

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings in “Pathway to English” textbook

1. Chapter 1 “ Hi, My Name is”

Table 4. 1
Feasibility of Content in Chapter 1
“Hi, My Name is”

Sub-Component	Items	Scoring Frequency			
		1	2	3	4
The Compatibility Materials With CC And BC	Completeness				✓
	In depth				✓
The Accuracy Of Materials	Social functions				✓
	Element and Structure Of Meaning				✓
	Linguistic feature				✓
Supporting Materials	Relevance				✓
	Development of life skills				✓
	Development of diversity insight				✓
Total					8

a. Compatibility materials with CC and BC

1) Completeness

This chapter develops interpersonal, transactional and functional text. This can be seen in page 9 exercises 5 of listening exercise. This part of text is developed to help students study the intonations in self introduction and introducing people with others. This chapter successfully develops a daily interpersonal and transactional conversation

between people. Besides, in page 21 exercises 26 can be found a text for introducing and describing people to others, and in page 22 exercises 29 and 30 develop a text for listening comprehension about listening to people introducing themselves. As for exercise 30, it's the speaking practices of introducing ourselves to others. Reading skill is also trained in page 24 exercises 32 in intensive reading text to derive information from it. This is very good because all texts and exercises were developed in all skill based exercise. Therefore the completeness in chapter 1 scored 4/4.

2) In depth

This chapter has been successfully developed all of the criteria of In-Depth. It can be seen from completeness criteria of chapter 1 that this textbook has already developed more than 2 texts and an exercise that expose students to produce a self-introduction. In term of procedure on how to create self-Introduction, page 8 does not only develop the procedure on how self-Introduction commonly used, but also teach students about the cultural awareness from other country ways in introducing self or others. Page 10 also described how to conduct a complete cycle of self-Introduction is commonly used. It can also be used for student to analyze the best expression in the right place. Several exercise extension on things that related with self expression such as “do you know hobby?” on page 17 and formal Identification in page 7 provide students with depth understanding toward self-introduction as well. So score 4/4 is given for this criterion.

b. The accuracy of materials

1) Social functions

This chapter has been analyzed and found out to be successful in implementing the social functions of each

exercise. Most of the exercises described in completeness and in depth criteria have already designed to have social functions in daily life. The interpersonal listening exercise in page 9 and page 23 where students exposed to hear a produced language from other students was a useful exercise. The exercise 35 in page 27 was also quite handy to be learned. It taught students to love writing and interacting with other through letters. This later can be a basic lesson for them before learning to write an academic or formal letter. With this consideration, social functions for this chapter scored 4/4.

2) Element and structure of meaning

A systematic way of thinking for students in this chapter has been successfully developed by embedding the generic structures and procedure on how to do a Self-Introduction on page 10. The exercises in page 19 also required students' analysis in remembering the systematic of what students say in specific themed conversation. The same thing goes to exercise 35 in page 27. Students have to analyze the example first before they follow the systematic on how to write their own letter. That makes 4/4 score is given for generic structure.

3) Linguistics feature

The language used in this chapter is acceptable and polite. The pen pal exercise in page 27 shows a great example of how the language used in chapter 1. The story about Tom in exercise 32 page 24 is also delivered in an acceptable and polite language. Most of them used a less formal of daily conversational language that commonly used. The topic used in every exercise is also light and commonly found in student's daily conversation. Therefore, linguistic feature scored 4/4 in this chapter.

c. Supporting materials

1) Relevance

This chapter provides great illustrations. All of the exercise and text developed in the chapter used illustrations, and most of them worked well. The tables that looked like a letter in page 27 was really motivated students in doing the exercise. The family diagrams in page 15 were also very well implemented in the exercise about family tree. Based on this consideration, this criterion scored 4/4.

2) Development of life skills

Most of exercises use a polite and have social and cultural topic. It can be seen in page 9 exercise 5 that this exercise expects students to understand and aware of surrounding where students have social needs to interact with each others. As in exercise 30 in page 23 that was made to help students gaining their confidence in having a public speaking. Therefore, based on this consideration, 4/4 is the score for this chapter's development of life skills.

3) Development of diversity insight

In this chapter, the exercises are well packed with diversity insight exercises as they were seen in the exercise in page 19 and in page 22 to 23. These exercises describe a self introduction from specific of ethnic where students will be exposed with the knowledge of several ethnical backgrounds in Indonesia. Therefore, 4/4 is the score for this chapter's development of diversity insight

2. Chapter 2 “Well Done!”

Table 4. 2
Feasibility of Content in Chapter 2
“Well Done!”

