CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Results

1. Structure of Pathway to English Textbook

Pathway to English textbook is an English textbook compiled by Theresia M. Sudarwati and Eudia Grace published by Erlangga in 2017. This textbook consists of 220 pages compiled based on an enhanced 2013 curriculum. Many schools in Kudus use this textbook, one of them is MA Mu'allimat NU Kudus. [1]

Pathway to English textbook has 10 chapters. Each chapter contains material and tasks that can develop four skills in English. Those four skills are reading, writing, listening, and speaking.

Table 4.1 Content of Pathway to English Textbook

Chapter	Topic	Objectives
1	What Do You Recommend?	1. Listen to a complete dialogue 2. Ask and give recommendation 3. Make a role play about asking and giving recommendation
2	I Have Waited a Long Time	1. Listen to and read various texts in the past perfect, the present perfect, the future perfect tense 2. Know the characteristics of the past perfect, the present perfect, the future perfect tense
3	If You Need Me, I'll Always Be There	1. Listen to various conditional sentences 2. Write conditional sentences based on situations given 3. Identify conditional clauses, the functions and the meanings

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[1] Wike Widya R., an Interview by The Researcher, Februari 03, 2023, Interview 1, transcript.

		4. Use conditional sentences to complete dialogues 5. Use conditional sentences in a simulation and role-play
4	Friendship Is Like Holly-Tree	1. Listen to some poems 2. Find out the social function of poem 3. Identify the elements of poem 4. Create a poem
5	A Story to Remember	1. Listen to various short stories 2. Read various short stories 3. Consider the social functions, structure and language features of short stories
6	Hold on a Moment, Please	1. Listen to and read some dialogues about making and taking a call to make an appointment and a reservation 2. Listen and give responses in making and taking a call to make an appointment and a reservation 3. Compare the usage of English and Indonesian expressions in making and taking a call to increase students' awareness of cross-cultural understanding
7	Take Time to Read the Brochure	1. Listen to various dialogues concerned with brochures, leaflets, flyers and pamphlets 2. Identify social functions, structures of the text and

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			language features of brochures, leaflets, flyers and pamphlets
		3.	Write brochures, leaflets, flyers and pamphlets about products, services or events
8	Let Me Give You an Example	1.	Give examples using 'for example', 'for instance' and 'such as' in role-play
		2.	Ask when and how 'for example', 'for instance' and 'such as' are used in a sentence
		3.	Analyze the social function of 'for example', 'for instance' and 'such as' in a text
		4.	Make a monologue including the words 'for example', 'for instance' and 'such as'
9	It Would Be Better If	1.	Read to get the main idea of the text or paragraph
		2.	Compare the culture of expressing opinions subjectively and objectively in accordance with rules of politeness
		3.	Learn some language elements which are used in a hortatory text
		4.	Analyze some paragraphs according to their functions
		5.	Write a hortatory text about a familiar topic in society
10	Let's Sing Hit Songs	1.	Listen to various songs
		2.	Complete the missing lyrics in a song

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		3. Find the message of the song

In addition to containing material, the pathway to English textbook also contains many tasks that are used to measure students' abilities. The tasks consist of 4 skills in English, namely speaking, listening, reading, and writing.

2. Types of Reading Tasks in Pathway to English Textbook

There are several types of reading tasks in Pathway to English textbook that match the types of reading tasks provided by Sally Burgess and Katie Head. According to Sally Burgess and Katie Head, the types of reading tasks are as follows: [2]

a) Multiple Choice

It is made up of a text (or texts) of practically any form (narrative, descriptive, etc.) and genre, as well as one or more multiple choice items from which students must pick one.

b) True or False

It is made up of a text (or texts) and a set of statements. According to the text, students decide whether the statements are valid (true) or inappropriate (false).

c) Matching

Students pick from a set of prompts in the matching activity. Headings, phrases, or question completions may be used as prompts. Students may be asked to match a description to the relevant paragraph of a text, or to match words and phrases to their meanings.

d) Gapped Texts

In gapped text, students are required to fill in gaps in sentences or paragraphs with the appropriate words or sentences.

e) Proofreading

Finding intentional mistakes of different types in the text given was part of the proofreading task.

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[2] Sally Burgess and Katie Head, *How to Teach for Exam*, (London: Longman, 2005), 27-28.

