information ▪ Reading between lines ▪ Reading for inference 	<ul style="list-style-type: none"> ▪ Writing favorite English song lyrics ▪ Completing texts ▪ Writing a message 		

RESEARCH INSTRUMENT: QUALITATIVE CODEBOOK

No.	Tomlinson's (2011) Principles	Indicators	Notes
1.	PMD 5: Materials should require & facilitate learners' self-investment	<ul style="list-style-type: none"> • Various activities • Small project • Supplementary materials 	<ul style="list-style-type: none"> • Various activities refer to many types of learning activities provided in the textbook • Small project is related to group work activity • Supplementary materials are materials from other resources and it enables the learners to choose the materials and how to use them
2.	PMD 7: Materials should expose learners to language in authentic use	<ul style="list-style-type: none"> • Authentic materials • Rich and varied 	<ul style="list-style-type: none"> • Authentic materials refer to any materials that are not intended for educational purposes • Rich and varied input relates to the authentic materials that vary in style, mode (spoken or written form), media (the source e.g. newspaper, magazine and advertisement) and purpose (e.g. informing the readers and convincing someone to buy something)
3.	PMD 8: The learners' attention should be drawn to linguistic features of the input	<ul style="list-style-type: none"> • Form focused approach 	<ul style="list-style-type: none"> • The students are led to focus on the meaning of the text then move to a certain feature in the text
4.	PMD 9: Materials should provide learners with opportunities to use target language to achieve communicative purposes	<ul style="list-style-type: none"> • Information or opinion gap activities • Post listening and post reading activities 	<ul style="list-style-type: none"> • The activities are in the form of information or opinion gap activities • Post listening and post reading activities deal with the follow up activities to make use of the information gained from listening and reading activities

No.	Tomlinson's (2011) Principles	Indicators	Notes
		<ul style="list-style-type: none"> • Creative writing and creative speaking 	<ul style="list-style-type: none"> • Creative writing and creative speaking activities refer to some activities that enable learners to express their feeling, thoughts or ideas in an imaginative way through writing or speaking
5.	<p>PMD 10: Materials should take into account that the positive effects of instruction are usually delayed</p>	<ul style="list-style-type: none"> • Rich of exposure • Language production 	<ul style="list-style-type: none"> • Rich of exposures deals with the textbook that has frequent task before giving test to the students. • Language production refers to the activity in which the students are asked to produce language in spoken or written form that usually requires certain assessment e.g. writing a story and performing a dialogue
6.	<p>PMD 11: Materials should take in account that learners differ in learning style</p>	<ul style="list-style-type: none"> • Variety of activities 	<ul style="list-style-type: none"> • The activities are varied for visual, audio and kinaesthetic learners
7.	<p>PMD 12: Materials should take in account that learners differ in affective attitudes</p>	<ul style="list-style-type: none"> • Text type • Learning tasks • Stimulating activities 	<ul style="list-style-type: none"> • Textbook has different types of texts • It has varied learning tasks • The activities motivate the learners to share their thought and feeling
8.	<p>PMD 13: Materials should permit a silent period at the beginning of instruction</p>	<ul style="list-style-type: none"> • Comprehension activities • New vocabulary and structures 	<ul style="list-style-type: none"> • Comprehension activities require the learners to comprehend first rather than to produce language • New vocabulary and structures are introduced through stories
9.	<p>PMD 15: Materials should not rely too much on controlled practice</p>	<ul style="list-style-type: none"> • Limited controlled practice 	<ul style="list-style-type: none"> • Controlled practice refers to activities which follow certain framework to strengthen the students' understanding about the materials through drilling, repeating dialogue, and grammar practice.

No.	Tomlinson's (2011) Principles	Indicators	Notes
10.	PMD 16: Materials should provide opportunities for outcome feedback, especially feedback on the effectiveness of use of language rather than accuracy of language	<ul style="list-style-type: none">• Language production• Outcome feedback	<ul style="list-style-type: none">• The learning activities provide opportunities for the students to produce language to gain feedback• The activities achieve the learning objectives

DATA REDUCTION: SEGMENTING

Textbook Components	Learning Activities	Input
Observing (Listening and Reading)	<p>Activity 1: Listen to the recording and repeat the words correctly.</p> <p>Activity 2: Listen to the news and complete the following text with the words you hear.</p> <p>Activity 3: Discuss with your friends. Then, present the results of the discussion in front of the class.</p> <p>Activity 4: Listen to a radio broadcaster hosting a radio program</p> <p>Activity 5: Complete the table below with the information from the monolog</p> <p>Activity 6: Listen to the recording again and imitate the radio broadcaster reading the news. Remember! // is for a pause and / for a short pause</p> <p>Activity 7: Analyze whether these two headlines have fulfilled the elements of what, who, where, when, why and how.</p>	<p>Recording</p> <p>News radio recording completed with the script</p> <p>News headlines</p>
Questioning (Reading Based Discussion)	<p>Activity 8: Read the following news</p> <p>Activity 9: Discuss the following questions with your friends</p> <ol style="list-style-type: none"> Find and read news in Bahasa Indonesia Find the similarities and the differences between news in English and news in Bahasa Indonesia Do they have the same organizations of text? Has the news answered 5WH questions? 	<p>Text taken from The Jakarta Post entitled "Traffic Jams Cost Jakarta \$3B Annually"</p>