Sub-Component	Items	Scoring Frequency			
		1	2	3	4
The Compatibility Materials With CC And BC	Completeness				✓
	In depth				✓
The Accuracy Of Materials	Social functions				✓
	Element and Structure Of Meaning				✓
	Linguistic feature				✓
Supporting Materials	Relevance				✓
	Development of life skills				✓
	Development of diversity insight	✓			
Total		1			7

a. Compatibility materials with CC and BC

1) Completeness

Interpersonal text in page 36 exercise 7 which contains of speaking and listening exercise help students to study on how to give and response to a compliment. The exercise 9 on page 38 also successfully develops an exercise about daily interpersonal conversation between people, using role playing activities so that an active classroom activity can be made. Apart from that, in page 45 exercise 23 can be found a text of compliments and in exercise 24 is found a reading text about

“The Power of Thanks” to help students practicing their critical thinking and analysis in how to give a compliments. This is very good because most of the text and exercises were developed in exercise and text about compliments. Therefore with these consideration, in term of completeness chapter 2 scored 4/4.

2) In depth

In the chapter 2, this textbook develops sufficient texts and exercise that expose students to produce and response to a compliment. In the page 31 to 33, students was given an illustrations and understanding about what happened when students feel happy, sad, or when students achieve something good in their life or when students know that someone has a great talents. This exposure is very good, because it will let students to analyze and learn about what the idea of compliments is. Apart from that, the illustrations on page 32 in exercise 4 were pretty well used in pointing the idea of giving or responding to compliments. Brief explanation on how to produce a compliments or response to compliments provided in a clear and systematical explanation in page 37. That makes 4/4 is the score for this criterion.

b. The accuracy of materials

1) Social functions

This chapter generates social functions within the exercises. For example, the exercise in page 39 is useful because the exercise takes daily life conversation as theme. The same thing goes to the reading text in page 41 and exercise 23 in page 46. Both of them use a common interactional and transactional language in daily life of giving compliment letters and writing

a compliment card. So far, social functions in this chapter scored 4/4.

2) Element and structure of meaning

As for generic structure, a systematic way of thinking for students is provided in this chapter. This can be seen in page 39 which provides a commonly used expressions and response to compliments, and also expressions in praising or giving and requesting credits. Page 42 and page 45 also provided with a relevant grammar used in giving or responding compliments. Therefore, this chapter scored 4/4 in term of generic structure.

3) Linguistics feature

The language that is used in this chapter has been developed as it is expected. The exercises in page 36 and page 39 use a caring and polite language of daily conversational. The theme used is also commonly found in the students' environment which is about school grade or school's basketball games. The text about compliment letter in page 41 and a compliment from a birthday card in page 42 are also written in acceptable language for compliments. With all of these considerations, linguistic feature of this chapter scored 4/4.

c. Supporting materials

1) Relevance

The illustrations in page 31 are helpful for students to understand when they need to give a compliment and response to a compliment. The birthday card exercise about teaching grammar used in giving compliment in page 42 is also helpful for students. Illustrations provided within the exercises are also suitable for the exercise. That is why relevance and up to datedness scored 4/4 in this chapter.

2) Development of life skills

The exercise 25 in page 47 provides both a useful learning source about compliments and useful group interactions where students are exposed to work in group in solving and doing the analysis about the exercise. Exercise 7 and 8 in page 36 and 37 also exercise 12 in page 39 are examples of useful exercise for students in developing students' skills in social life because the theme and language used is simple and commonly used by students. Based on these considerations, development of life skills in this chapter scored 4/4.

3) Development of diversity insight

As for this criterion, this textbook provides a less national diversity insight, yet, text in page 35 about cultural awareness provides a global diversity insight about how compliment is used in several other countries and how it is seen different with compliments used in Indonesia. So 1/4 is given as score for development of diversity insight of this chapter.

3. Chapter 3 “Congratulations!”

Table 4. 3
Feasibility of Content in Chapter 3
“Congratulations!”