Table 4.2 The Distribution of the Types of Reading Task in the Textbook
Chapter 1

No	Types of reading task provided by Sally Burgess and Katie Head	Task
1	True or False	Task 18
2	Matching	Task 1 Task 6
3	Gapped Texts	Task 11 Task 19 Task 20

Table 4.3 The Distribution of the Types of Reading Task in the Textbook
Chapter 2

No	Types of reading task provided by Sally Burgess and Katie Head	Task
1	Gapped Texts	Task 13 Task 16 Task 19
2	Proofreading	Task 17

Table 4.4 The Distribution of the Types of Reading Task in the Textbook
Chapter 3

No	Types of reading task provided by Sally Burgess and Katie Head	Task
1	Matching	Task 1 Task 9 Task 10
2	Gapped Texts	Task 4 Task 12

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Table 4.5 The Distribution of the Types of Reading Task in the Textbook
Chapter 4

No	Types of reading task provided by Sally Burgess and Katie Head	Task
1	Multiple Choice	Task 9 (b dan c) Task 12
2	Matching	Task 11
3	Gapped Texts	Task 1 Task 4 Task 5 Task 6 Task 7 Task 9 (a) Task 13

Table 4.6 The Distribution of the Types of Reading Task in the Textbook
Chapter 5

No	Types of reading task provided by Sally Burgess and Katie Head	Task
1	Multiple Choice	Task 4 (a)
2	Matching	Task 1 Task 4 (c)
3	Gapped Texts	Task 3 Task 4 (b, d, and e) Task 10 Task 13 Task 14 Task 16 Task 17
4	Proofreading	Task 9

Table 4.7 The Distribution of the Types of Reading Task in the Textbook
Chapter 6

No	Types of reading task provided by Sally Burgess and Katie Head	Task
1	Matching	Task 2

		Task 18
2	Gapped Texts	Task 17

Table 4.8 The Distribution of the Types of Reading Task in the Textbook Chapter 7

No	Types of reading task provided by Sally Burgess and Katie Head	Task
1	Matching	Task 7
2	Gapped Texts	Task 8 Task 9 Task 11 Task 12 Task 13

Table 4.9 The Distribution of the Types of Reading Task in the Textbook Chapter 8

No	Types of reading task provided by Sally Burgess and Katie Head	Task
1	Gapped Texts	Task 10

Table 4.10 The Distribution of the Types of Reading Task in the Textbook Chapter 9

No	Types of reading task provided by Sally Burgess and Katie Head	Task
1	Gapped Texts	Task 3 Task 7 Task 11 Task 15 Task 21 Task 26 Task 27

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Table 4.11 The Distribution of the Types of Reading Task in the Textbook
Chapter 10

No	Types of reading task provided by Sally Burgess and Katie Head	Task
1	Matching	Task 7
2	Gapped Texts	Task 1 Task 6 Task 7 (b) Task 12 Task 15 (a and b)

Based on the tables above, there are 56 reading tasks in the pathway to English textbook. The 56 reading tasks consist of five types of reading tasks. Some tasks consist of two types of reading tasks. The five types of reading tasks are developed well in the textbook.

3. **Indicators Required in the 2013 Curriculum and Developed in the Textbook**

According to the 2013 Curriculum, there are ten indicators of reading skills for eleventh grade which are required.[3]

Table 4.12 The Distribution of the Indicators Required in the 2013 Curriculum and Developed in the Textbook

No	Indicators Required in the 2013 Curriculum	Indicators Developed in the Textbook									
		Chapters									
		1	2	3	4	5	6	7	8	9	10

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[3] Kementerian Pendidikan dan Kebudayaan Republik Indonesia. "Kompetensi Inti dan Kompetensi Dasar pada Kurikulum Darurat (dalam Kondisi Khusus) untuk PAUD, Dikdas, Dismen Berbentuk SMA", BERSAMA HADAPI KORONA KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI, accessed on December 9, 2021. https://bersamahadapikorona.kemdikbud.go.id/kompetensi-inti-kompetensi-dasar-pada-kurikulum-2013-pada-paud-dikdas-dan-dikmen-berbentuk-sekolah-menengah-atas-untuk-kondisi-khusus/.

