

**AN ANALYSIS OF THE ENGLISH TEXTBOOK ENTITLED
“MODUL BAHASA INGGRIS” FOR GRADE XI OF SMK
MA’ARIF NU 2 BANTARKAWUNG**



THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University of Prof. K.H. Saifuddin Zuhri as a Partial Fulfillment of the
Requirements for Achieving the Bachelor Degree on English Education
(S.Pd.)**

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**AN ANALYSIS OF THE ENGLISH TEXTBOOK ENTITLED “MODUL BAHASA
INGGRIS” FOR GRADE XI OF SMK MA’ARIF NU 2 BANTARKAWUNG**

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Asslamu'alaikum Wr. Wb.

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**A CONTENT ANALYSIS OF THE ENGLISH TEXTBOOK ENTITLED
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MOTTO

Being thankful and giving thanks is one of the keys to be happy

DEDICATION

My beloved parents Sahrir and Tarsiah who always support, motivate and pray for me to finish the study. I deeply apologize and I love you more.

All of my family, friends, advisors, and motivators whose names are not written in this thesis but you have been living in my deep memory, I just want to say thank you so much.

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It is a precious thing that the researcher finally accomplishes my thesis entitled ***“A Content Analysis of the English Textbook Entitled “Modul Bahasa Inggris” for Grade XI of SMK Ma’arif NU 2 Bantarkawung Based on BSNP Criteria”***. It is presented to the faculty of Tarbiya and Teacher Training, in a partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education.

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Purwokerto, Jauary 12, 2022

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ABSTRACT

An Analysis of the English Textbook Entitled “Modul Bahasa Inggris” for Grade XI of SMK Ma’arif NU 2 Bantarkawung

**Khoerul Inayah
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The English textbooks that are available in schools today are still in common where the material can be used for Senior High School students and Vocational High School students. The textbooks are not contextualized for students in Vocational High School. They should be taught to texts that are relevant to their occupational knowledge and abilities when they enroll in vocational education that places them in specific vocational fields. The purpose of this study is to analyze the content of English textbook entitled “Modul Bahasa Inggris” whether it met the criteria of a good textbook as determined by BSNP or not. This is a descriptive qualitative research. The data were collected through evaluating the textbook using the checklist containing the criteria of eligibility content material recommended by BSNP. In the data analysis technique, the percentage of standards fulfillment was calculated by dividing the entire of criteria points which have been met in a textbook for every sub aspects. It was then expanded by 100%. The results of this study confirmed that of the overall common elements, Modul Bahasa Inggris for eleventh grade is suitable for use in teaching learning process. The textbook got a fulfillment score of 66 % for material compatibility with KI and KD, 100% for material accuracy, and 70% for supporting learning materials. The textbook was then examined to be a fair textbook because the average fulfillment score was 77%. As a result, it can be concluded that the textbook is still appropriate for use in the classroom to aid in the teaching and learning process with the assistance of other sources.

Keywords: *Content Analysis, Textbook, BSNP.*

ABSTRAK

An Analysis of the English Textbook Entitled “Modul Bahasa Inggris” for Grade XI of SMK Ma’arif NU 2 Bantarkawung

**Khoerul Inayah
(1522404025)**

Penelitian ini bertujuan untuk mengevaluasi isi buku teks bahasa Inggris yang berjudul “Modul Bahasa Inggris”. Buku ini dibuat oleh guru bahasa Inggris sekolah. Buku ini sudah digunakan di SMK Ma’arif NU 2 Bantarkawung sejak tahun 2019, namun belum pernah dievaluasi apakah memenuhi kriteria buku ajar yang baik yang ditetapkan oleh BSNP. Penelitian ini merupakan penelitian kualitatif deskriptif. Pengumpulan data dilakukan melalui evaluasi buku teks dengan menggunakan checklist yang berisi kriteria kelayakan isi materi yang direkomendasikan oleh BSNP. Dalam teknik analisis data, persentase pemenuhan standar dihitung dengan membagi seluruh poin kriteria yang telah dipenuhi dalam buku teks untuk setiap sub aspek. Kemudian diperluas 100%. Hasil penelitian ini menegaskan bahwa dari keseluruhan elemen umum, Modul Bahasa Inggris untuk kelas sebelas layak digunakan dalam proses belajar mengajar. Buku ajar tersebut mendapat skor pemenuhan 66% untuk kesesuaian materi dengan KI dan KD, 100% untuk ketepatan materi, dan 70% untuk materi penunjang pembelajaran. Buku ajar tersebut kemudian diuji menjadi buku ajar yang cukup karena rata-rata skor pemenuhannya adalah 77%. Sehingga dapat disimpulkan bahwa buku ajar tersebut masih layak digunakan di kelas untuk membantu proses belajar mengajar dengan bantuan sumber lain.