Textbook Components	Learning Activities	Input
<p>Exploring (Listening, Reading and Questions)</p>	<p>Activity 10: Listen to radio broadcasters read some news. Which picture best describes the news?</p> <p>Activity 11: Which of the following headlines doesn't belong to ceremonial news</p> <p>Activity 12: The following text tells us about the attitude of a certain community in Yogyakarta towards pollution and global warming. Read it and then answer the questions.</p> <p>Activity 13: Discuss the following questions with your friends</p> <ol style="list-style-type: none"> a. Suppose that you were a mayor of a city, what activities would you design to reduce pollution and slow down global warming? b. Look at your friend's activity. Are they the same as yours? What are the differences? c. If you find several different activities, as for his/ her explanation of the activities. <p>Activity 14: Which of the following headlines doesn't belong to crime news?</p> <p>Activity 15: In pairs, complete the following table either the acts of crimes or the criminals</p> <p>Activity 16: Read the news below.</p> <ol style="list-style-type: none"> a. State whether the statements are true (T), false (F), or not mentioned (NM) b. Which paragraph has the following main ideas? <p>Activity 17: Discuss with your friend. What would you do to avoid theft or robbery in your neighbourhood? List your ideas and then see your friend's ideas. Are they the same?</p> <p>Activity 18: Look at these pictures and answer the questions.</p>	<p>Recording and pictures Ceremonial news</p> <p>Text taken from The Jakarta Post entitled "Yogyakarta promotes Commuting by Bike"</p> <p>Crime news</p> <p>Vocabulary about crimes and criminals</p> <p>Text entitled "Robbers Get Away with Rp700M in Bekasi"</p> <p>Pictures of natural disasters</p>

Digital Repository Universitas Jember

Textbook Components	Learning Activities	Input
	<p>Activity 19: Read the following news and answer the questions.</p> <ol style="list-style-type: none"> a. Find the synonyms of these words or phrases in the text b. Complete the sentences with the information from the news above. <p>Activity 20: people say that accidents can happen to anyone in an instant. Read these pieces of news. Tell your friend what happened to them and what caused the accidents.</p> <p>Activity 21: read the following news and answer the questions.</p> <p>Activity 22: When an accident occurs, first aid should be given to help the victim. With your friend, check how good your knowledge of first aid is.</p> <ol style="list-style-type: none"> a. What to do if a person is chocking? b. What to do if a person gets first degree burns? 	<p>Text taken from the Jakarta Post entitled “Floods, High Wind Destroy homes in Gunung Toar”</p> <p>Pieces of news</p> <p>Text entitled “22 Killed in Thai Bus Accident</p>
Associating (Grammar and Writing Practice)	<p>Activity 23: Work in pairs. Write the normal sentences of the following headlines. One has been done for you as an example.</p> <p>Activity 24: Arrange the following into eye-catching headlines. The italics will be the first word. One has been done for you as an example</p> <p>Activity 25: Work in pairs. Write what the following headlines mean in ordinary. One has been done for you as an example.</p> <p>Activity 26: Choose a piece of news from the newspaper. Attach it to your book. Find the newspaper words and their meaning.</p> <p>Activity 27: Note the underlined sentences in the article above. Then, complete the following table.</p>	<p>Grammar Focus: Newspaper Headlines</p> <p>Newspaper language</p> <p>Passive Voice</p>

Digital Repository Universitas Jember

Textbook Components	Learning Activities	Input
	Activity 28: Answer the following questions based your analysis. Activity 29: How to change an active sentence into a passive one?	
	Activity 30: Change the following sentences into the passive ones. Activity 31: Practice writing attributions with your partner. Use the correct punctuation. Activity 32: With your partner, provide attribution as in the example given to you. Activity 33: Let's create newsworthy events from the following information Activity 34: Let's observe the chronology of the following news story Activity 35: Based on the previous text, complete this timetable. Activity 36: With your friend, rearrange the background event into the correct order. Activity 37: In pairs, write the reasons behind an event based on this information	The source of news (attribution) Newsworthy Events Creating a background event chronologically
Communicating (Speaking and Writing)	Activity 38: Perform a dialogue based on one of the following situations. Activity 39: Rewrite these jumbled paragraphs so that they can make coherent news. Activity 40: Rewrite those jumbled paragraphs so that they can make coherent news. Supply it with the best title. Activity 41: Write a newsworthy event into news.	Dialogue situations Jumbled paragraphs Students' own experience

