

The Feasibility of English Textbook for Vocational School

Masrupi¹, Akhmad Baihaqi², Miftahul Hakim³

^{1,2,3} Universitas Sultan Ageng Tirtayasa

masrupi@untirta.ac.id

Submitted: Nov 11th, 2020

Accepted: Nov 30th, 2020

Published: Dec 1st, 2020

Abstract

The objective of the research is aiming to identify the feasibility of the English textbooks for use by vocational school in Pandeglang regency. To reach the objective, the researchers used qualitative research. The data were collected from three English textbooks used for vocational school, interview, and questionnaire. The techniques of analyzing data were focused on the analysis of materials provided within the textbook with the core and basic competence of 2013 curriculum. The criteria were suggested by National Education Standards Agency (Badan Standar Nasional Pendidikan) and Rajan material design. The findings show that (1) the material relevance to the core and basic competence of 2013 Curriculum of the first English textbook (TB1) is 81.25%, the second English textbook (TB2) is 93.75%, and the third English textbook (TB3) is 87.5%; and (2) the categories of feasible textbook for vocational students for TB1 is 83.3%, TB2 is 91.6%, and TB3 is 75%. These results indicate that the three books are relevant and feasible for use by vocational school students.

Keywords: feasibility, English textbook, vocational school

Introduction

One of the educational institutions which prepares student to work is vocational school. The function of vocational school is preparing students to work independently, especially for working in a particular field in accordance with the requirements of the job market. Its purpose is not only equipping students with vocational skills to work in particular field, but should also qualified spiritually, emotionally, intellectually, physically and have an entrepreneurial spirit in accordance with national education goals. Vocational school does not only offer learning activity and general academic experience that is partly used in general high school, but also employment and vocational education which are geared up to equip

students which skills that match with the demands of the working. English in vocational students equipped with skills, knowledge, and attitudes in order to be competent in speaking, listening, pair-working, reading, writing, and giving information. The vocational students have to initiate the program that will be the part of working sector, and they should be equipped with applicable English skill by means of the relevance learning material that can sustainance their experiences. Therefore, it must be admitted that the effect of English learning materials plays an important role in English Language Teaching or ELT.

In presenting the learning English materials, the teachers need supporting material to facilitate the delivery of material



to the students. The students, thus, can easily understand the material that is delivered by the teacher. Many things can help teachers in presenting the material when teaching learning process. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned (Tomlinson, 1998). It is noticeable that English subject is needed to be further developed by teachers especially on its English learning materials since every department in vocational school has different needs.

It has been commonly found that learning materials are becoming one of the critical success factors in achieving the learning objectives. Above all, the use of proper learning materials that can fulfill the students' needs will reflect teachers' knowledge and skills either for teaching and learning process or for preparing and developing their professionalism as teachers of vocational school. It is important, therefore, for teachers to put into consideration that in order to construct an effective and successful learning, they should be able to choose and use appropriate learning materials for their students. The errors of using inappropriate learning materials will likely to produce any improvement in student skills on English

subject or almost certainly will collapse to reach the learning objectives as well.

The most obvious and most common form of material for language instruction comes through textbook. It is a book which usually used by teachers to support the teaching learning process in school and university. Textbook are too inflexible to be used directly as instructional material. It should motivate students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. As Gailea, Syafrizal, and Indasari (2018) proved in their study that most of teachers designed the activities in teaching and learning based on curriculum, but many of them did not use the theories and procedure to select the materials in teaching learning process. Thus, this study tries to identify whether textbooks, as learning materials, feasible to learning process, or not.

Moreover, one of the important materials in vocational school for supporting the students in the work place is descriptive text. It can help students to describe own self or the thing in the factory or their work place. So, this research focuses on analyzing the descriptive text material in the textbook used in vocational school.

Theoretical Review

Textbook

Textbook is a form of published printed material most commonly used as



teaching and learning media in schools or any educational institution. It is one of the most important media in learning and teaching process as it serves as a source and guideline to both students and teacher. Textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in (Richard, 2001). This explains why at all levels of language learning textbook is still taken as important resource among students.

