

An Analysis of the English Textbooks Entitled *Pathway to English* For Senior High School Grades X AND XI

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Abstract: The objectives of this research are 1) to identify the types of cohesion in the narrative texts used in the textbooks entitled *Pathway to English* for senior high school grades X and XI, and 2) to reveal the readability of the narrative texts as language inputs seen from types of cohesion in narrative texts used in the textbooks entitled *Pathway to English* for senior high school grades X and XI. This study applied the quantitative and qualitative method. The objects of this study were 13 narrative texts in the textbooks. The data were in the form of sentences and analyzed using the theory of cohesion proposed by Halliday and Hasan (1976). The research stages were designing the research, collecting the data, interpreting the data, and analyzing the research findings. The data validation was done by the thesis supervisor and students of linguistics. The findings showed that grammatical cohesion outnumbered lexical cohesion. There were 973 occurrences of grammatical cohesion or 60.61% from the total occurrences. Meanwhile, lexical cohesion only occurred 632 times or 39.38%. Based on the categorization of cohesion by Hoey (1991), the texts containing dense grammatical cohesion are considered to be low cohesion thus it can be categorized unreadable as language inputs. As many as 12 narrative texts in this research were not readable and needed treatments to ease reading comprehension of senior high school students. This research suggested that the material developers should consider the aspect of cohesion in writing and selecting the materials and teacher should give more explanation on the relation among the elements of the texts.

Keywords: narrative texts, cohesion, reading comprehension, language inputs

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Introduction

Textbooks play an essential role in English learning process. In learning English, students are necessarily exposed to various kinds of texts. In this regard, textbooks act as means that convey materials including texts to be discussed by students and teachers in the class. Types of texts in textbooks are numerous. One of them is narrative. Narrative texts provide several things that students may learn. First, they can learn the simple past tense from narrative texts. Besides, narrative texts help students construct meanings because the tendency of human mind inherently prefers analyzing meanings in the narrative form to discretizing facts in logical relationship (Pearson in Zahoor and Janjua, 2013: 606). Further, narrative texts enable students to develop desired behaviors.

To ease learning, narrative texts presented in a textbook should be readable. They should be understandable so that students will not mistakenly conclude the content of the story. Unfortunately, as language inputs, narrative texts in Indonesian textbooks have some drawbacks. Firstly, the plot of the texts is too difficult to follow. Students who usually read a text in a progressive plot seem to have difficulties in comprehending the texts since they cannot find the connection between series of events and elements of the texts. Secondly, narrative texts have abstract ideas that students should infer. Without being provided with proper illustration, students are confused with the ideas they should actually obtain. Lastly, the texts contain vocabulary items that students cannot understand.

In reference to the drawbacks, there is a need to investigate narrative texts presented in textbooks entitled *Pathway to English* for senior high school grades X and XI through cohesion. The investigation is expected to see whether the narrative texts found in the textbooks are readable as language inputs seen from cohesion types which appear in the texts.

Research Method

This research employed a qualitative method. The research also used a quantitative technique to analyze the data. The quantitative technique was used to compare between the numbers of occurrences of cohesion types. These data of frequency of occurring cohesion types were used to see types of cohesion carrying semantic relations. Meanwhile, an in-depth analysis of the occurring cohesion types was done to interpret the narrative texts readability as language inputs for reading materials.

The data were all narrative texts in the textbooks. There were 13 narrative texts contained in the textbooks. Each text was analyzed separately. The sources of data were textbooks entitled *Pathway to English* for senior high school grades X and XI. The textbooks were issued by Erlangga and authored by the same authors: Theresia Sudarwati and Eudia Grace. The textbooks for grades X and XI were published in 2013 and 2014 respectively. Both textbooks are for Program *Peminatan* and used 2013 Curriculum. To ensure validity of the data, the findings were consulted to the researcher's thesis supervisor. Besides, the conformability of the data was checked by two English Education Department students whose major was linguistics.

Findings and Discussion

The findings showed that from 13 texts analyzed, grammatical cohesion outnumbered lexical cohesion. There were 1,605 cohesive ties identified in both categories. With regard to this, the narrative texts analyzed in the textbooks could be classified into three major categories.

The classification is based on the dominance between grammatical and lexical cohesion. A text with more than 50% of lexical cohesion is categorized as a readable text. In this study, only Text III is said readable. Meanwhile, the semi-readable text refers to the text with less than two thirds of dominance of

grammatical cohesion from the total occurrences. Texts II, IV, V, VI, VII, VIII, XI, XII, and XIII meet the criterion as semi-readable text. Lastly, the texts which are unreadable are Texts I, IX, and X. Those texts have more than two thirds of dominance of grammatical cohesion from all types of cohesion.

The unreadable and semi-readable texts should have specific treatment and needed to be revised. One of the ways in revising a text was by using the inference analysis proposed by Britton and Gulgoz in 1991. The study by Britton and colleagues shows how explicit inferences can effectively ease readers' comprehension. These explicit inferences can be made from lexical cohesion that consists of reiteration and collocation. The explicit inferences do not demand students as novice readers to correlate the elements to their different background knowledge.

Conclusions

From the findings, it can be concluded that the narrative texts mostly employ grammatical structure rather than choice of words to establish semantic links within and between sentences. There are 13 narrative texts in the textbooks analyzed in this study and 12 narrative texts contain more grammatical cohesion than lexical cohesion. The texts containing more grammatical cohesion are considered as unreadable texts since the readers need to infer the information provided in the text based on only their background knowledge and implicit inference that are less predictable. There is a need to make the texts more readable to ease students reading comprehension.

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