An Analysis of The English Textbook Entitled "Pathway to English" for Second Grade Students of Senior High School Based on Tomlinson's Theory. **Hanif Maulaniam Sholah** Cholifatur Rohma* (IAI Al-Qolam Malang)

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Abstract

English is one of the most widely spoken international official languages worldwide. In Indonesia, English is used as a subject at various school levels. Teaching English itself is not an easy thing, so the role of media is very important in the learning process. One of the learning media that is often used and easy to find is textbooks. The purpose of this study was to determine the suitability of the textbook entitled Pathway to English with Tomlinson's theory. This research is a qualitative descriptive study with a focus on library research. The object of research is an English textbook entitled Pathway to English. The theory used to analyze is Tomlinson's theory. Data collection technique is obtained by in-depth observation of English textbooks. The technique of analyzing data is by reading, reducing data, presenting data, and verifying data. The results of this study indicate that the Pathway to English textbook meets the sixteen criteria contained in Tomlinson's theory. So that the textbook is declared fit for use as a learning medium. The author provides suggestions to several parties, including the teacher to pay more attention when choosing textbooks to be used during learning. To the publisher, it is suggested to publish quality books so that it can help the learning process to reaches the intended target.

Key Words: Textbook, Tomlinson's theory, Pathway to English.

A. Introduction

According to Walija, language is the most complete and effective communication to convey various ideas, messages, meanings, opinions and feelings to other¹. Thus language has a function to communicate. Every country communicates using their native language, and the native language of Indonesia is Indonesian. Native language itself is a language that can only be used within the region itself. Meanwhile, when traveling to other

¹ Khasanah, I., Laksmita, D., Tilman, R. D. C., & Rizky, R. (2015). Fenomena Penggunaan Bahasa Asing dalam Penamaan Bisnis Kuliner di Kawasan Soekarno-Hatta Kota Malang. *Jurnal Lingkar Widyaiswara*, 2(1), 1-11

countries will not be able to use it. Apart from the native language, you can find International languages. As the name implies international language then the language can be used in any part of the world. It can be referred to second language.

English is one of the official international languages that is most widely used throughout the world. By mastering english it can certainly facilitate our various needs and it gives so many opportunities. Job opportunities, scholarships and exchange of students. English can be used in various fields, like economics, politics, bussiness even to technology². So it is important for us to be able to speak english. In our country English is taught to children from an early age up to high school level and even used as a graduation standard to enter several universities.

English as a subject in schools is also regulated by the curriculum. Which curriculum becomes a benchmark in the world of education for the implementation of a teching and learning process. The curriculum itself will develop according to the standar isi and standar kompetensi kelulusan. Some schools in Indonesia use school-based curriculum, therefor schools have the right to determine the material and also the facilities used as support in the learning process itself. So that it can adjust to the needs of the school³. One of the facilities that can be support the learning process is to use media, and the easiest media to find are textbooks.

At this time a lot of textbooks published by various publishers. With the availability of a very large number of textbooks, we must be cautious in choosing textbooks as learning media. According to Richard, one source used in learning is textbook. Textbook serves as a supporting media in the form of cognitive process simulations and structural providers and developments that must be followed by students⁴. It will very helpful if the book used is accordance with the specified curriculum. Books that are not in accordance with the curriculum will make it difficult for a teacher to deliver learning material to students. It could even be that, the student leraning outcomes are not in line with expectations.

² Megawati, F. (2016). Kesulitan mahasiswa dalam mencapai pembelajaran bahasa Inggris secara efektif. *PEDAGOGIA: Jurnal pendidikan*, *5*(2), 147-156.

³ Handayani, Fitri. "Analysis Of Reading Materials In Pathway An English Textbook For Indonesian Senior High School Students". *International Journal of Technology Vocational Education and Training* 1, no. 1 (June 30, 2020): 67-72. Accessed July 10, 2020. https://ijtvet.com/index.php/ijtvet/article/view/23.

⁴ Yokie Prasetya Dharma, Thomas Joni Verawanto Aristo, "An Analysis Of English Textbook Relevance To The 2013 English Curriculum". *Journal of English Educational Study*, Volume 1 Issue (May 1, 2018): 24-33. Accessed July 10, 2020.

Besides the textbook must be in accordance with the curriculum standards, textbook must also meet the criteria as a good textbook and suitable for use. In this case the researcher uses Tomlinson's theory to find out the feasibility value of the textbook under study. Tomlinson's theory is a theory that presents several criteria for measuring books. The criteria in Tomlinson's theory are simple and easy to understand. So that this theory makes it easier for researchers who want to measure the feasibility of a book. In Tomlinson's theory there are 16 criteria that will measure the feasibility of a textbook⁵.

Based on the description above, in this study the researcher wants to analyze the suitability of the textbook with the criteria that contained in Tomlinson's theory. The researcher chooses the textbook "Pathway to Engish" because the textbook cover was made in accordance with the 2013 curriculum and was widely used by several schools, such as in SMA Mamba'unnur. Besides that, in Pathway to English textbook there are also barcodes that we can scan to make this textbook more interesting. The visual learning media facilities contained in this textbook can help a simple and modern teaching and learning process. Considering to the explanation previously, the researcher will analyze it under title "An Analysis of The English Textbook Entitled "Pathway to English" for Second Grade Students of Senior High School Based on Tomlinson's Theory".