Kata kunci: *Analisis Isi, Buku Ajar, BSNP.*

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CHAPTER I

INTRODUCTION

A. Background of The Research

Textbook remains the most used resource in the classroom and its role has been decisive in shaping school practice as we know it today. The presence of a textbook has an impact on the teaching and learning process because it can develop learner abilities. A textbook can be used as a learning resource by both the teacher and the learner. They find knowledge and exercises in the textbook. A textbook is a published instructional materials in the form of books published and prepared as primary teaching materials inside the classroom activities that consist of knowledge, concepts, and ideas of a designated issue or course.

According to Muslich (2010: 15), textbooks hold a central position and are a key source of learning activities. Textbooks present concepts, examples, and training activities. Textbooks contain units of learning materials that students must complete in a series of activities and training, such as reading, analyzing, discussing, and reflecting on the text's content. Langenbach (1997: 563) defined a textbook as a book that organizes and usually simplifies a body of knowledge for the purpose of learning.

The textbook, according to Hutchinson and Torres (1994: 315), is viewed as a change agent. They claimed that textbooks are a nearly universal component of English language teaching. It seems that no teaching-learning setting is complete without the appropriate textbook. Along with students, teachers, teaching techniques, and evaluation, Kitao (1997: 1) described textbook as one of five crucial components in language learning. It has been recognized as a written significant teaching aid with a great deal of pedagogical value for classroom language activities. Furthermore, Richards (2001: 251) defines that textbooks play a major role of most language programs. They provide the basis for much of the language

input that students receive as well as the language practice that takes place in the classroom.

Textbooks have a significant role in EFL teaching and learning by providing useful ready-made material to both teachers and students. Textbooks do not only provide the visible heart of any ELT program, but also provide considerable advantages for both students and the teachers when they are being used in English foreign language classroom. Textbook provides learners with many kinds of the topic which will trigger students to communicate with each other. Cunningsworth (1995: 7) mentions the roles of textbook in ELT include a source of activities for learner practice and communicative interaction and a reference source for learners on grammar, vocabulary, pronunciation, etc.

The importance of textbooks may be seen in their wide usage in nearly all teaching and learning activities, especially in Indonesia. In EFL regions, textbooks serve as a tool, a media, and a primary source of information that can help learners communicate successfully in the target language. According to Hutchinson and Torres (1995: 12), another important purpose of textbooks is that they give the essential input in classroom lessons in the form of texts, activities, reading, and explanations. To encourage students to participate in learning activities, textbooks are also utilized as learning media and communication tools to relay messages and information from teachers to students. The textbook makes it easier for educators to deliver learning materials while also providing students with good and interesting learning materials. The existence of special facilities, such as schematics, pictures, illustrations, and methods to easily understand conceptual material, as well as being able to attract students' interest in learning it, is said to be able to deliver readers in understanding the contents of the book.

Mastering English in school not only determined by the learning method, but also supported by good and appropriate textbook, which filled with students' needs. In the learning process, a textbook is one of the

students' learning resources. The English textbook that available in schools today are still in common where the material can be used for Senior High School students and Vocational High School students. The syllabus for Sekolah Menengah Atas (SMA) and Sekolah Menengah Kejuruan differs in the previous curriculum (SMK). It means that the materials are different between SMA and SMK, but in the current curriculum, they have the same syllabus and recommended textbooks.

According to the teacher's experience teaching English at SMK Ma'arif NU 2 Bantarkawung, many previous textbooks do not meet the needs of students in departments such as Automotive, and Computer and Network Engineering. Even in the current curriculum, where the syllabus between SMA and SMK is the same, it will appear to be a problem because it is not appropriate for their programs. The texts used as inputs for students in the course books are highly generic, therefore they are not contextualized for students in the Computer Network and Engineering (TKJ), and Automotive Engineering program. They should be taught to texts that are relevant to their occupational knowledge and abilities when they enroll in vocational education that places them in specific vocational fields. Therefore, it is one of the English teacher's responsibilities to incorporate and assist students in acknowledging it.