On the other hand, a textbook can be considered as schoolbook, course book, work book, or subject book used in school or educational institution complemented with materials for exercise as the students references book. Moreover, Ferris and Hedgcock (2005) stated that textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach. Textbook is one of materials which are most frequently used in teaching learning process. It is one of knowledge sources which are the easiest to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subjects' matter (Lestari, 2009). So, the role of textbook is very important to help students in the teaching and learning process, especially in obtaining knowledge that is in accordance with what students' need. Therefore, it concludes that textbook is published printed

material that serves as a source and guideline for teachers and students which contain exercises and references in the form of schoolbook, course book workbook or subject book.

The Function of Textbook

A good textbook is very crucial for both teacher and student. For teacher, it serves as a guide for each lesson textbook for language learning consists of several chapters. Each chapter will discuss different types and level of language skill. This will help both student and teacher focus on materials they will teach or learn. Textbook not only can provide general ideas for teacher to develop activities suitable for every topic, but also give a brief view for student on what they should expect for next learning session and at the same time serve as their reference for practice. Richards (2001) stated that in certain situation, textbook is a form of teacher training as they give guidelines for ideas and plans on teaching format that teacher can use. As for student's textbook provides as source of contact with the language they are learning apart from teachers' input.

Petty in Tarigan (1993) argued that textbook must be interesting and attractive toward the learners, so they will be interested in using textbooks; the textbooks must be able to motivate the learners; the certain of textbooks must be illustrative; the textbook should be consider the linguistic aspect, so it will be suitable with the learners' ability; the



certain of textbooks must be related to the other branch of science; the textbook must simulate the personal activity of the learners; the certain of textbooks must be clear in written to avoid the children being confuse in using textbook; the textbook must have the clear point of view because it will be the learners' point of view; the textbook must be able to give the balance and emphasize on the value of the learner; the textbook must be able to respect the differences of the individual. As a result, textbook can help both teacher and learner to reach their aims and adjectives in language learning, but to the extent where the textbook serve them to reach the goals. It is recognized that the role of course book is to be at the service of teacher and learner, but no to be their master.

The Characteristic of Good English Textbook

The criteria of good materials design is based on Rajan works (2003). He formulated a good teaching material as a MAGIC. It has meaning as follows.

Motivating and meaningful; motivating means a good material can motivate learner to learn themselves and the contents of these materials must be able to motivate the learners to learn. Meaningful means that good materials are useful for the learner and the contents of these materials must be able to increase the learning ability of the learners in language.

Authentic and appropriate; authentic means that a good material contain by

original language by native speaker and the contents of these materials must be able to facilitate students in understanding native speakers and students can learn the language skills of native speakers. Appropriate means that a good material suitable for what the learners' need. It means the contents of these materials must be compatible with the learners needed and suitable with the level of each learner.

Graphic and graded; it means that a good material displayed with graphic or table will be more interesting. Graded means the material should be systematic range. It means that the material must be arranged from easier to the most difficult.

Interesting, interactive, and integrated; interesting means a good material can attract the attention of learner. It means that the material must be able to create the attention of the learner. Interactive means that a good material should be able to give chance to the learner for giving response. Integrated means good materials consist of Language skill and Language aspects.

Contextualized and creative; contextualized means a good material should be suitable with time and place (up-to- date). It means that the material must suitable with the learner's activity. Creative means a good material should make the learners more creative.

Greene and Petty in Tarigan (2009) further explained the criteria of good textbook. The textbook must be interested



and attractive toward the learners. So, they will be interested in using textbook for study. The textbook must be able to motivate the learners to use. The content of textbook must be illustrative and attractive for the learners. The textbook should consider the linguistic aspect. So, it will be suitable with the learner's ability. The content of textbook must be related to the other branch of science. The textbook must stimulate the personal activity of the learners. The content must be clear to avoid the learners' confusion in using textbook. The book must have clear point of view because it will be viewed by the learners. It must be able provide the balance and emphasize the values to the learners. The last, textbooks must be able to respect the differences of each learner.