Appendix E

DATA DISPLAY: FINDING

No	PMD	Indicators	Availability	Criteria
1	PMD 5	Various activities Discovery learning Small project Additional materials	A A A A	Meet PMD 5
2	PMD 7	Authentic Rich and various	A A	Meet PMD 7
3	PMD 8	Form focused approach	A	Meet PMD 8
4	PMD 9	Information/ opinion gap activity Post listening and post reading Creative writing and speaking	A A A A	Meet PMD 9
5	PMD 10	Frequent tasks Prepared language production	A A	Meet PMD 10
6	PMD 11	Variety of tasks	A	Meet PMD 11
7	PMD 12	Text type Learning tasks Stimulating activities	A A A	Meet PMD 12
8	PMD 13	Comprehension activities New vocabulary and structure	A A	Meet PMD 13
9	PMD 15	Limited controlled practice	A	Meet PMD 15
10	PMD 16	Language practice Feedback	A A	Meet PMD 16

Note: A = Available

NA= Not Available

The Availability of the Indicators of PMD 5

REMEMBER

PASSIVE VOICE

Study the sentences below.

1. A mountainous valley of Inner Mongolia was shaken by a strong earthquake measuring 6.4 on the Richter scale last Friday.
2. Warning had been given by the police, but the motorists chose to ignore them.
3. Lava has been discharged by the volcanic mountain in the Sunda straits several times lately.
4. The Minister of Public Works has instructed that the damaged roads and bridges will be repaired soon before the end of this month by PT Kerka Karya, a state-owned company.

27. Note the underlined sentences in the article above. Then, complete the following table.

No	Subject	To Be	Past Participle	By Agent	Adv. of Time
a.	A mountainous valley		shaken	by a strong quake	last Friday.
b.		Had been	given		
c.	Lava			by the volcanic mountain	several times lately.
d.		will be			soon.

28. Answer the following questions based on your analysis.

- a. Do the sentences in the table have passive or active meanings?
- b. The pattern for the sentences above is:

Subject + _____ + _____ + by agent
- c. 'To be' for the passive sentences depends on the tenses.
 - 1) Simple Present : _____, am, _____
 - 2) Simple Past : was, _____
 - 3) Present Future : will be
 - 4) Present Perfect : _____, has been
 - 5) Past Perfect : had been

Pathway to English 3 161

36. With your friend, rearrange the background event into the correct order.

Paris Hilton Arrested for Cocaine Possession

TMZ reported that Paris Hilton's possession of 8 grams of cocaine caused her being charged.

Event ...	When he recognized that the passenger was Paris Hilton, she hurriedly closed her car window.
Event ...	The cop also said that when Paris opened her purse to get her lip balm in the hotel, the cocaine, in a clear bag, fell into his hand.
Event ...	Paris Hilton said that she was very embarrassed to be surrounded by about 100 people in that state and asked the cop if she could go to the restroom in the Wynn Hotel.
Event ...	Police reported that a cop stopped an Escalade and a strong smell of marijuana came out when he opened the passenger's door.

("Paris Hilton Charged with Drug Felony," 2010)

37. In pairs, write the reasons behind an event based on this information.

Students Bring Stories to Life

BOGOR: Teachers and students of the International School of Bogor took part in the school's Book Week on Friday, dressing up as their favorite story book characters.

The event, which took place in their school, on Jalan Papandayan, Bogor, was held in association with _____

The Book Week, themed "Homeland Stories," was intended to _____

COMMUNICATING

38. Perform a dialog based on one of the following situations.

- a. Work in groups of three. One of you becomes a newsreader, one becomes a news reporter, and the other one becomes the person being interviewed (a witness or a victim).
- b. Perform a live report, on the spot, about a robbery in a bank. Include an interview with a witness or a victim about the event and give descriptions of the robbers.

Pathway to English 3 167

Discovery learning

Small project

7. Analyze whether these two headlines have fulfilled the elements of what, who, where, when, why, and how.

A silk dress worn by Kate Middleton, the wife of Prince William of Wales, has been sold for £78,000 at a weekend charity fashion show at St. Andrews University. The selling price was almost £55,000 higher than earlier estimated by London auctioneer Kerry Taylor. There was speculation that Kate caught Prince William's interest when wearing the dress.

Who	
What	
When	
Where	
Why/How	

Chelsea failed to score goals during the first round of the Premier League matches with Manchester City at Stamford Bridge on Sunday. Even though Chelsea controlled the game, they did not easily earn their less than memorable goals.

(Chelsea vs Manchester City Preview, n.d.)

Who	
What	
When	
Where	
Why/How	

QUESTIONING

8. Read the following news.

Traffic Jams Cost Jakarta \$3B Annually

The Jakarta Post

Jakarta
"Traffic jams in Jakarta cost the city at least Rp28.1 trillion (US\$3 billion) each year," the Transportation Ministry says.

"The greatest area of loss, amounting to Rp10.7 trillion per year, is related to fuels," Transportation

Ministry Inspector General said Thursday during a discussion on mass transportation systems in Jakarta.

The notorious traffic congestion also inflicts losses of at least Rp9.7 trillion in lost productivity, while losses related to health reached Rp5.8 trillion

and public transportation owners suffered Rp1.9 trillion in losses.