Based on the background above, this research is aimed to know whether the material contained in the textbook "Pathway to English" published by Erlangga accordance with Tomlinson's theory.

The benefits of this research are classified into theoretical and practical. Theoretically, this research is expected to provide consideration for each educational institution in choosing textbook to be used as a learning media. Practically, For teachers, It is very important for a teacher to pay more attention in choosing what media to use in the classroom during the learning process. After that, what is no less important after determining what media to use is also necessary to pay attention to whether the selected media is correct. In this case, the writer gives an example of the chosen media, namely textbooks. So that the teachers must pay attention to the feasibility value of the textbooks used. In addition, for the further research, based on this research, It is hoped that future researchers can research the latest books according to the criteria contained in several theories, one of

⁵ Subariyah, S. (2014). *An Analysis On The Suitability Of The English Textbook* "Pathway To English" For The Tenth Grade Students Of Senior High School Based On Tomlinson's Theory (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

which is Tomlinson's theory. With the aim that the textbooks used by learning media really help students in learning. And hopefully this research can be used as a reference for future research.

There are some previous study which is relevant to discuss in this research related to the analysis of textbook. Firstly is Dwi Vianita Rosari. Her research entitle "An Analysis on English Textbook Entitled Stairway: A Fun And Easy Engish Book For Grade II Of Elementary School Based On Rajan's Theory". The researcher explains the suitability of the textbook selected by the researcher with the Rajan's theory. This research was conducted using a descriptive qualitative approach with data collected all derived from the textbook. The results of this study indicate that the books under study are good for supporting the learning process.

Second previous research is conducted by Misbachul Farichin which entitles "Cunningsworth-Based Theory of Textbook Evaluation on When English Ring's A Bell for Eight Grade of Junior High School Published By Ministry of Education And Culture". In this study aims to evaluate a textbook with the riteria that contained in the Cunningsworth theory. In this theory there are eight criteria. This research uses descriptive qualitative and the results of this study indicate that the textbook "When English Ring's a Bell" fulfills all the evaluation criteria proposed by Cunningsworth.

The third research is written by Siska Novianti which entitles "An Analysis of Compatibility on Engish Textbook Entitled Bright for The Seventh Grade Students of Junior High Schol Vased on Tomlinson's Theory". The researcher uses descriptive analysis in order to determine whether the English textbook entitled Bright is appropriate or not with the criteria of a good textbook according to Tomlinson's theory and also to find out whether this textbook can improve students' abilities or not. The results of this study indicate 75% have met the criteria contained in Tomlinson's theory.

From the three previous studies, there are differences and similarities with what the authors studied. In the first and second previous studies have in common, namely discussing textbooks and also using theory. While the difference is if the number one study uses the rajan theory and the second study uses the cunningsworth theory. whereas in previous research equation number three discusses textbooks, using the same theory and theory, namely the Tomlinson theory. It's just that the books used are different, so it is certain that the research results are different.

Criteria of Good Textbook

There are not a few textbooks that can be found in various bookstores. it should be more selective in choosing textbooks that can support success in the teaching and learning process. experts have formulated several criteria for a book to be declared a good textbook. McDonough and Shaw explained that there are two types of criteria, namely external and internal criteria. externally, what is meant is:

- in the textbook it is clear who it is intended for
- level of proficiency according to the user
- the context in which the material will be used
- how to present the language into lessons
- the author's views on language and methodology
- the material contained in the textbook is the main material or is only complementary
- Teacher's handbook is a book that is printed and provided locally or not
- must include an index or vocabulary list
- whether the material in the book can really be conveyed in text form
- layout in the book is clear or not
- Is the material too culturally biased or specific or represents minority groups and / or women in a negative way?

 And internally, the criteria are
- whether or not the material and skills contained in the book are interesting or not
- consecutive material
- Where reading / 'discourse' skills are involved, are there many ways in which they are appropriate text outside the sentence?
- In listening practice, is the recording served original or artificial?
- Does the material suit different learning styles so that it can motivate students and teachers alike⁶.

Meanwhile, according to Murcia, a textbook is said to be good if it is seen as a whole, both in terms of appearance and content of the material in the book. Richards is in line with Murcia, who believes that a good book will provide benefits, the advantages can be in the form of a syllabus, the availability of various learning resources, efficient to use, and visually attractive. the above explanation can be drawn underline, that a good book is a book whose material is in accordance with the learning procedure and according to the class that will use the book⁷.

⁶ Surtikanti, M. W. (2020). Textbook Evaluation on Curiculum 2013-Based Textbook "When English Rings A Bell" for the Seventh Grade. *JOEEL: Journal of English Education and Literature*, *1*(1), 11-17.

⁷ Putri, G. S. (2017). *Analysis of Reading Materials in "When English Rings a Bell" Textbook for Seventh Grade Students in Junior High Shcool* (Doctoral dissertation, UIN Sunan Gunung Djati Bandung).

Text books that are not good are useless if used. will only slow down the learning process in achieving the final goal. therefore, it must be really paid attention to choosing a good textbook according to the criteria that have been put forward by the experts.