Sub-Component	Items	Scoring Frequency			
		1	2	3	4
The Compatibility Materials With CC And BC	Completeness				✓
	In depth				✓
The Accuracy Of Materials	Social functions				✓
	Element and Structure Of Meaning				✓

	Linguistic feature				✓
Supporting Materials	Relevance				✓
	Development of life skills				✓
	Development of diversity insight				✓
Total					8

a. Compatibility materials with CC and BC

1) Completeness

The completeness in this chapter expected a development of interpersonal, functional and transactional text of congratulations. Several texts in this chapter have been generated in this theme. It can be seen at exercise 5 in page 54 of dialogue of practicing congratulation. Exercise 7 and 8 in page 55 also has a good interpersonal exercise which provided analyzing sections and conversational practices of congratulation expressions. The exercise 11 in page 57 of a reading comprehension and exercise 13 in page 58 of writing exercise are also well developed for interpersonal exercise the exercise exposes students to express congratulations. Various skills practiced in exercises become the consideration of this chapter to be given score 4/4 for completeness.

2) In depth

In the chapter, this textbook develops sufficient texts and exercises that expose students to produce and respond to congratulation expressions. Several exercises mentioned in completeness of chapter 5 such as exercise 5 in page 54 and exercise 11 in page 57. These exercises developed with analyzing sections to let the students analyzing the text of congratulation by comprehending the main idea of the text first.

Apart from that, the exercise 8 in page 55 is also very good. This exercise asks students to socialize with other students in the class to practice the expressions of congratulation. With all this well developed exercises, the in depth scored 4/4 for this chapter.

b. The accuracy of materials

1) Social functions

This chapter has been analyzed and found out to be successful in implementing the social functions of each exercises from this chapter. The exercise 14 in page 58 of completing a congratulations card, exercise 9 of reading and comprehend a congratulations card are some of good examples for social functions. These kinds of exercises could be useful for students. Therefore with those considerations, 4/4 is the score for this chapter's social function.

2) Element and structure of meaning

Generic structure in chapter 5 related with the effective way of thinking and systematic procedure in creating or producing a real life congratulation expressions. A complete list of expressions commonly used in expressing congratulation and responding to it are available in page 54. Therefore, this chapter scored 4/4 for developing generic structure.

3) Linguistics feature

Text in this chapter developed in acceptable and polite language. It can be seen from the language uses in exercise 5 in page 54 of congratulations card illustrations of exercise 9 in page 56 and reading passage of a congratulations letter in exercise 11 pages 57. All of these exercises used acceptable and polite language for communications. For these

considerations, 4/4 is the score for this chapter's linguistic feature.

c. Supporting materials

1) Relevance

This chapter provided good illustrations of congratulation card and congratulation letters in page 56 and 57. The illustration pictures of kinds of congratulations card in the introduction of this chapter are also good. It provides a good example of what will be learned for students. Therefore for relevance, this chapter is given 4/4.

2) Development of life skills

Within this chapter, useful exercises that help students develop their life skills are provided. From the analysis, the exercise 14 and 15 in page 58 and 59 and exercise 6 in pages 55 are kinds of exercise that help students in developing life skills. These exercises expose students to write a congratulations card and responder express congratulations. Therefore in term of development of life skills, this chapter scored 4/4.

3) Development of diversity insight

The exercise and text within the chapter is lack of local diversity insight, yet, this chapter provides a cross cultural understanding about expressing congratulations. This cultural awareness explains about different expression and way of expressing congratulations between Indonesia and other English speaking countries. Therefore with this consideration, development of diversity insight scored 4/4.

4. Chapter 4 “I Will Improve My English”

Table 4. 4
Feasibility of Content in Chapter 4
“I Will Improve My English”

Sub-Component	Items	Scoring Frequency			
		1	2	3	4
The Compatibility Materials With CC And BC	Completeness				✓
	In depth				✓
The Accuracy Of Materials	Social functions				✓
	Element and Structure Of Meaning				✓
	Linguistic feature				✓
Supporting Materials	Relevance				✓
	Development of life skills				✓
	Development of diversity insight	✓			
Total		1			7

a. Compatibility materials with CC and BC

1) Completeness

Completeness in chapter 4 develops several interpersonal texts about plan or intentions. Exercise 8 in page 67 of practicing dialogues and exercise 13 in page 70 of reading to response provide a good text to expose students with interpersonal text about intentions. Exercise 18 in page 72 about text of business letter and exercise that follows it also has a good practice to check students' comprehension of written

intentions. The text with a title “The power of Intentions” in page 76 is also full of motivations which are very good text to keep students motivated. With these considerations, score 4/4 for completeness is given.