As of last December, there were more than 11 million vehicles in Jakarta, comprising 9 million motorbikes, 3 million cars, and 63,000 public transportation vehicles.

9. Discuss the following questions with your friends.

- Find and read news in Bahasa Indonesia.
- Find the similarities and the differences between news in English and news in Bahasa Indonesia.
- Do they have the same organizations of text?
- Has the news answered the 5WH-questions?
- Present your discussion in front of the class. ✓

Additional materials

EXPLORING

10. Listen to radio broadcasters read some news. Which picture best describes the news?



News _____ News _____ News _____



News _____ News _____ News _____

The Availability of the Indicators of PMD 7

6. Listen to the recording again and imitate the radio broadcaster reading the news. Remember! // is for a pause and / for a short pause.

Good morning, // I'm Gusti Madeswara and this is Morning Report on National Radio. // Dear listeners, / Morning Report will bring you interesting news / over the next half hour. // The first news comes from Jakarta. // The Government has warned officials against holiday hangovers. // The Administrative Reforms Minister said / that all civil servants across the nation must return to work on Monday / after having nine days off / to celebrate Idul Fitri. // Civil servants began their days off / on Saturday, August the third. // The Idul Fitri public holidays fall on August the eighth / and ninth. // Many private companies will also resume business on Monday. // "Nine days is quite a long holiday. // Civil servants should be fully recharged by then / to provide maximum public services on Monday. // There will be no tolerance for missing work that day," // the Minister said / in a statement released / by the Cabinet Secretariat on Sunday. // Listeners, / we'll be back with Morning Report / after the following advertisement. // Stay tuned to 101.99 kilohertz / National Radio. //

Bagus BT Saragih - The Jakarta Post/Jakarta

Varied mode
(audio and
text)

Ways to Say It

This is how a newsreader commonly hosts a program.

Opening	Greet your listeners/viewers, mention your name and the program you are hosting and tell how long the program will last.
Introduction	Mention where the news comes from and the topic.
News	News consists of three parts. <ul style="list-style-type: none"> • Headline/lead: answers the elements of what, where, when, and who • News feature: tells why and how • Reminder: gives additional important information
Closing	Say when you'll be back with the program and ask your listeners/viewers to stay tuned to your station.

Being a newsreader is not as easy as you might imagine.

You have to pay attention to:

- pronunciation (the way a word is spoken);
- intonation (the rise and fall of the voice in speaking);
- clarity in speaking; and
- pause (a temporary stop in a news reading);

REMEMBER!

News Item

Kendari SAR Team Finds 3 More Victims

KENDARI: On Thursday, three more victims from a ship that sank in the Banda Sea were found by a search and rescue team. They were Aris Triono, the captain of the Amami cargo ship, Yakub, a crewman, and Suharto, a passenger.

The Amami cargo ship had been missing since the incident occurred on Friday last week.

The three victims were found on Thursday, floating in water close to Menui Island, Central Sulawesi Province. Two other victims were earlier saved by the SAR team in the Banda Sea on Saturday last week, only a day after the ship sank due to bad weather.

"The SAR team is still searching for 10 crew members and a passenger still missing after the incident," said Rocky Asikin, the head of Kendari SAR team.

The Jakarta Post - Jakarta

The use of passive voice

The use of past tenses

Direct and indirect speech

Rich of feature

Authentic Material (text)

The social function of news items:
To inform readers, listeners, or viewers about events of the day which are considered important and interesting.

- The text organization of news items:**
- **Newsworthy events** recounts the event in summary form.
 - **Background events** elaborates what happened, to whom, and in what circumstances.
 - **Sources** are comments by participants in, witnesses to, and authorities expert on the event.

To compose a news item text, you will need the use of:

- **The past tenses (the simple past, the past continuous, the past perfect)**
E.g. We went to the zoo last week.
She had come earlier before we arrived there.
They were watching television when the thief entered their house quietly.
I was very happy and wanted to go there again.

The Availability of the Indicators of PMD 8

REMEMBER

PASSIVE VOICE

Study the sentences below.

- A mountainous valley of Inner Mongolia was shaken by a strong earthquake measuring 6.4 on the Richter scale last Friday.
- Warning had been given by the police, but the motorists chose to ignore them.
- Lava has been discharged by the volcanic mountain in the Sunda straits several times lately.
- The Minister of Public Works has instructed that the damaged roads and bridges will be repaired soon before the end of this month by PT Kerka Karya, a state-owned company.

27. Note the underlined sentences in the article above. Then, complete the following table.

No	Subject	To Be	Past Participle	By Agent	Adv. of Time
a.	A mountainous valley		shaken	by a strong quake	last Friday.
b.		Had been	given		-
c.	Lava			by the volcanic mountain	several times lately.
d.		will be			soon.