B. Tomlinson's Theory

Textbook as an important component in learning have several criteria to be suitable for use as a learning media. There are several criteria put forward by several experts, including Rowntree. He stated that good material must: (1) arouse students' interest, (2) remind them of previous lessons, (3) tell them what they will learn next, (4) explain new learning content to them, (5) linking these ideas with learners' previous learning, (6) making students think about new content, (7) helping them get feedback on their learning, (8) encouraging them to practice, (9) making sure they know what supposed to do, (10) enabling them to check their progress, and (11) helping them to do better⁸.

According to Tomlinson, to be a good textbook must meet several criteria, which in his theory Tomlinson raises 16 criteria. There are: 1))Materials should achieve impact, 2) Materials should help learners to feel at ease, 3) Materials 2 should help learners to develop confidence, 4) What is being taught should be perceived by learners as relevant and useful, 5) Materials should require and facilitate learner self-investment, 6) Learners must be ready to acquire the points being taught, 7) Materials should expose the learners to language in authentic use, 8) The learners' attention should be drawn to linguistic features of the input, 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes, 10) Materials should take into account that the positive effects of instruction are usually delayed, 11) Materials should take into account that learners differ in learning styles, 12) Materials should take into account that learners differ in affective attitudes, 13) Materials should permit a silent period at the beginning of instructions, 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities,

⁸ Novianti, S. (2014). *An Analysis Of Compatibility On English Textbook Entitled Bright For The Seventh Grade Students Of Junior High School Based On Tomlinson's Theory* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

15) Materials should not rely too much on controlled practice, and 16) Materials should provide opportunities for outcome feedback⁹.

Many experts have created several criteria as benchmarks for a textbook. However, in this study the researcher will use Tomlinson's theory to evaluate the selected textbooks.

C. Research Method

The research method is a scientific way to get data with certain purpose and uses. While the qualitative research method means research method based on positivism philosophy, used to examine the condition of the natural object where researcher become a key instrument. Data collection techniques are carried out with a combination (triangulation). The analysis used is inductive, and the results of qualitative research emphasize meaning rather than generalization¹⁰.

This study aims to find out whether the textbook "Pathway to English" issued by Erlangga is accordance Thomlinson's theory or not. Based on these objectives, the method used in this study is descriptive research because the results collected are in the form of words not numbers. This is accompanied by analysis to illustrate the suitability of the textbook with tomlinson's theory.

In this study, the data source is divided into two parts namely primary and secondary data. The primary data source in this study is Pathway to English textbook publish by Erlangga in 2019. Then, secondary data or other supporting data in this study are documents taken from books, articles and journals relating to textbook and Tomlinson's theory as a topic of discussion.

To complete the primary data, the researcher will look for notes or documents in the form of articles, books, journals related to the research title. In addition, the authors also seek sources of previous thesis as a reference.

As for the techniques in analyzing data, the researcher has taken the steps. The first step was to read the material in the Pathway to English textbook. Then the researcher began to match the material in the textbook with the criteria that contained in Tomlinson's theory. In this case the researcher used a checklist to make it look more concise and easy to understand.

⁹ Fakhomah, D. N., & Srijono, D. (2017). *An Analysis on English Textbook Entitled Bahasa Inggris Based on Tomlinson's Theory* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

¹⁰ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* cetakan 22 (Bandung: ALFABETA,CV, 2015), hal. 09.

The second step, the researcher will explain the data that has been collected in the first step regarding their suitability or non-compliance with the criteria in Tomlinson's theory. So that descriptive results will be found regarding the suitability of the material in the textbook with the criteria in Tomlinson's theory.

Table of criteria in Tomlinson's theory

No	Criteria	Matched	Not Matched
1	Materials should achieve		
	impact		
2	Materials should help learners		
	to feel at ease		
3	Materials should help learners		
	to develop confidence		
4	What is being taught should be		
	perceived by learners as		
	relevant and useful		
5	Materials should require and		
	facilitate learner self-		
	investment		
6	Learners must be ready to		
	acquire the points being taught		
7	Materials should expose the		
	learners to language in		
	authentic use The learners' attention should		
8			
	be drawn to linguistic features of the input		
9	Materials should provide the		
	learners with opportunities to		
	use the target language to		
	achieve communicative		
	purposes		
10	Materials should take into		
	account that the positive		
	effects of instruction are		
	usually delayed		
11	Materials should take into		
	account that learners differ in		

	learning styles	
12	Materials should take into	
	account that learners differ in	
	affective attitudes	
13	Materials should permit a	
	silent period at the beginning	
	of instructions	
14	Materials should permit a	
	silent period at the beginning	
	of instructions	
15	Materials should not rely too	
	much on controlled practice	
16	Materials should provide	
	opportunities for outcome	
	feedback	

C. Finding And Discussion Finding

The following is the suitability data of the material in the English textbook entitled Pathway to English with the 16 criteria in Tomlinson's theory. In this stage the textbook can be said to be in accordance with Tomlinson's theory if there is material that can represent each of the criteria. And it is said to be inappropriate if there is no material that can represent each of the criteria.