The characteristic of good textbook also defines by Ahmed (2017). He argued that the textbook addresses both teachers and learners; it specifies the general objectives of the course; it motivates teaching and learning; it gives a brief description of a textbook regarding units; it is rich in decorated drawings and photographs to help students understand the material more effectively. He further explained that the quality and quantity of the textbook should be sufficient for both learners and teachers; it should include remedial work for students who have not understood the present material; it should give the English for new vocabularies; it should make a subtle balance between different kinds of knowledge as well

as different culture; it should be designed and made in a way that gives learners and teachers, as well as other local public and private institutions the chance to participate in preparing and selecting the content; it specifies the physiological and educational principles, which were taken into consideration in writing the content and organizing the subject matter; and it should be durable.

Method

This study used qualitative research. The strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers (Maxwell, 1996). It means that the data in this study is analyzed in the form of description and identification or analysis of texts.

In this research, the researchers used content analysis as proposed by Canvanagh (2007), Cole (2007), Krippendorff (2004), and Mayring (2000). Content analysis is a method of analyzing written, verbal or visual communication messages. It is known as a method of analyzing documents (Cole, 2007). Besides, Krippendorff (2004) defines content analysis is potentially one of the most important research techniques in the social sciences. In addition, Canvanagh (2007) states that content analysis allow the researcher to test theoretical issues to enhance understanding of the data; it is

possible to distill words into fewer content related categories; and it is assumed when ordered into the same words, phrase, and the like share the same meaning.

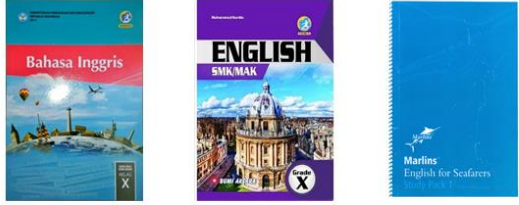
The researchers used content analysis procedure as recommended by Mayring (2000). He formulated that: (1) definition of the categories, to determine which components belong in a given category; (2) anchor samples, concrete passages belonging in particular categories are cited as typical examples to illustrate the character of those categories; (3) coding rules, where there are problems of delineation between categories, rules are formulated for the purpose of unambiguous assignment to a particular category.

For this research, content analysis focuses on the English textbook especially for descriptive text material which used by vocational students. It analyzes (1) the appropriateness of language skills material in accordance to the indicators of 2013 curriculum; and (2) the feasibility of the content of the English textbook for vocational school based on the requirement of the 2013 curriculum.

Result

The following are the result of feasibility for content and language for the books.

Feasibility of Content			Feasibility of Language		
TB1	TB2	TB3	TB1	TB2	TB3
81.25%	93.75%	87.5%	83.3%	91.6%	75%



Picture 2. The Feasibility of Content and Language

Based on the data finding above, it proves the feasibility of content of three English textbooks which focus on descriptive text material are Book I “Bahasa Inggris Kelas X” is 81.25%, Book II “English SMK/MAK Grade X” is 93.75%, and Book III “English for Seafarers Study Pack 1” is 87.5%. In common, those are consist of category of good textbook which suitable with the theory of Rajan (2003) that defines good English textbook should be motivating and meaningful, authentic and appropriate, graphic and grade are suitable, interesting, interactive, and integrated, and the last is contextualized and creative.

The researchers also analyzed about the feasibility of language, and the results are Book I “Bahasa Inggris Kelas X” is 83.3%, Book II “English SMK/MAK Grade X” is 91.6%, and Book III “English for Seafarers Study Pack 1” is 75%. Commonly, the result of feasibility of language of each book is



very good. It is conformed to Greene and Petty (2009) that said English textbook must be interested and attractive, motivate the learners, illustrative and attractive and the important point is good consideration of linguistic or language.

Further result from the questionnaires and interview from 72 respondents of students and teachers explains that 50.7% responses are strongly agree and 49.3% responses are agree that English textbook is meaningful in the learning process. It means that both students and teachers feel helped by the existence of textbooks in the learning process.