28. Answer the following questions based on your analysis.

- Do the sentences in the table have passive or active meanings?
- The pattern for the sentences above is:

Subject + _____ + _____ + by agent
- 'To be' for the passive sentences depends on the tenses.
 - Simple Present : _____, am, _____
 - Simple Past : was, _____
 - Present Future : will be
 - Present Perfect : _____, has been
 - Past Perfect : had been

Pathway to English 3 181

29. How to change an active sentence into a passive one.

a. Active sentence: Floods destroyed the bridge last Friday.
Subject Predicate Object Adv. of time

- What tense is used in the sentence above?
- 'To be' used for the passive form of the sentence above is _____.
- So, the passive sentence becomes:

subject to be past participle by agent last Friday, adv. of time

b. Active sentence: The government sent the medical team to help the victims.
subject predicate object adv. of purpose

- What tense is used in the sentence above?
- 'To be' used for the passive form of the sentence above is _____.
- So, the passive sentence becomes:

subject to be past participle by agent

30. Change the following sentences into the passive ones.

- The reconstruction of the bridges will need 14 billion Rupiah.

- Hard and rocky land cannot absorb heavy rains.

- The flood in Central Java had killed 70 people.

- People passed buckets of water from hand to hand to put out the fire.

- People took the victim to the hospital.

182 Chapter 9 What's the News Today?

Form
focused
approach
(PMD 8)

The Availability of the Indicators of PMD 9

12. The following text tells us about the attitudes of a certain community in Yogyakarta towards pollution and global warming. Read it and then answer the questions.

Yogyakarta Promotes Commuting by Bike

The Jakarta Post Jakarta

More than 2,000 people participated in bike-to-work and bike-to-school promotional events staged on Yogyakarta's Alun-Alun Utara Square a Monday morning.

The participants who include civil servants, private-sector employees,

students, police, and soldiers represented 30 different bicycle clubs.

"We have to support this program to help Yogyakarta be an environmentally friendly city," Yogyakarta Governor Sri Sultan Hamengkubuwono X said.

Yogyakarta Mayor Herry Zudianto said the

program would benefit the city by reducing pollution levels and global warming contributions. "It's also good for our health," he added.

Herry said the city administration would allocate funds to construct designated cycle routes if their numbers increased significantly.

- How many people participated in the Monday morning event?
- What was the purpose of the event?
- Where did the event take place?
- Who were the participants?
- Why did the Yogyakarta Mayor say that this program would benefit the city?
- When would a cycle route be constructed?
- What is your reaction to this information? (Choose the options or give your own opinion)
 - You're surprised and shocked.
 - You don't believe it.
 - You are interested and want to have a similar activity
 - You are not interested at all.
 - Pollution and global warming have nothing to do with you.
 - _____ (your own opinion)
- Find words in the text that have the same meanings as these words/phrases.
 - take part in
 - an open area in town
 - people who join an activity
 - take advantage
 - make less

13. Discuss the following questions with your friends

- Suppose that you were a mayor of a city, what activities would you design to reduce pollution and slow down global warming?
- Look at your friend's activities. Are they the same as yours? What are the differences?
- If you find several different activities, ask for his/her explanation of the activities.

the floods and winds that caused panic among local residents.

"We have yet to calculate the financial losses caused by the disaster, but at least Rp200 million in damages was incurred when the 24 ready-to-harvest

fish farms belonging to residents were destroyed by the flood," Ahyan told The Jakarta Post over the phone.

He said the Kuantan Singingi Administration had established emergency response posts in the affected

area. The Riau Provincial Administration had also sent emergency aid.

"Additional aid can also be sent as soon as possible, anytime it's needed," Governor Rusli Zaenal said.

- a. Find the synonyms of these words or phrases in the text.

- overflow
- covering with water
- violent
- count
- happened
- extra

- b. Complete the sentences with the information from the news above.

- The flood in Gunung Toar district was caused by _____.
- _____ houses were inundated during the floods.
- The flood was _____ high.
- On the same day, 24 homes were damaged by _____.
- The local residents were _____ to see the floods and the strong wind.
- There were about _____ fish farms destroyed during the disaster.

20. People say that accidents can happen to anyone in an instant. Read these pieces of news. Tell your friends what happened to them and what caused the accidents.

A man needed rescuing after unintentionally burning his house when trying to kill a spider with a lighter.

A Metro passenger has received \$1.3 million from a King County jury due to injuries suffered when she slipped.

A 2-year-old tot is in critical condition after falling off some stairs at a Bountiful business district.

Information gap activity

Post reading activity

39. Rewrite these jumbled paragraphs so that they can make coherent news.

A Hit-and-Run Injured a Boy

- a. The boy was immediately rushed to Manning Base Hospital in Tare, but later was sent to Newcastle's John Hunter Hospital.
- b. He urged anyone who witnessed the incident to report to Crime Stoppers on 1800 333 000.
- c. At midday yesterday the boy was playing with two other boys near Dennes Street, Wingham when a motorcycle with a passenger knocked him to the ground. The cop said that it was a hit-and-run accident.
- d. A boy had a serious fracture in a hit-an-run on the mid north coast of NSW.