Table of criteria in Tomlinson's theory

No	Criteria	Matched	Not Matched
1	Materials should achieve	Matched	_
	impact		
2	Materials should help learners	Matched	_
	to feel at ease		
3	Materials 2 should help	Matched	_
	learners to develop confidence		
4	What is being taught should be	Matched	_
	perceived by learners as		
	relevant and useful		
5	Materials should require and	Matched	_
	facilitate learner self-		
	investment		

6	Learners must be ready to acquire the points being taught	Matched	-
7	Materials should expose the learners to language in authentic use	Matched	-
8	The learners' attention should be drawn to linguistic features of the input	Matched	-
9	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes	Matched	-
10	Materials should take into account that the positive effects of instruction are usually delayed	Matched	-
11	Materials should take into account that learners differ in learning styles	Matched	-
12	Materials should take into account that learners differ in affective attitudes	Matched	-
13	Materials should permit a silent period at the beginning of instructions	Matched	-
14	Materials should permit a silent period at the beginning of instructions	Matched	-
15	Materials should not rely too much on controlled practice	Matched	-
16	Materials should provide opportunities for outcome feedback	Matched	-

Based on the table above, it can be seen that the pathway to English textbook has met the sixteen criteria put forward by Tomlinson. So that based on Tomlinson's theory, this textbook is declared feasible to be used as a learning medium in the teaching and learning process. In addition to

having an attractive appearance, the pathway to English textbook is clear and concise, and is equipped with a variety of questions to hone students' abilities. So that it can add to the positive value of this textbook compared to other textbooks.

D. DISCUSSION

The following is data on the suitability of textbook with the criteria in Tomlinson's theory:

1. Materials should achieve impact

No		Criteria		Matched	Not Matched
1.	Materials impact	should	achieve	Matched	-

Pathway to English textbook consists of 9 chapter, namely: you should keep your environment clean, I think so, too, we cordially invite you, why is it good habbit, it's made of glass, dear beloved mother, because of you, how does it occurs, I'd like to teach the world to sing. Each material is presented in a light form and in accordance with the surrounding environment so that it will be easier for students to understand. In addition, the material is also supported by images that make it more attractive like the picture below on page 10 in the textbook:



Pathway to English by Erlangga Publisher

On that page there is a game where students can immediately practice how to give recommendations and provide responses. The image presented in the game is an illustration of an event that exists in our environment. In this textbook every chapter is always accompanied by pictures and interesting games. Thus this textbook can help students to achieve the expected impact.

2. Materials should help learners to feel at ease

No	Criteria	Matched	Not Matched
2.	Materials should help learners	Matched	-
	to feel at ease		

This Pathway to English textbook is printed using bright white HVS paper so that students will feel comfortable when reading the textbook. Besides that, in this textbook the material is conveyed in such a brief manner, only the points but it is quickly. There are also many practice questions that students can do individually or in groups.

In chapter 1 there are 19 practice questions, chapter 2 there are 25 practice questions. Chapter 3 has 18 practice questions, chapter 4 has 31 practice questions. Chapter 5 has 26 practice questions, chapter 6 has 28 practice questions, and chapter 7 has 23 practice questions. Chapter 8 there are 22 practice questions, and chapter 9 there are 23 practice questions. The practice questions contained in each chapter already include several skills that must be mastered by students.

3. Materials should help learners to develop confidence

No	Criteria	Matched	Not Matched
3.	Materials should help learners to	Matched	_
	develop confidence		

In realizing the development of student self-confidence, this textbook is compiled using language that is short but easy to understand. So that before doing the exercises, students can understand what they should be doing on these orders. Of course this will increase their confidence and self-confidence.

For example, on page 30: "practice asking for and disagreeing with your friend's opinion about these topics. Talk about the Paradise Restaurant." In this example the command consists of only 2 sentences, but because it is conveyed in clear language, it becomes easy to understand. To support this, the textbook includes an illusionary image of a restaurant that can help students build their imagination.

4. What is being taught should be perceive by learners as relevant and useful

No	Criteria	Matched	Not Matched
4.	What is being taught should be perceive by learners as	Matched	-
	relevant and useful		

These textbooks provide material that is relevant and of course useful for students. The material in this textbook is presented with interesting themes but still in accordance with the direction and purpose as:

a. Chapter 1

The material presented in this chapter is about expressions to request and provide recommendations which are packaged in the theme "You Should Keep Your Environment Clean". In accordance with this theme, the conversation, reading and practice of the questions contained in this chapter will be related to the cleanliness of the surrounding environment, such as an order asking for an opinion about a dirty environment and so on. Thus not only the material will be conveyed easily but students will also know how to protect the environment around them.

b. Chapter 2

In the discussion, the two materials are expressions to ask for and give opinions and expressions when you agree or disagree with an opinion. The theme in this chapter is "I Think So, Too". There were several conversations which provided examples of how to ask for opinions and how to give opinions. Besides that, some reading and practice questions are supported by illustrated images that can help increase students' imagination.

The available practice questions are also very varied, as below; there is a table that has provided topic topics that can be used as discussion material and an illustration of the character. In this practice problem students must position themselves as another character.

With practice questions like that, students will be more active and creative. Because they don't just sit and listen but they also practice it directly. Of course material like this will be very useful in everyday life.

c. Chapter 3

The third chapter explains the various expressions contained in an invitation letter with the theme "We Cordially Invite You". It is not

only an expression in an official invitation but also an invitation that is not official. So that later students will be able to distinguish how to make or write invitation letters that are used for formant and nonformal events.

d. Chapter 4

The theme of the fourth chapter is "Why Is It a Good Habit?" and the material presented is various kinds of exposition analytic texts. In this chapter students will be informed about the function of reading or listening to an expository analytical text. An exposition analytical text can be in the form of an advertisement for a product, where the function of the ad text is to influence the reader to be attracted to the product.