2) In depth

A successful development in providing interpersonal text and developing procedure in chapter 4 can be seen in page 68. Expressions and procedure commonly used for stating intentions are provided. Exercises 11 in page 69 also expose students to analyze expressions of showing intentions. A column in page 64 is also a good additions in in-depth, as it is give some valuable information about what intentions really are. Based on this consideration, score 4/4 is given to this chapter.

b. The accuracy of materials

1) Social functions

In exercise 8 and 9 in page 67 to 68, exercise 12 to 15 in page 69 to 71, exercises are useful for the students. They used examples of a theme in students’ daily life. For example, asking about others’ plan during weekend and playing role play. These exercises can be easily practiced and implemented for students in real life. That is why social function scored 4/4 in this chapter.

2) Element and structure of meaning

This chapter’s generic structure evaluated on how the exercises and text provided to students can help them in developing a systematic way of thinking. It also helps them to create an efficient and active way of producing it in real life application. This book has successfully developed those aspects. In page 68, the procedure and expressions in stating intentions are clearly stated in a direct and useful exercise. That

is why while students learn the procedure, they also analyze and do the exercise given. With this consideration, score 4/4 is given to this chapter's generic structure.

3) Linguistics feature

This chapter's linguistic feature is written in a good and efficient way. It can be seen that this chapter developed in acceptable and polite language such as exercises 8 and 9 in page 67 and 68 about student's weekend. Reading passage in page 72 about formal business letter is also written in a polite and acceptable language. Therefore in term of linguistic feature, this chapter is given score 4/4.

c. Supporting materials

1) Relevance

As for relevance criterion, the illustrations in this chapter are well developed. Some listening exercises in page 64 and 65 are provided with good illustrations about dialogues of intentions. Although teacher's involvement is needed within this exercise, these illustrations support the exercise of listening comprehension. Therefore in this criteria, score 4/4 is given for relevance.

2) Development of life skills

In development of life skills, this chapter has successfully developed student's skills in social life. For this criterion, the language and theme of most the exercises here used students' daily life situations. It can be seen in exercise 8 page 67 and exercise 13 to 15 in page 70 and 71 which are suitable for students' daily life. With this reasons, score 4/4 is given.

3) Development of diversity insight

In term of development of diversity insight, this chapter provides cultural awareness about how to be an excellent

student in page 66. Yet, there is no other cultural or diversity insight within most exercise of this chapter makes score 1/4 is given for development of diversity insight.

5. Chapter 5 “It’s a Wonderful Place”

Table 4. 5
Feasibility of Content in Chapter 5
“It’s a Wonderful Place”

Sub-Component	Items	Scoring Frequency			
		1	2	3	4
The Compatibility Materials With CC And BC	Completeness				✓
	In depth				✓
The Accuracy Of Materials	Social functions				✓
	Element and Structure Of Meaning				✓
	Linguistic feature				✓
Supporting Materials	Relevance				✓
	Development of life skills	✓			
	Development of diversity insight				✓
Total		1			7

a. Compatibility materials with CC and BC

1) Completeness

In chapter 5 develop several interpersonal in description and spoken description. Exercise 2 and exercise 4 in page 80 expose students to develop characteristic, interpersonal text and critical thinking about favorite place and think of some tourist

destination. And exercise 32 on page 104 also successfully develops conversation between people from exercise about spoken description, using role playing activities so that an active classroom activity can be made. With these considerations, score 3/4 for completeness is given.

2) In depth

This chapter has been successfully developed all of the criteria of In-Depth. In the page 80 to 84, students was given an illustrations and understanding about describing the place following how students expose characteristic, generic structure, and social function. in page 84, also expose students to analyze and identify the text structure and the language elements in exercise 7. Some as page 106 and 107, in written description text about “Candi Borobudur” and “Bali” that not only analyze the social function text organization and language feature in exercise 38 and 41. But in exercise 39 that also still following exercise 38 in page 106, in exercise 39 also give some following question that make students can expose develops general features of a descriptive text. With all this well developed exercises, the in depth scored 4/4 for this chapter.

b. The accuracy of materials

1) Social functions

This chapter has been analyzed and found out to be successful in implementing the social functions of each exercise. Most of the exercises described in completeness and in depth criteria have already designed to have social functions in exercise 7 page 84 and page 91 to 93 have values with student in daily life. Therefore for this criteria, 4/4 is given.