("Boy Injured in Hit and Run," 2011)

40. Rewrite those jumbled paragraphs so that they can make coherent news. Supply it with the best title.

Newsworthy event	
Background event	
Source	

Creative writing activity

41. Write a newsworthy event into news.

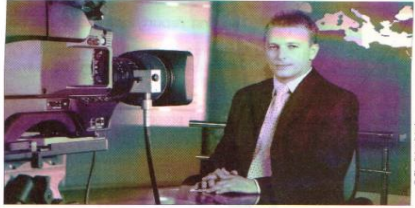
- a. Recall an event happening recently in your school, your neighborhood, or in your country.
- b. Write the first draft and consult it with your teacher about it.
- c. Write the second draft and let your friend check your work using the following student's checklist.

The Availability of the Indicators of PMD 11

1. Listen to the recording and repeat the words correctly.

viewers	stranded	business
channel	floodwaters	paralyzed
city	flooding	affected
midway	region	severe
inundated	torrential	criticize

2. Listen to the news and complete the following text with the words you hear.



Good morning listeners. It's ten o'clock in the morning and you are listening to Special Report. I'm Yudha Iskandar from KWX Radio. The first report today is about floods hitting Jakarta. Jakarta, one of the largest business (1) _____ in South East Asia, (2) _____ with rising floodwaters. Cars and motorcycles broke down (3) _____ their journeys as water (4) _____ almost all parts of the city. Jakartans were left (5) _____ because most public transport could not (6) _____ on roads that turned into rivers. Also, government offices have been (7) _____ to close and business activities are (8) _____. Some schools told their students to study at home. Floods happen in Jakarta every year, but non-stop, severe rain this year (9) _____ the central business district. Residents in low-lying regions said that the floodwaters has reached 2-3 meters high. Jakartans regularly criticize the government for its slow action to upgrade (10) _____ to avoid disasters. Listeners, that's the first news for today. I'll be back soon with some other important news. So stay tuned to KWX Radio.

© 2013 BBC

3. Discuss with your friends. Then, present the results of the discussion in front of the class.

- What is the name of the radio station?
- Who is the newsreader?
- What program does he host?
- What is the news about?
- What problem is arising and who is to blame? Why?
- Pay attention to the way the reader presents the news. Complete the table.

1)	Greetings	Good morning listeners.
2)		It's ten o'clock in the morning and you are listening to Special Report.
3)		I'm Yudha Iskandar from KWX Radio.
4)		The first report today is about floods hitting.
5)		Listeners, that's the first news. I'll be back soon with some other important news. Stay tuned at KWX Radio.

4. Listen to a radio broadcaster hosting a radio program.

Good morning, I'm Gusti Madeswara and this is *Morning Report* on National Radio. Dear listeners, *Morning Report* will bring you interesting news over the next half hour. The first news comes from Jakarta. The government has warned officials against holiday hangovers. The administrative Reforms Minister said that all civil servants across the nation must return to work on Monday after having nine days off to celebrate Idul Fitri. Civil servants began their days off on Saturday, August 3. The Idul Fitri public holidays fall on August the eighth and ninth. Many private companies will also resume business on Monday. "Nine days is quite a long holiday. Civil servants should be fully recharged by then to provide maximum public services on Monday. There will be no tolerance for missing work that day," the Minister said in a statement released by the Cabinet Secretariat on Sunday. Listeners, we'll be back with *Morning Report* after the following advertisement. Stay tuned to 101.99 kilohertz National Radio.

Bagus BT Saragih – The Jakarta Post/Jakarta

Complete the table below with information from the monolog.

a. The name of the radio	
b. The radio frequency	
c. The name of the host	
d. The name of the radio program	
e. The topic	
f. The informant	

Activity for auditory learners

Pathway to English 3 136 Chapter 9 What's the News Today?

12. The following text tells us about the attitudes of a certain community in Yogyakarta towards pollution and global warming. Read it and then answer the questions.

Yogyakarta Promotes Commuting by Bike

The Jakarta Post
Jakarta

More than 2,000 people participated in bike-to-work and bike-to-school promotional events staged on Yogyakarta's Alun-Alun Utara Square a Monday morning.

The participants who include civil servants, private-sector employees, students, police, and soldiers represented 30 different bicycle clubs.

"We have to support this program to help Yogyakarta be an environmentally friendly city," Yogyakarta Governor Sri Sultan Hamengkubuwono X said.

Yogyakarta Mayor Herry Zudianto said the program would benefit the city by reducing pollution levels and global warming contributions. "It's also good for our health," he added.

Herry said the city administration would allocate funds to construct designated cycle routes if their numbers increased significantly.