And the following chapters each have an interesting theme and material which is packaged in an interesting manner as well.

5. Materials should require and facilitate learner self-investment

No	Criteria	Matched	Not Matched
5.	Materials should require and	Matched	_
	facilitate learner self-		
	investment		

In learning English, there are 4 skills that must be mastered by students. Of course, these 4 skills will be honed along with the teaching and learning process that occurs in the classroom. To support this, the media used must also be able to help mastering these 4 skills. This textbook has come with a lot of listening material. So that these textbooks can enable students to study independently.

As in chapter 1, there are 3 exercises for listening questions, namely:

"Listen to the dialogues. Decide which picture best describes the dialogues" "Listen to the following question or statements and choose the correct responses"

"Listen to the following talk show. Then answer the following question" Same as other chapters, not only one listening material, but also it is provided with many other listening materials. By practicing listening more often, students will become more familiar with English because in the usual time it will become possible.

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

No	Criteria	Matched	Not Matched
6.	Learners must be ready to	Matched	_
	acquire the points being taught		

As in the opening pages of each chapter, this textbook is equipped with learning objectives that will be taught in each chapter. By reading these points, students will know the points of the material they will learn. So, they can prepare what they will discuss in each meeting at school. And they can also find out whether they already know and understand the material that they will discuss in each chapter or not.

The following are the objectives of each chapter in the Pathway to English textbook, of which thee are 9, namely:



- Identify the correct expressions of recommendations and offers
- Identify the social function of expressing recommendations and ϵ
- Do a role-play based on transactional and interpersonal dialogue
- Ask for and make a recommendation or an offer
- Respond to a recommendation or an offer
- Use modals to make a recommendation or an offer
- Use WH-questions to ask for a recommendation
- Analyse some expressions of recommendations and offers accord
- Write a short message involving expressions of recommendation
- Engage in a self-reflection about some difficulties in understa expressions of recommendations and offers

- Use expression of asking for and giving opinions, disagreeing with opinions politely
- Analyse various expressions of asking for and giving opin and disagreeing with opinions
- Compare the culture of suggesting box in English and increase students' cross-cultural understanding
- Write a personal letter using the expressions of asking f opinions, agreeing and disagreeing with opinions
- Role-play using the expressions of asking for and giv agreeing and disagreeing with opinions
- Engage in a self-reflection about some difficulties in a saking for and giving opinion, agreeing and disagreeing

After studying this chapter, you will be able to:

- Listen to various expressions of invitation
- Read to find the gist of the text and the detailed information
- Read some invitation aloud, with good and correct pronunciation at intonation
- Rewrite an invitation letter
- Identify the purpose, structure, and language elements of invita Compare the culture of writing RSVP in English and bahasa Indones to increase students' cross-cultural understanding
- Use various expressions to invite someone to join an activity politely
- Analyse various expressions of invitation
- Write formal and informal invitations
- Edit an invitation letter using an editing checklist
- Assess an invitation letter using rubric authentic as
- Engage in self-reflection about some difficulties in understanding formand informal invitations

After studying this chapter, you will be able to

- Listen to and read various analytical exposition texts
- Read to find the gist of the text and the detailed information
- Identify analytical exposition texts
- Discuss the language elements used in analytical exposition texts
- Compare different speeches in the form of analytical exposition texts
- Write an analytical exposition text



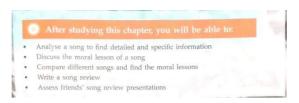
- Identify the social function, text structure, and language function of the
- Compare the passive voice in English and bahasa Indonesia to increase students' cross-cultural understanding
- Find different ways to express an action, event, or activity without mentioning the actor
- Use various expressions of the passive voice
- Compare passive sentences with active ones

- Identify the social function, structure, and language function of personal
- Rearrange jumbled paragraphs into meaningful personal letter
- Analyse the elements of personal letters according to their social functions, text structures, and language functions
- Get teacher and other students' feedback about the social functions and language functions of personal letters
- Complete simple personal letters and report them to teacher and other students to receive their feedback
- Express personal relationships through a personal letter to other students/friends/teachers
- Engage in self-reflection about the difficulties in understanding personal letters

- Listen to a simple song and read statements to remind you of the expresions of cause and effect
- Listen and respond to expressions of cause and effect
- Imitate transactional and interpersonal dialogues expressing cause and effect
- Identify social function, structure of text, and language features of expressions of cause and effect

 Compare English and Indonesian expressions of cause and effect to
- improve cross-cultural understanding
- Find other ways to express cause and effect
- Do a role-play based on an interpersonal dialogue in groups
- Write a message stating cause and effect
- Compare expressions of cause and effect provided with ones from other
- Write a message expressing cause and effect in daily life
- Engage in self-reflection about some difficulties in understanding expressions of cause and effect

- Listen to monologues and dialogues to answer questions and fill in g
 Listen to monologues to arrange jumbled sentences to form a paragr
 Listen to monologues to infer the topics and information
 Listen to monologues to compare them
 Identify the social function, structure, and language features of explana texts
- Use passive voice in the present tense
- Demand an explanation and correct yourself in a conversation
- Write an explanation text
 Engage in self-reflection about some difficulties in understance explanation texts



It is very necessary in a textbook to include the learning objectives. Because this can make students feel ready to receive material that will be delivered and studied.