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1	Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem, lisan dan tulis, dengan memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaanya				Task 13					
2	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja				Task 1, Task 4, Task 5, Task 7, Task 9, Task 12, Task 13					
3	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan, dan tulis terkait cerita pendek,					Task 4, Task 8 (c), Task 9				

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	sesuai dengan konteks penggunaanya										
4	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek				Task 1, Task 3, Task 4, Task 8 (a and b), Task 10, Task 13, Task 14, task 16, Task 18						
5	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks hortatory exposition lisan dan tulis dengan memberi dan meminta informasi terkait								Task 11	

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	pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya											
6	Teks hortatory exposition										Task 3, Task 7, Task 21	
7	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks hortatory exposition lisan dan tulis, terkait isu actual									Task 10	Task 3, Task 7, Task 27	
8	Menyusun teks hortatory exposition lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,										Task 15, Task 21, Task 26	

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	secara benar dan sesuai konteks											
9	Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA											Task 1
10	Menangkap makna secara kontekstual terkait dengan fungsi sosial, dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA											Task 6, Task 7, Task 12, Task 15

Based on table above, there are ten indicators of reading skills which are required in the curriculum. All of them are developed well in the textbook.

B. Discussion

The findings of this study are based on the research problems that are stated in the statement of the problem.

1. Types of Reading Task in Pathway to English Textbook According to Sally Burgess and Katie Head's Theory

A task is an activity which learners carry out using their available language resources and leading on a real outcome. In carrying out task, learners are said to take part in such processes as negotiation of meaning, paraphrase, and experimentation, which are thought to lead to successful language development.[4] So, it can be concluded that reading task is an activity which learners carry

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[4] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), 94.

out using their available language resources and leading on a real outcome in the field of reading.

According to Sally Burgess and Katie Head's theory, there 5 types of reading tasks, they are multiple choice, true or false, matching, gapped texts, and proofreading. In the textbook, there are 56 reading tasks that are spread over 10 chapters. Each task consists of 3 or more questions. Most of them are gapped texts task, with a total of 41 tasks. There are 3 multiple choice tasks, 1 true or false task, 12 matching tasks, and 2 proofreading tasks. There are several tasks that consist of two or more types of reading tasks.

Other research conducted by Niar Fauzia entitled "An Analysis on Task of Reading Text in The Textbook Entitled *Developing English Competencies* Used by The Tenth Grade of SMA Negeri 1 Boyolali". In the study, it was finally discovered that the open ended query form is 13 data or 39.39 percent, the multiple choice type is 3 data or 9.09 percent, the vocabulary in a text type is 6 data or 18.18 percent, the missing sentence is 2 data or 6.06 percent, the writer opinion or reader answer is 3 data or 9.09 percent, matching the heading with the paragraph is 1 data or 3.03 percent, placing the paragraph in the correct order is 2 data or 6.06 percent, true/false reading assignment is 3 data or 9.09 percent, and putting the paragraph in the correct order is 2 data or 6.06 percent. The most common form of question is an open-ended one.[5]

2. **The Relevance of The Reading Tasks in Pathway to English Textbook for Eleventh Grade of Senior High School to the Indicators on 2013 Curriculum**

The curriculum is a part that plays an important role in developing ideas and designs into a learning process so as to be able to achieve the educational goals that have been aspired so far.[6] Therefore, the compatibility between the content in the school book and the applicable curriculum must be considered. Due to the

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[5] Niar Fauzia, "An Analysis on Task of Reading Text in The Textbook Entitled *Developing English Competencies* Used by The Tenth Grade of SMA Negeri 1 Boyolali", (Skripsi, Universitas Muhammadiyah Surakarta, 2015), 1-9.

[6] Neta Dian Lestari, "Analisis Penerapan Kurikulum 2013 Dalam Meningkatkan Kualitas Pembelajaran Ekonomi Di SMA Negeri Se-Kota Palembang" *Jurnal Neraca* 2, No.1, (2018): 69.