A vocational high school is a school that aims to prepare students for careers based on manual or practical activities, occupations, or vocations. Vocational school is a vast sector of education that encompasses subjects like computer network engineering, mechanical engineering, economics, tourism, and other sciences as well as programs aimed at building skills for specific vocations. Since vocational school programs are diverse, it serves a distinct need and has a specific purpose. As a result, English for Specific Purposes (ESP) is required in the teaching and learning process in order to incorporate students' specific needs when enrolling in courses at SMK. English for specific purpose (ESP) was created to address these issues and to assist teachers from many fields in effectively giving

instructions, offering assistance, and conveying information to students. ESP is customized to a specific group of people in a particular context, with materials related to the learners' specialty field of study. Tomlinson (1998: 2) points out that English for Specific Purposes (ESP) is an umbrella term that refers to the teaching of English to students who are learning the language for a particular work or study-related reason. English for Specific Purposes (ESP) has been defined by many theories. However, what has been emphasized by most of them is that ESP is a discipline based on learners' needs according to the situation that they will face and their speciality. Dudley-Evans and St John (1998: 4) stated that emphasizing the methodology and activities for different fields is one of the characteristics of ESP.

Textbooks for specific programs of study should include features that are appropriate for lesson objectives, learners' requirements, and competence level, as well as a variety of other contextual variables. This implies that the material presented to each learner will be specific regarding their context. Considering their learning outcomes are different, vocational school textbooks will be different from general school textbooks. The English instructions used in ESP classes should be significantly different from general English (GE) classes, which are highly generic in character; they should provide students with training in all four language skills, emphasizing them equally. Vogt & Kantelinen (2013: 52) stated that ESP courses are customized to fulfill the needs of learners and other stakeholders in certain fields who need to communicate for work or study. They are hardly prepared to use English in a specific discipline or communicative context. Based on Dudley-Evans and St John (1998: 15) the textbook which will be used in a course has to provide authentic material. This is the role of the ESP teacher to provide the material thus involves choosing suitable published material, adapting material, or even writing the material.

According to Sheldon (1988: 237), textbooks not only serve as the visible heart of any ELT program, but they also provide significant benefits

to both students and teachers when used in an English foreign language classroom. However, many textbooks are published by national publishers, which may not always meet the needs of teachers and students. As a result, as teachers, we must be able to select the appropriate book for use in the learning and teaching process. One method is to evaluate the textbook.

Hutchinson & Waters (1987: 96) describes evaluation as the process of determining whether or not something is suitable for a given goal. He explained that evaluation is essentially a matching process, in which needs are matched with solutions that are provided. The focus of evaluation is then on relative merit. There are no absolute excellent or terrible, simply degrees of suitability for the task at hand.

Through textbook evaluation, teachers learn about the content of the book, its strengths and weaknesses, and how to adapt it to the course objectives, learners' needs, and teachers' beliefs. Furthermore, Cunningsworth (1995) and Ellis (1997) state that textbook evaluation assists teachers in moving beyond impressionistic assessments and acquiring useful, accurate, systematic, and contextual insights into the overall nature of textbooks. The importance of textbook evaluation lies from the essential functions that textbooks play, particularly when English is taught as a foreign language. Textbook evaluation would require a thorough selection of materials to see if they represent the learners' needs, as well as the goals, techniques, and values of a particular teaching program.

Based on the descriptions above, textbook evaluation can be defined as a systematic process of judging and selecting textbooks that relate to the educational program of learning objectives. This means that the goal is to find the best feasible fit, as well as the possibility of adjusting or supplementing portions of the textbook that are insufficient or unsuitable.

This research is aimed to analyze the content of the textbook *Modul Bahasa Inggris*, an English textbook for the eleventh-grade students of SMK Ma'arif NU 2 Bantarkawung which is written by the English teacher of SMK Ma'arif NU 2 Bantarkawung. This research was under the title "An

Analysis of The English Textbook Entitled “*Modul Bahasa Inggris*” for Grade XI of SMK Ma’arif NU 2 Bantarkawung”.

B. Research Question

Based on the explanation at the research background, the problem of this research was formulated into the following question: How is the appropriateness of the materials in the English extbook entitled “Modul Bahasa Inggris” for eleventh grade of SMK Ma’arif NU 2 Bantarkawung in terms of content eligibility suggested by BSNP?

C. Objective of The Research

Referring to the problems above, the objective of the research is to discover the appropriateness of the materials in the English extbook entitled “Modul Bahasa Inggris” for eleventh grade of SMK Ma’arif NU 2 Bantarkawung in terms of content eligibility suggested by BSNP.