7. Materials should expose the learners to language in authentic use

No	Criteria	Matched	Not
			Matched
7.	Materials should	Matched	_
	expose the learners to		
	language in authentic		
	use		

This book is equipped with some authentic material. material is said to be authentic if the material is presented in the form of articles, newspapers, songs or films in foreign languages. Not presented purely as a learning material, such as instructional tapes or films which are usually deliberately made by an educational institution. Authentic material can stimulate students to be able to improve their ability in speaking English.

Authentic material is also more attractive than non-authentic. However, authentic material is a little more difficult to learn and understand. Because the level of difficulty in the language is higher and usually for an educator it will be more difficult to find topics that match the material to be studied by students.

This book provides many authentic teaching materials, as on page 8 there is listening material from a talk show,

MAKING A RECOMMENDATION/AN OFFER IN INTERPERSONAL DIALOGUE

7. Listen to the following talk show. Then answer the following questions.



You will hear a radio presenter taking calls during a segment of 'Beautiful World'. Two senior high school students, Sarah and Tuti call to talk about 'quitting litter-bug habits'.



Pathway to English by Erlangga Publisher

On page 14 there is an article entitled garbage and flooding in

Your Letters

The Jakarta Post | Readers Forum | Wed, 9 January 2013, 1.23 PM

Garbage and flooding in Jakarta

The rainy season is the nemesis of any Jakarta governor. In the early 1970s, Governor Ali Sadikin always urged regents, district heads, community unit heads and neighborhood unit heads in Jakarta, as well as all residents, to clean their drainage systems. Gutters and drainage canals should be free from plastic garbage, the foul stuff that clogs drainage systems, in order to avoid heavy flooding! He even talked to his citizens on TV a few months beford the rainy season started, He personally went to the most outlying areas in Greater Jakarta to help clear gutters and drainage systems and



Greater Jakarta to help clear gutters and drainage systems and be checked whether officials were doing their jobs. Citizens of Jakarta constantly need education and warnings with regard to plastic garbage. Since Jakarta constantly grows with many people arriving to find jobs, Jakarta has grown out of proportion.

In 2012, Governor Fauzi Bowo succeeded in building two flood canals and was about to build a third to alleviate heavy flooding. He even had to admit that it was a king-size job to free

In 2012, Governor Fauzi Bowo succeeded in building two flood canals and was about to build a third to alleviate heavy flooding. He even had to admit that it was a king-size job to free Jakarta from flooding. He built the elevated road to Soekarno-Hatta International Airport in recovitime to at least help travelers be on time for their flights. Canals and rivers should be cleared or garbage and dredged before the rainy season begins in earnest.

garbage and dredged before the rainy season begins in earnest. In 2013, Joko Widodo should use the media to constantly educate his citizens. Garbage is piled high in the vicinity of any market in Jakarta; plastic garbage is everywhere near restaurants and shopping malls. Heaps of garbage are a thorn in the city's flesh. Garbage collectors aworking their fingers to the bone. Drainage canals are used as garbage dumps by ignornal staats citizens. Rivers are full of plastic garbage with an occasional corpse floating amid all the junk. If Jakarta citizens continue to be ignorant, they should not blame the city's authorities for their flooded city and flooded underpasses.

Lynna Van Der Zee-Oehmke Bogor, West Java

Iakarta

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On page 59 there is an article entitled Start Saving up Now!

a Read the following article and answer the questions.

START SAVING UP NOW!

People today tend to have high daily expenses for example on cable subscriptions, transport, and mobile phone bills. The need to pay those bills drives people to consider saving money, even wealthy individuals. There are four reasons why people consider saving money. First, for emergency funds. Unexpected

things can happen, such as car repairs and hospital bills due to vehicular accidents, a sudden loss of job, extra tuition for a school field trip, and an invitation to a friend's wedding party.



Second, education is important and necessary for a better future, for oneself and one's offspring. These days, the better the education, the higher the tuition and one sonspring. Inese days, the better the education, the higher the tuition will be. Moreover, tuition from primary school to university increases each year. Without saving money, paying tuition will be so hard that sometimes people decide not to continue their studies due to a lack of funds.

Third, people need to save money for retirement. Life still goes on when people geting from a job so thow will be not be considered.

people retire from a job, so they will need to save money to fulfil their daily

Finally, the last reason for saving money is for entertainment. Travelling on a holiday or hanging out with friends at a café is needed to relieve stres

after working for a long time.

Seeing how important it is to save money, don't wait until an unexpected expense appear. Remember the proverb "forewarned is forearmed." Start saving as soon as possible.

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On page 75 is an article entitled Curry May Help Keep the Mind

Read this article carefully.

Curry may help keep the mind sharp

A diet containing curry may help protect the aging brain. According to a study of elderly Asians curcumin, found in curry spice, possesses an anti-inflammatory substance. It is known



that the long term use of anti-inflammatory drugs has reduced the risk of developing Alzheimer's disease. In their study, Dr. Tze Pin Ng from the National University of Singapore and his colleagues compared scores on the Mini mental State Exam for three categories of regular curry consumption in 1,010 Asians between 60 and 93. 41% of the study subjects consumed curry "occasionally" (once every 6 months), 43% ate curry "often or very often" (between monthly and daily), while 16% said they "never or rarely" ate curry. The test result showed that people who consumed curry "occasionally" (once every 6 months) and "often or very often" (between monthly and daily) had significantly better scores than those who "never or rarely" consumed curry. From the research result, curry is proven to help keep the mind sharp

Sharp

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On page 158 there is an exercise problem in which the command sound is to find a song then listen to it and write down the lyrics of the song. The sound of the command from the exercise problem is,

"find the song "I Believe I Can Fly" by R. Kelly on the internet. Listen to it and then write the lyrics in the space below."