COVID-19, the curriculum was revised in such a way to adapt to current conditions.[7]

Coronaviruses are a large family of viruses that cause illness ranging from mild to severe symptoms. There are at least two known types of coronavirus cause diseases that can cause severe symptoms such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Coronavirus Disease 2019 (COVID-19) is a new type of disease that has never been identified before in humans. The virus that causes COVID-19 is called Sars-CoV-2. Corona virus is zoonotic (transmitted between animals and humans).[8]

This book uses the 2013 revised 2017 curriculum, which not all of the material contained in the book is in accordance with the current curriculum (emergency curriculum). However, all indicators contained in the current curriculum are developed well in this textbook. One of the 11th grade English teachers said that not all the materials contained in the textbook could be used for teaching and learning activities due to curriculum changes, so she had to choose which materials were in accordance with the current curriculum and combine them with other learning media.[9]

There are 4 main materials required in the current curriculum; poem, narrative text, hortatory exposition, and song. The material about the poem is explained in chapter 4 (Friendship is Like the Holy-Tree). In chapter 4, there are 9 reading tasks with multiple choice, matching, and gapped text types. The material about narrative text is explained in chapter 5 (a Story to Remember). In chapter 5, there are 10 reading tasks with multiple choice, matching, gapped text, and proofreading types. The
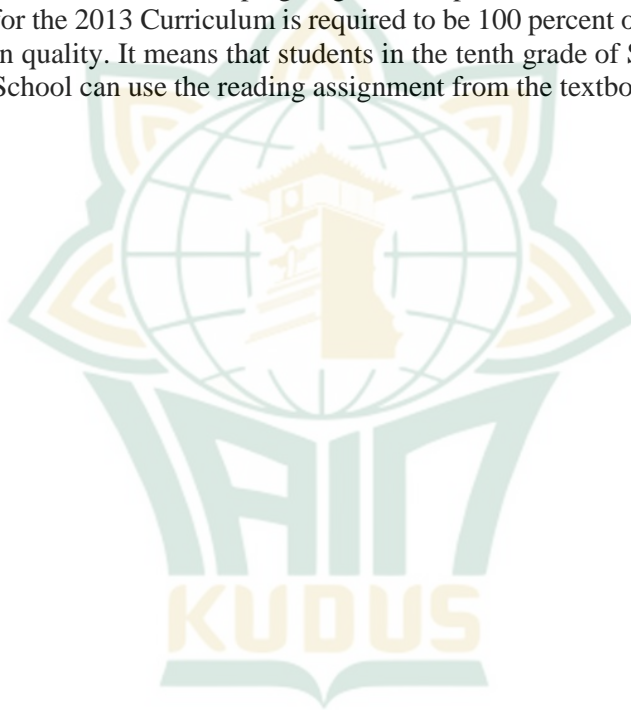
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[7] Kementerian Pendidikan dan Kebudayaan Republik Indonesia. "Kompetensi Inti dan Kompetensi Dasar pada Kurikulum Darurat (dalam Kondisi Khusus) untuk PAUD, Dikdas, Dismen Berbentuk SMA", BERSAMA HADAPI KORONA KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI, accessed on December 9, 2021. https://bersamahadapikorona.kemdikbud.go.id/kompetensi-inti-kompetensi-dasar-pada-kurikulum-2013-pada-paud-dikdas-dan-dikmen-berbentuk-sekolah-menengah-atas-untuk-kondisi-khusus/.

[8] Kementerian Kesehatan RI Direktorat Jenderal Pencegahan dan Pengendalian Penyakit, "PEDOMAN PENCEGAHAN DAN PENGENDALIAN CORONAVIRUS DISEASE (COVID-19) REVISI KE-4", (Jakarta,2020), 11.

[9] Wike Widya R., an Interview by The Researcher, Februari 03, 2023, Interview 1, transcript.

material on hortatory exposition is explained in chapter 9 (It Would be Better If…). In chapter 9, there are 7 reading tasks of the type of gapped text. The material about the song is explained in chapter 10 (Let's Sing Hit Songs). In chapter 10 there are 5 reading tasks of matching and gapped texts.

Another research that is similar to this research entitled "An Analysis on Task of Reading Text in The Textbook Entitled *Developing English Competencies* Used by The Tenth Grade of SMA Negeri 1 Boyolali"The compatibility of reading task between the textbook "Developing English Competencies" and the syllabus for the 2013 Curriculum is required to be 100 percent or very good in quality. It means that students in the tenth grade of Senior High School can use the reading assignment from the textbook.[10]

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[10] Niar Fauzia, "An Analysis on Task of Reading Text in The Textbook Entitled *Developing English Competencies* Used by The Tenth Grade of SMA Negeri 1 Boyolali", (Skripsi, Universitas Muhammadiyah Surakarta, 2015), 1-9.