D. Significances of The Research

This research expected to provide significant contribution both theoretically and practically.

1. Theoretical Significance

The researcher extremely hopes that the readers will receive a lot of knowledge related to this research and also to be able to contribute and provide empirical evidence to support the content analysis of English-teacher made textbook used in 11th grade of SMK Ma’arif NU 2 Bantarkawung and its relevant to English for specific purposes.

2. Practical Significances

- a. For the teacher, hopefully this research will be useful in selecting appropriate English textbook during the language teaching process. It is also expected to provide some practical knowledge on how to evaluate textbook using good textbook criteria.

- b. For English textbook author, this research's findings is hoped to help English textbook authors to be more cautious when developing English textbooks for students, as well as more aware of the importance of content, language correctness, and book layout.
- c. For other researchers, this research's findings is hoped to be able to give general knowledge on how to evaluate textbooks or other forms of English instructional materials. Moreover, this research may be used as a reference for conducting further relevant research.

E. Relevant Studies

There were several previous scientific papers/journal/thesis which are relevant to the topic of this research.

The first research was conducted by Rezu Betri (2018) entitled "*Content Analysis of English Textbook Entitled "Talk Active" Used by the Senior High School (Student's Book)*". This study aimed to analyze the content of textbook used by the teacher and students as sources of learning. To analyze the textbook, this study used the standard of eligibility of content by BSNP. The result of this study shows that 82,81% of the materials, taks, and text developed in the textbook "Talk active" are fulfilled the rubric assessment of feasibility of content from BSNP. There are various categories in feasibility of content such as the development of text, taks, development of life skills and diversity, social functions and generic structure. The similarities with this study are the use of BSNP criteria and focus on content analysis. Meanwhile, the dissimilarities with this study are, this study will analyze the textbook made by the teacher of SMK Ma'arif NU 2 Bantarkawung, while Rezu's study analyzed the textbook provided by the government.

The second research was conducted by Muniroh (2018) entitled "*A Content Analysis of the English Textbook Entitled "When English Rings a Bell" for Grade VII of Junior High School Published by Ministry of Education and Culture of Indonesia in the Year of 2016*". This study was

aimed to identify the appropriateness of the materials in the English textbook entitled “When English Rings a Bell” with the content appropriateness, presentation appropriateness, linguistic appropriateness, and graphic appropriateness determined by BSNP. This study was categorized as a content analysis, and the data were gathered by evaluating the textbook using the checklist containing the criteria of textbook evaluation. The result showed that English textbook entitled “When English Rings a Bell” for grade VII Junior High School has fulfilled the criteria of content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined by BSNP by achieving average score of 90% with coverage 83% for the appropriateness of materials with standard of competence and basic competence, 100% for the material accuracy, 90 % for supporting learning materials, 100% for language appropriateness, 75% for teaching and learning technique, 64% for Presentation coverage, 100% for presentation technique, 100% for book size, 100% for cover design, 92% for content design. The similarities with this study is the use of BSNP criteria. Meanwhile, the dissimilarity is this study will only focus for one criteria, namely content appropriateness, while Muniroh’s study is focuses on all categories, namely content, presentation, linguistic, and graphic appropriateness.

The third research was conducted by Sarita Merilia & Asruddin Barori Tou (2019) entitled “*An Assessment of An English Textbook Entitled “Bahasa Inggris” for Grade XI of Vocational School Students*”. This study was aimed to assess the english textbook quality which involves four aspects; content, learning activity, language, and grapic design. This study was a descriptive qualitative research employing a content analysis method. The instrument was developed based on the adaptation of good textbook criteria proposed by Hutchinson & Waters (2000), Cunningsworth (1995), and BSNP (2014). This study shows the following results. *First*, the content quality of the English textbook is categorized as good. The material covered all of basic competences which are demanded for first semester of

vocational school. However, it is found that the vocabularies, the texts and the topics are not relevant to the tourism students' needs. *Second*, learning activity of the textbook is categorized as fair. It provides individual, pair and small group task activities, but the activities are not concerned with the students' subject matter. *Third*, the quality of language of the textbook is categorized as very good. The language fits to students' development and level and uses standard English. *And the last*, graphic design of the textbook is very good. One of the indications is the consistency of the lay out. The similarities with this study are the use of BSNP criteria and the textbook is for Vocational High School. Meanwhile, the dissimilarity is this study will only focus for one criteria, namely content appropriateness.