- How many people participated in the Monday morning event?
- What was the purpose of the event?
- Where did the event take place?
- Who were the participants?
- Why did the Yogyakarta Mayor say that this program would benefit the city?
- When would a cycle route be constructed?
- What is your reaction to this information? (Choose the options or give your own opinion)
 - You're surprised and shocked.
 - You don't believe it.
 - You are interested and want to have a similar activity
 - You are not interested at all.
 - Pollution and global warming have nothing to do with you.
 - _____ (your own opinion)
- Find words in the text that have the same meanings as these words/phrases.
 - take part in
 - an open area in town
 - people who join an activity
 - take advantage
 - make less

13. Discuss the following questions with your friends.

- Suppose that you were a mayor of a city, what activities would you design to reduce pollution and slow down global warming?
- Look at your friend's activities. Are they the same as yours? What are the differences?
- If you find several different activities, ask for his/her explanation of the activities.

Activity
for visual
learners

36. With your friend, rearrange the background event into the correct order.

Paris Hilton Arrested for Cocaine Possession

TMZ reported that Paris Hilton's possession of 8 grams of cocaine caused her being charged.

Event ...	When he recognized that the passenger was Paris Hilton, she hurriedly closed her car window.
Event ...	The cop also said that when Paris opened her purse to get her lip balm in the hotel, the cocaine, in a clear bag, fell into his hand.
Event ...	Paris Hilton said that she was very embarrassed to be surrounded by about 100 people in that state and asked the cop if she could go to the restroom in the Wynn Hotel.
Event ...	Police reported that a cop stopped an Escalade and a strong smell of marijuana came out when he opened the passenger's door.

("Paris Hilton Charged with Drug Felony," 2010)

37. In pairs, write the reasons behind an event based on this information.

Students Bring Stories to Life

BOGOR: Teachers and students of the International School of Bogor took part in the school's Book Week on Friday, dressing up as their favorite story book characters.

The event, which took place in their school, on Jalan Papandayan, Bogor, was held in association with _____

The Book Week, themed "Homeland Stories," was intended to _____

38. Perform a dialog based on one of the following situations.

- Work in groups of three. One of you becomes a newsreader, one becomes a news reporter, and the other one becomes the person being interviewed (a witness or a victim).
- Perform a live report, on the spot, about a robbery in a bank. Include an interview with a witness or a victim about the event and give descriptions of the robbers.

Activity
for kinaesthetic
learners

The Availability of the Indicators of PMD 13

REMEMBER!

Newspaper language is not the same as ordinary English. It prefers short and distinctive words. The following are some examples of words commonly used in newspapers.

Newspaper Words	Meaning
back	support
boost	encourage
graft	corruption
hit	attack badly
pledge	promise
probe	investigation
talks	discussions
threat	danger
vow	promise

(McCarthy, 1999)

REMEMBER

PASSIVE VOICE → New structure

Study the sentences below.

- A mountainous valley of Inner Mongolia was shaken by a strong earthquake measuring 6.4 on the Richter scale last Friday.
- Warning had been given by the police, but the motorists chose to ignore them.
- Lava has been discharged by the volcanic mountain in the Sunda straits several times lately.
- The Minister of Public Works has instructed that the damaged roads and bridges will be repaired soon before the end of this month by PT Kerka Karya, a state-owned company.

27. Note the underlined sentences in the article above. Then, complete the following table.

No	Subject	To Be	Past Participle	By Agent	Adv. of Time
a.	A mountainous valley		shaken	by a strong quake	last Friday.
b.		Had been	given		-
c.	Lava			by the volcanic mountain	several times lately.
d.		will be			soon.

28. Answer the following questions based on your analysis.

- Do the sentences in the table have passive or active meanings?
- The pattern for the sentences above is:

Subject + _____ + _____ + by agent
- 'To be' for the passive sentences depends on the tenses.
 - Simple Present : _____, am, _____
 - Simple Past : was, _____
 - Present Future : will be
 - Present Perfect : _____, has been
 - Past Perfect : had been

25. Work in pairs. Write what the following headlines mean in ordinary English. One has been done for you as an example.

- UN Backs Action Against Gaddafi: The United Nations supports action against Gaddafi.
- Probe Achieves First Mercury Orbit: _____
- The Moment Tsunami Hit Miyako City: _____
- Thailand, Cambodia to Resume Talks: _____
- PM Vows to Crack Down on Latest Terrorist Threats: _____
- Japan Pledges Big Projects in Indonesia Despite Disaster at Home: _____
- RI to Set Up Graft Courts in 33 Provinces: _____
- Rupiah Appreciates After Funds Boost Indonesian Stock Holdings: _____

26. Choose a piece of news from the newspaper. Attach it to your book. Find the newspaper words and their meanings.

150 Chapter 9 What's the News Today?

Pathway to English 3 151

The Availability of the Indicators of PMD 15

6. Listen to the recording again and imitate the radio broadcaster reading the news. Remember! // is for a pause and / for a short pause.