2) Element and structure of meaning

As for generic structure, a systematic way of thinking systematically to expose students an insight and ideas is

provided in this chapter. In page 85 to 87, while students learn the procedure, they also analyze and do the exercise given. And in page 100 and 101, while students that have done with exercise, they also learning how to produce a about “Preposition of Place”. So in this chapter, 4/4 is given.

3) Linguistics feature

In this chapter, the text in exercise given from the textbook, is fulfill the norm, acceptable, and in efficient way. In page 82 an 84 in exercise 3 and 7, we can now about how the textbook using good communication about descriptive text. Neither that, in page 104 exercise 32, is give how to be expressing in the dialogue that fulfill the norm, and characteristic values. Therefore in this criteria, score 4/4 is given for relevance.

c. Supporting materials

1) Relevance

As for relevance criterion, the illustrations in this chapter are well developed. listening exercises in page 83 are provided with good illustrations about “describing place”. And in page 88 to 90, there is supporting the materials that can help student more understand about relating verbs and opinion and fact adjectives. In this criteria, 4/4 is given for this chapter.

2) Development of life skills

in this chapter, in exercises that help students develop their life skills are provided. In page 81 and 97, that can motivate students toward concern about social, and good personalities. there is no other cultural or diversity insight within most exercise of this chapter makes score 1/4 is given for development of diversity insight.

3) Development of diversity insight

In term of development of diversity insight, this chapter provides cultural awareness about how to be an excellent student. In exercise 7, 19, 21 in page 84, 91, and 92 is toward students more understand and appreciate the multicultural diversity. In this chapter 4/4, are given for this chapter.

Table 4. 6
Frequency Table of 5 Chapter

Sub-Component	Items	Scoring Frequency			
		1	2	3	4
The Compatibility Materials With CC And BC	Completeness			1	4
	In depth				5
The Accuracy Of Materials	Social functions				5
	Element and Structure Of Meaning				5
	Linguistic feature				5
Supporting Materials	Relevance				5
	Development of life skills	1			4
	Development of diversity insight	1			3
Total		2		1	37

Based on the table of feasibility of content above, almost all chapters in completeness, in-depth, social functions, generic structure, linguistic feature, relevance and development of life skills get criteria scored 4. As for development of diversity insight and Development of life skills, there is 1 chapter which scored 1 and beside it, 1 chapters which scored 3. All of

them make up the total of 35 in the score 4 and total 3 in the score 1 from 40 category all together. From this tables, it can be derived that 48 category in feasibility of content from 5 chapters out of 40 category have fulfilled and only 2 category from development of life skills and development of diversity Insight could not met the criteria of score 1 and also 1 chapters could not met the criteria of score 4 from completeness.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{37}{40} \times 100\%$$

$$P = 92,5\%$$

Therefore, it can be concluded that 92,5% of the materials, exercises, and text developed in the textbook “Pathway to English” are fulfilled the rubric assessment of feasibility of content from BSNP

B. Feasibility of Presentation

1) The technique of presentation

a. Systematical

In systematical, the whole textbook is assessed on how the materials presented in the textbook are well arranged in systematical order providing students with a clear coherent from whole process of each chapter presented from all the five sample chapters. The materials presented in five samples chapter are varied and presented with picture illustrations, discussions, and monologue, dialogue and classroom exercises. Most of the materials in five chapters developed in communicative and illustrative text and exercises. Therefore, this chapter's systematical scored 4/4.

b. Chapter equilibrium

Chapter Equilibrium talks about the balanced number of pages used in each chapter which becomes the main consideration. From the analysis, number of pages of each sample chapters are balanced

in around 12-16 pages each chapter. Based on this consideration, chapter equilibrium scored 4/4.

2) Learning presentation

a. Learner center

The interactions between students to students and students to teacher become the consideration in learner center. As for this criterion, the materials are mostly developed in students centered learning. It can be seen from most of the exercises which focused on discovering and analyzing a task and discussing it with friends or teacher before attempting to produce the learning outcome. Therefore in learner center, this criterion scored 4/4.

b. Development of initiative, creative of learner's and critical thinking

In development of initiative, creative of learner's critical thinking, the textbook develop the exercise that makes students learn autonomously and as creative and critical as possible. For this criterion, most of listening and speaking exercises even need teacher's involvement. Some exercises even ask students to do it in a group works or free interaction with other students in the classroom. The exercises also developed in open ended classroom exercises which exposed students to be active during the lesson, sharing their ideas and discussing it with their friends then analyzing it. Based on these considerations, this criterion scored 4/4.