The second statement explains that 28.2% is strongly agree and 64.8% is agree that English textbook motivates them in learning process. It means that English textbook can motivate both students and teacher to run learning process well.

Furthermore, the third statement classifies 46.5% answer strongly agree and 42.3% answer agree that English textbook is presented with illustrations. This can help them to understand the material effectively, enjoyably, and easily.

The fourth statement, regarding the quality of the material in the textbook is suitable to students and teachers needs that 22.5% answer strongly agree, 63.4% answer agree, and 11.3% answer quite agree. It means that the material presented by the textbook is fairly good.

For the fifth statement, the English textbook contains pronunciation exercises. The responses show that 29.6% answers strongly agree and 59.2% answer agree. It means that the English textbook provides exercises for students to practice English pronunciation well.

The sixth statement is about textbooks designed with pictures to help teachers and students understand the material more effectively. The result shows that 50.7% respond strongly agree and 45.1% respond agreed. It means that English textbooks are presented with pictures and photographs to help students learn more effectively.

Then, the seventh statement talks about the contained of other materials such as general knowledge and culture. The responses show that 28.2% answer strongly agrees, 59.2% answer agree, but there were 8.5% answer disagree. It means that English textbooks are considered to provide general knowledge and culture, but there are some students who do not get it.

The eighth statement, English textbooks present the knowledge to develop a country. There are 31% responded strongly agree and 49.3% responded agreed. It means that English textbooks can help students to build their country at least in terms of language use.

The ninth statement of the English textbook is interesting for students to study. The result are 38% respond strongly agree, 46.5% respond agree and 15.5% responded



quite agree. It means that English textbooks are interesting for students.

The last statement is descriptive text material useful for everyday life and in work place. The result shows 36.6% respond strongly to agree, and 52.1% answer agree. It means that descriptive text material is useful both in daily life and also in the world of work later.

The result of interview also explains that the role of textbooks in helping students learn is quite helpful, at least it can be a direction for students to learn while the development can be obtained from other media such as YouTube, games, or films and others. The material on descriptive text played an important role for students to master, because vocational students are emphasized to do a lot of practice, especially in the world of work, and it can be used as material or their capital to apply it in the world of work later. The last, there must indeed be special material or material that really leads to the majors they took at the school.

Conclusion

In order to improve the quality of teaching result for the teacher, it is built based on experiences and knowledge on many aspects in teaching. The matched textbook with curriculum, the appropriateness of textbook, and the materials in the textbook implemented in the classroom and many other ways to improve

the quality of teaching and learning process are in teacher hands. Therefore, teachers need to seek out the compatibility of the textbook that is available in the market to fulfill the needs of 2013 curriculum materials; these books met all the requirements and standard of a textbook in implementing curriculum 2013. By using this book in teaching and learning process, hopefully a good result is compromised. In addition, the teacher also has to find the best way to convey each material in students' textbook, this serves to make lessons more interesting.

In order to improve students' learning outcomes, the role of textbooks is one of the important points for the achievement of learning outcomes. Students must be able to find the suitability of teaching materials with their needs to sustain their future or implement knowledge in the work place and their daily lives. The English textbook is considered good and suitable to assist students in learning according to what they need in the future. Therefore, future research is needed to respond the result of this recent study.

References

- Ahmed, S. (2017). Authentic ELT materials in the language classroom: An overview. *Journal of applied linguistics and language research*, 4(2), 181-202.
- Badan Standar Nasional Pendidikan. (2018). *Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris*. Retrieved from <http://bsnp.org.id>



- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. New Zealand: Palgrave Macmillan.
- Brown, H. D. (2004). *Language Assessment: Principle and Classroom Practice*. New York: Longman.
- Brown, J. D. 1995. *The Element of Language Curriculum*. Massachusetts: Heinle and Heinle Publishers.
- Bulmer, M. (2004). *Questionnaire*. Sage Publications.
- Caron, W. S. 2011. Tomorrow's Workface: What Students Need. Education World.
http://www.educationworld.com/a_admin/tomorrows-workface-what-students-need.shtml.
- Cunningsworth, A. 1995. *Choosing Your Coursebook*. Oxford: Heinemann Publishers.
- Emzir. (2010). *Metodologi Penelitian Kualitatif Analisis Data*. Depok: PT Rajagrafindo Persada.
- Gailea, N., Syafrizal, S., & Indasari, I. (2018). Materials Selection in Teaching English Skills for Teachers of Senior High School in Serang City. *Journal of English Language Teaching and Cultural Studies*, 1(2).
- Gall, M. D. 2003. *Educational Research: An Introduction (7th Edition)*. USA: Pearson Education, Inc.
- Harmer, J. 2007. *The Practice of English Language Teaching 4th Edition*. Cambridge: Longman.
- Heick, T. 2016. 14 Things Every Student Needs. Teach Thought.
<http://www.teachtought.com/learning/14-things-every-studentneeds/>
- Kementerian Pendidikan dan Kebudayaan. (2016). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 tahun 2016 tentang Buku yang digunakan oleh satuan pendidikan*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan. (2013). *Dokumen Kurikulum 2013, Kompetensi Dasar SMA/SMK*.
- Kimberly, A. N. 2002. *Content Analysis Guide Book*. London: International Education and Professional Publisher.
- Krippendorff, K. 2004. *Content Analysis An Introduction to Its Methodology*. University of Pennsylvania: SAGE Production.
- Mayring, P. (2000). Qualitative Content Analysis. Forum Qualitative Sozialforschung/Forum: Qualitative Social Research [On-line Journal], 1(2). Available at: <http://qualitative-research.net/fqs/fqs-e/2-00inhalt-e.htm>
- Ministry of Education Guyana. (2016). Search on, March 19th 2018. <http://education.gov.gy/web/index.php/teachers/tips-for-teaching/item/2036-the-importance-of-learning-materials-inteaching>
- Paniya. 2008. Designing An ESP Course for Indonesia. Vocational College Students. *Jurnal Pengembangan Humaniora* Vol. 8 No. 1. Semarang. Politeknik (11-9). Retneved June 4th 2015 from http://www.polines.ac.id/ragam/index_files/jurnalragam_paper/2%20apr%202008.pdf
- Prasojo, A. (2014). The Analysis of English Textbook "Pathway to English" used in the first grade senior high school, 2013 curriculum. *English Language Teaching Journal*.
- Rajan, S. 2003. *Material Design*. SEAMO. Regional Language Centre.
- Richard, J. C. 2001. *Curriculum Development in Language Teaching*.



Cambridge: Cambridge University Press.

21st 2016 form
www.ccsenet.org/journal.html

Richard, J. C. 2001. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

Richard, J. C. 2018, March 08. The Role of Textbook in Language Program. Retrieved from <http://www.professorjackrichard.com/pdfs/roleoftextbook.pdf>.

Richard, J. C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

Richard, J. C. 2015. Theories of Teaching in Language Teaching. University of Sydney. https://www.researchgate.net/publication/265199592_Theories_of_Teaching_in_Language_Teaching

Sari, W. (2012). *Qualitative Research Method*. Jakarta: Salemba Empat.

Sukamdinata, N. S. 2009. *Pengembangan Kurikulum: Teori dan Praktik*. Bandung: PT Remaja Rosdakarya.

Schinkten, Oliver. 2017. 10 Skills All Students Need to Be Successful. <http://learning.linkedin.com/blog/education/10-skills-all-students-need-to-be-successful>.

Tarigan, H. G. (2009). *Telaah Buku Teks Bahasa Indonesia*. Angkasa. Bandung.

Tomlinson, B. 2011. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Tomlinson, B & Masuhara, H. 2008. *Developing Language Course Materials*. Singapore: SEAMEO Regional Language Center.

Zhang, J. 2009. Necessity of Grammar Teaching. *International Education Studies* Vol.2. No.2 Retrieved June