Good morning, // I'm Gusti Madeswara // and this is Morning Report on National Radio. // Dear listeners, / Morning Report will bring you interesting news / over the next half hour. // The first news comes from Jakarta. // The Government has warned officials against holiday hangovers. // The Administrative Reforms Minister said / that all civil servants across the nation must return to work on Monday / after having nine days off / to celebrate Idul Fitri. // Civil servants began their days off / on Saturday, August the third. // The Idul Fitri public holidays fall on August the eighth / and ninth. // Many private companies will also resume business on Monday. // "Nine days is quite a long holiday. // Civil servants should be fully recharged by then / to provide maximum public services on Monday. // There will be no tolerance for missing work that day," // the Minister said / in a statement released / by the Cabinet Secretariat on Sunday. // Listeners, / we'll be back with Morning Report / after the following advertisement. // Stay tuned to 101.99 kilohertz / National Radio. //

Bagus BT Saragh - The Jakarta Post/Jakarta

Ways to Say It

This is how a newsreader commonly hosts a program.

Opening	Greet your listeners/viewers, mention your name and the program you are hosting and tell how long the program will last.
Introduction	Mention where the news comes from and the topic.
News	News consists of three parts. <ul style="list-style-type: none"> • Headline/lead: answers the elements of what, where, when, and who • News feature: tells why and how • Reminder: gives additional important information
Closing	Say when you'll be back with the program and ask your listeners/viewers to stay tuned to your station.

Being a newsreader is not as easy as you might imagine. You have to pay attention to:

- pronunciation (the way a word is spoken);
- intonation (the rise and fall of the voice in speaking);
- clarity in speaking; and
- pause (a temporary stop in a news reading);

Controlled Practice

REMEMBER!

Writing The Source of News (Attribution)

Attribution informs you of the source of information, the person being quoted, or the person whose statement is paraphrased. Attribution mentions the source's full name and job title in the first reference. On the next attribution, write only the last name. If the informant has a specific title or rank, mention it before their full name.

Examples of attribution:

1. In quote
"We have to support this program to help Yogyakarta be an environmentally friendly city," Yogyakarta Governor Sri Sultan Hamengkubuwono X said.
2. In paraphrase and quote
Yogyakarta Governor Sri Sultan Hamengkubuwono X supports the environmentally friendly bike-to-work and bike-to-school program. "We have to support this program to help Yogyakarta be an environmentally friendly city," Sri Sultan Hamengkubuwono X said.

(Rogers, n.d. & Jakarta Post, 2008)

31. Practice writing attributions with your partner. Use correct punctuation.

- a. The suspect escaped from the police van on Broad Street Officers captured him about a block away on Market Street said Lt Jim Calvin
- b. The US has no plans to invade Iran said White House press secretary Jim Smith
- c. The US President will have a talk with the members of the parliament a White House spokesman said
- d. Billboardcom says Van Halen last toured in 2004 with vocalist Sammy Hagar grossing nearly \$40 million according to Billboard Boxscore

32. With your partner, provide attribution as in the examples given for you.

- a. "A super moon is a new or full moon that harmonizes with a close approach by the Moon to the Earth," said Marvin Dumaguit, the head of the Philippines weather forecast bureau.
- b. "The soon-to-be future Queen of England has shown that she has good taste in fashion, and has been featured in several best-dressed lists," _____ told The Daily Telegraph.
- c. _____ stated that there was a "substance in the water," but we have not investigated what kind of substance it is.

The Availability of the Indicators of PMD 16

39. Rewrite these jumbled paragraphs so that they can make coherent news.

A Hit-and-Run Injured a Boy

- a. The boy was immediately rushed to Manning Base Hospital in Tare, but later was sent to Newcastle's John Hunter Hospital.
- b. He urged anyone who witnessed the incident to report to Crime Stoppers on 1800 333 000.
- c. At midday yesterday the boy was playing with two other boys near Dennes Street, Wingham when a motorcycle with a passenger knocked him to the ground. The cop said that it was a hit-and-run accident.
- d. A boy had a serious fracture in a hit-an-run on the mid north coast of NSW.
("Boy Injured in Hit and Run," 2011)

40. Rewrite those jumbled paragraphs so that they can make coherent news. Supply it with the best title.

Newsworthy event	
Background event	
Source	

41. Write a newsworthy event into news.

- a. Recall an event happening recently in your school, your neighborhood, or in your country.
- b. Write the first draft and consult it with your teacher about it.
- c. Write the second draft and let your friend check your work using the following student's checklist.

186 Chapter 9 What's the News Today?

Language Production

Opportunity for gaining feedback

No.	Items to be checked	Peer Editor's Comment
1.	Is the format correct? (the title, margins, and spacing)	Feedback
2.	Text organization <ul style="list-style-type: none"> a. Has he/she mentioned the newsworthy event? b. What is the topic? c. How many background events are there in his/her news? d. Has she/he included the source? e. Who is the source? 	
3.	Grammar <ul style="list-style-type: none"> a. Has he/she written the headline correctly? b. Has she/he used action verbs and saying verbs? c. Has she/he used passive sentences in her/his news? 	
4.	Punctuation <ul style="list-style-type: none"> a. Has she/he written the date, month, and year correctly? b. Has she/he put the correct punctuation for the name and place? 	

Pathway to English 3 189