The same practice questions are on page 161, page 164, page 165, and page 167.

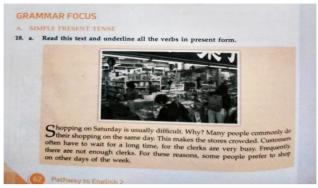
The difference between authentic and inauthentic material is that authentic material tends to use language that is in accordance with the real situation, so it will be a little difficult to understand. Meanwhile, inauthentic material often corresponds to the level so that the material will be easy to understand.

8. The learners' attention should be drawn to linguistic features of the input

No	Criteria	Matched	Not
			Matched
8.	The learners' attention should be drawn to linguistic features of the input	Matched	-

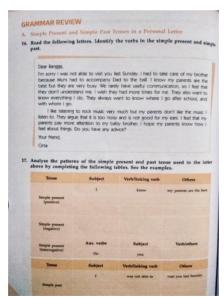
This book is equipped with various linguistic features. One of the linguistic features, morphology, can be found in every sentence that contains grammatical elements. For example, the third person pronoun She (is a female pronoun), He (is a male pronoun) then it (is a pronoun for an object or animal).

In this textbook also presents material about grammar. namely in the grammar focus sub chapter which can be seen in chapter 4 on page 62. in this section students can learn about the following simple present tense directly with practice questions, as in the image below

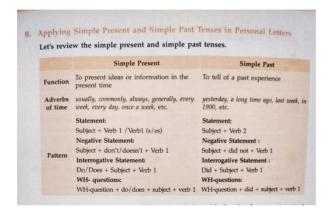


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And there is also a grammar review sub-chapter in chapter 6, page 106. In this section students will learn about the simple present tense and the simple past tense in a personal letter. On page 107 there is a table showing the formulas of the simple present tense and the simple past tense. with the presentation in tabular form makes the material appear short and clear to be understood without being



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9. Materials should provide the learners with opportunities to use the target language to achieve communicative purpose

No	Criteria	Matched	Not Matched
9.	Materials should provide the	Matched	_
	learners with opportunities to		
	use the target language to		
	achieve communicative purpose		

Students are given the opportunity to practice the learning that has been obtained. In the form of English speaking practice. Of course, this speaking exercise is intended so that students can hone their skills in speaking English as:

On page 27 there is an order for students to have a dialogue with their classmates about the material for asking and giving opinions, on the topic of their hometown.

On page 28 there is an order for students to practice a dialogue that contains expressions of asking for opinions, giving opinions, and agreeing to an opinion.

On page 30 there are two commands, first there are orders to dialogue with friends about asking and giving negative opinions. Second, there are orders for dialogue which contain expressions of asking for an opinion and expressions of rejecting an opinion.

And there are many more speaking exercises provided by this textbook to hone the skills of students in speaking English.

10. Materilas should take into account that the possitive effects of instruction are usually delayed

No	Criteria	Matched	Not Matched
10.	Materials should take into account that the positive effects of instruction are usually delayed	Matched	-

There are many assumptions that arise that learning English is not an easy thing. so a book has to take into account that sometimes the positive effects of an order are often delayed. In this book, this problem is handled with the best possible arrangement of materials. meaning that the material is arranged from the easiest to the slightly more difficult to the most difficult material. in this order, students can learn from the most basic things. so that they can master the whole material easily, comfortably, and do not feel overwhelmed.

11. Materilas should take into account that learners differ in learning style

No	Criteria	Matched	Not Matched
11.	Materilas should take into account that learners differ in learning style	Matched	-

The pathway to english textbook has provided several forms in the presentation of the material. this is done as a solution to the problem of the different learning styles of each child. There are 3 types of learning that each child has and of course each child has a tendency towards one learning style. The 3 learning styles are auditory, visual and kinesthetic. The followings are for examples:

Auditory style: Chapter 1 page 5

"Listen to the dialogues. Decide which picture best describes the dialogues."

Visual style: Chapter 4 page 73

My Hero Best Friend, My Daddy
My daddy looks tough as nails
And hard as metal.
But the truth is easy to tell
He's sweet and loving
And can always understand me
Patient he is

And he always makes a big difference in my everyday life.

Always manages to put a smile on my face.

Even when his days aren't so good

My daddy is ny hero He is my best friend who I can always trust And I don't have to worry about being misjudged He is my daddy

And above everybody he is who makes me feel very happy
The truth is I love my daddy

Kinesthetic style: Chapter 4 page 58

"Practice the following dialogue with your partner and then answer the questions."

12 Materilas should take into account that learners differ in effective attitude

No	Criteria	Matched	Not Matched
12.	Materilas should take into	Matched	
	account that learners differ in		_
	effective attitude		

At the beginning of each chapter in this textbook, there is a "share your experience" section. This section can provide an overview of the teacher about the different effective attitudes of each student. This will be seen by seeing how the participation (respond and response) of students in that section.