c. The development of self-Reliance students

In the Development of self-Reliance Students, the development of exercises that motivate students to be independent and reliable are expected in the textbook. From the analysis in feasibility of content, some of materials develop the exercise where students

expected to be able to handle certain communicative interaction either individual or in group. Based on this consideration, development of self reliance students scored 4/4. (Complete examples of development of self reliance students can be seen in feasibility of content sections)

d. The Development of Learners' ability to evaluate themselves

In development of learners' ability to evaluate themselves, textbook should provide students with a systematical measurement to help them in reflecting what they have learned. For this criterion, the exercises are also developed in many themes or discourse so that students exposed to develop their own evaluation about how much progress they have before and after the class. It makes them more independent in learning English. Apart from that, by the end of every chapter, reflection sections are provided to help students reflect what they have already learned from certain chapter. Based on his consideration, score 4/4 is given for development of learner ability to evaluate.

3) Completeness of presentation

a. Introduction part

In introduction part, textbook preface and complete list of content of this book should be available. Based on the analysis, the textbook are developed systematically. The preface and introductory parts of textbook provide complete explanation about what this textbook has to offer. Based on this consideration this introduction part scored 4/4.

b. Content part

In this Part, textbook has to explain a systematic of what students will learn in the beginning of chapter, a complete list of learning materials, self reflection and references. For this criterion, textbook are developed systematically. The preface and

introductory parts of textbook provide complete explanation about what this textbook has to offer. The book content is complete yet, the book does not provide complete reference of the sources of their learning materials. Only a few parts cited their references. The conclusion part is also removed. It is perhaps removed due to the book itself that has already had a self reflection issues by the end of every chapters. However, a conclusion is still needed because it could conclude what the learning outcome, learning morale, and many others are. Based on this consideration, content part scored 3/4.

c. Closing part

In this part of textbook analysis, textbook has to provide a glossary, references and indexes. Surprisingly, this book does not provide glossarial pages or indexes and only references are provided. Therefore this closing part scored 2/4.

Table 4. 7
Feasibility of Presentation Table of 5 Chapter

Sub component	Item	Score			
		1	2	3	4
Technique of presentation	Systematic				✓
	Chapter equilibrium				✓
Learning presentation	Learner center				✓
	Development of initiative, creativity, and learners' critical thinking				✓
	The development of self reliance students				✓

	The development of learners' ability to evaluate themselves				✓
Completeness of presentation	Introduction part				✓
	Content part			✓	
	Closing part		✓		

Based on this table of presentation, the criteria of systematic, chapter equilibrium, learner center, Development of Initiative, Creativity, and learners' critical thinking, The Development of self -Reliance students, The Development of Learners' ability to evaluate themselves and introduction part fulfilled the criteria of a feasibility of presentation from BSNP while the content part and closing only scored 3 and 2.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{9} \times 100\%$$

$$P = 77.77\%$$

Therefore, it can be concluded that 77.77% of the feasibility of presentation category from BSNP are fulfilled within the textbook "Pathway to English".

C. Research Findings

The analysis above shows that Pathway to English fulfilled of textbook evaluation criteria in the aspect compatibility materials with KI and KD, the accuracy of materials and supporting materials.

Based from the tables about the evaluation of content, the result of this study can be concluded as follows. From feasibility of content 92,5% of materials, exercise and text developed in the textbook "Pathway to

English” are fulfilled the criteria from BSNP of how standard textbook should be. There are various categories in feasibility of content such as the development of text, exercises, development of life skills and diversity, social functions and generic structure. therefore, this commercial textbook from Erlangga fulfilled most of the criteria from BSNP From this research finding of analysis of English textbook “Pathway to English” for the second grade of senior high school based from the curriculum 2013, the writer concluded that this textbook showed as a good English textbook in Indonesia based from BSNP rubric assessment.

Based on this table of presentation, the criteria of systematic, chapter equilibrium, learner center, Development of Initiative, Creativity, and learners' critical thinking, The Development of self -Reliance students, The Development of Learners' ability to evaluate themselves and introduction part fulfilled the criteria of a feasibility of presentation from BSNP while the content part and closing only scored 3 and 2.

Therefore, it can be concluded that 77.77% of the feasibility of presentation category from BSNP are fulfilled within the textbook “Pathway to English”.