For example, in chapter 3, the teacher can see how the participation of students in the 'share your experience' section on page 36, then continues with the material 'match the phrases based on their function (page 37) and also in the listen and' repeat 'sections on page 37 end. How students are good at organizing can also be captured / assessed by their activity in each discussion or group dialogue that has been included in this book.

13 Materials should permit a silent period at the beginning of instruction

No	Criteria	Matched	Not Matched
13.	Materilas should permit a silent period at the beginning of instruction	Matched	-

This book provides an opportunity for a silent period before working on a question with the material presented in the form of a voice recording or a silent period before working on questions from material in the form of manuscripts or reading. For example are the followings: Chapter 8 page 142

"Read the following conversation about the effects of tsunami. Note how the speakers give explanations."

Chapter 9 page 157

"Listen to the following monologues. Number the pictures according to the monologues."

14 Materilas should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities

No	Criteria	Matched	Not Matched
14.	Materilas should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities	Matched	_

Some materials force students to further activate their left brain through learning which requires critical thinking, reading and writing. This can be found in:

Chapter 3, the material in this chapter is several types of expressions in the invitation. In this material, there are many examples of invitations ranging from formal invitations such as business invitations, to informal invitations such as personal invitations. The number of examples will force students to read and write a lot.

Chapter 4, the material is various analytical exposition texts. This chapter is heavier than chapter 3. Because in this chapter the readings available no longer force students to just read and then write again. But

in this chapter students are also forced to understand some reading texts. The texts contained in this chapter are in the form of essays, articles and conversations. Of course, reading articles and essays can train students to think critically.

Chapter 5, the learning objectives of this chapter are to identify the social function, text structure, and language function of the passive voice. In this chapter, students are also required to read a lot and think critically in order to achieve the expected goals. In addition, this chapter also aims to improve cross-cultural understanding by comparing passive voice in English and Indonesian.

Chapter 6, actually this chapter has also been covered in the previous chapter, namely chapter 3, it's just that in chapter 6 it focuses more on personal letters.

Chapter 8, in this chapter students are required to read a lot and hear explanation texts. With the aim of students being able to answer exercise questions contained therein and also be able to rewrite the form of explanation texts.

In addition, this book is also equipped with supporting images that dominate the right brain, namely imagining, exploring creative ideas through understanding images. The images provided are very varied, and in accordance with the theme of the discussion. All chapters in this pathway to English textbook are equipped with pictures. So this will really help students achieve their learning goals.

15 Materials should not rely too much on controlled practice

No	Criteria	Matched	Not Matched
15.	Materials should not rely too much on controlled practice	Matched	-

In providing material, this book is accompanied by many examples of text in each sub-discussion form. For example in Asking and Giving Opinion, learners are made easy to explore many sentences in the practice of using Asking Opinion. Then in the Invitation material,

learners are also given various examples of types of letters. So that learners will get a broader insight into a letter. And with many examples learners will be free to express the form of the letter they later want to write. So, the material provided will not be too dependent on a teacher-controlled practice.

16 Materials should provide opportunities for outcome feedback

No	Criteria	Matched	Not Matched
16.	Materials should provide opportunities for outcome feedback	Matched	-

This book helps provide feedback for students. Even a reflection column is provided in this book to find out what inputs and outputs have been obtained by following the learning process. In the reflection column students can also write down the difficulties they encounter in discussing the material in each chapter. In this way there will be an action that should be done to answer if there is a difficulty encountered by students.

The following is a column of reflection at the end of each chapter:

SELF-REFLECTION

Before I studied this chapter,	I didn't understand
When I was studying this chapter,	I had some difficulties:And I overcame them by
After studying this chapter,	I think

Chapter 4 | Why Is It a Good Habit?



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The percentage result of the suitability data above is:

Total number

The number of criteria : 16

Total of criteria fulfilled by the textbook : 16

Percentage:

Total of criteria fulfilled by the textbook x 100

The number of criteria

E. Conclusion

From the data that has been collected, it shows that the Pathway to English textbook has met all the criteria contained in Tomlinson's theory, amounting to 16. The 16 criteria are:

- 1. Materials should achieve impact
- 2. Materials should help learners to feel at ease
- 3. Materials should help learners to develop confidence
- 4. What is being taught should be perceived by learners as relevant and useful
- 5. Materials should require and facilitate learner self-investment
- 6. Learners must be ready to acquire the points being taught
- 7. Materials should expose the learners to language in authentic use
- 8. The learners' attention should be drawn to linguistic features of the input
- 9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
- 10. Materials should take into account that the positive effects of instruction are usually delayed
- 11. Materials should take into account that learners differ in learning styles
- 12. Materials should take into account that learners differ in affective attitudes
- 13. Materilas should permit a silent period at the beginning of instruction
- 14. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities
- 15. Materials should not rely too much on controlled practice
- 16. Materials should provide opportunities for outcome feedback

Therefore, the percentage result of the suitability of the Pathway to English textbook with Tomlinson's theory is 99.8%. It can be concluded

that the Pathway to English textbook is declared worthy of being used as a medium in helping the teaching and learning process, especially for grade 11 SMA. Of course this text book will be very useful for both teachers and students. Besides material that is easy, concise, sequential and clear. This book is also equipped with practice questions with several styles that can hone students' abilities.

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