F. Research Design

1. Type of The Research

The method used in this research is descriptive qualitative research. According to Cresswell (2009: 4) qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Meanwhile, Azwar (1998: 7) defines descriptive research as a research that aims to systematically and accurately describe facts and characteristics about a population or a particular field.

This research was conducted to determine whether the textbook made and used by the teacher were relevant to the 2013 curriculum material or not by evaluating the textbook using the criteria of a good textbook suggested by BSNP.

2. Data Sources

The data source of this study is an English textbook entitled "*Modul Bahasa Inggris*" for Grade XI Vocational High School. This book is developed based on 2013 Curriculum which was made by Eka

Nurhidayah, S.Pd., the teacher of SMK Ma'arif NU 2 Bantarkawung in 2019.

The data in this research was collected by analyzing the content of the textbook and selecting five of the existing chapters from the first semester materials. The five chapters selected were going to be analyzed with the criteria determined by BSNP, they were Chapter I until Chapter V.

3. Techniques of Collecting Data

In collecting the data, the researcher used the document analysis. The researcher analyzed the data in the form of an English textbook entitled *Modul Bahasa Inggris* used by eleventh-grade students of SMK Ma'arif NU 2 Bantarkawung by using one of the criteria of textbook based on BSNP (Educational National Standard Council) namely content eligibility. The data was collected from the textbook which takes from the first semester and consist of five chapters.

In this study, documentation method is done by using three steps. First, referring criteria for English textbook evaluation suggested by BSNP and making some modification to suit the 2013 Curriculum. Second, deciding on the subjects, that is "*Modul Bahasa Inggris*" for the first semester. Third, analyzing the textbook and interpreting the findings and stating conclusions.

4. Techniques of Analyzing Data

The data analysis technique in this research uses four steps, namely:

a. Data Collection

The researcher collected the data using two techniques, namely document analysis and interview. The researcher analyzed the content contained in textbook such as assignments, dialogues, and several activities in listening, speaking, reading, and writing skills. Furthermore, interview were conducted with the English

teacher of SMK Ma'arif NU 2 Bantarkawung which aims to find out the teacher's point of view on the suitability of the textbook with the criteria of textbook according to BSNP.

b. Data Reduction

The calculation of the result of data analysis is given to each textbook. This is done by dividing the total criteria which is meet with the total number of criteria. Then it is multiplied by 100% to achieve the sum points. The formula of calculation that use in the evaluation process is presented as follows:

$$p\% = \frac{\sum q}{\sum r} \times 100\%$$

Where:

p = The percentage that is obtained for every aspect is observed

$\sum q$ = The amount of the score that is obtained for every aspect is observed

$\sum r$ = The amount of maximal score for every aspect is observed

Then, the formula above is used to describe the results of data analysis. The results contain four criteria that presented in the following table:

Table 1.1 Category Score Assessment

Percentage	Category
80% - 100%	Good
70% - 79%	Fair
50% - 69%	Sufficient
0% - 49%	Poor

c. Data Display

In the data display, the researcher showed several examples in the form of dialogues, activities, and tasks contained in the textbook in the form of images as evidence of the research results whether it is in accordance or not with the criteria of a good textbook by BSNP.

d. Conclusion

The last step is drawing conclusion on the data that has been collected in the form of conformity between the English textbook used with the criteria of a good textbook according to BSNP.

G. Structure of The Research

In this part, the researcher will explain about the structure of the research as follows:

Chapter I explains about introduction which contains background of the problem, problem statement, objectives and significances of the research, relevant studies, research design, and structure of the research.

Chapter II explains of theoretical basis that consist of two parts, first is review of relevant studies, second is literature review of textbook, textbook evaluation, and English for Specific Purposes.

Chapter III explains about profile of the textbook, and research outcome and its explanation.

Chapter IV explains about result of the research data analysis which contain of the explanation of answer from problem statement.

Chapter V explains about closing that consist of conclusion, and suggestion.

CHAPTER II

TEXTBOOK AND TEXTBOOK EVALUATION, CURRICULUM, AND BSNP CRITERIA

This chapter discussed theories upon which the research became laid down. There were four theories underlying this research. They covered theories related to textbook and textbook evaluation, BSNP criteria, and curriculum. The theories were stated by some experts in language teaching.

A. Textbook

1. Definition of Textbook

Textbooks play an essential part in the teaching and learning process in schools. According to Crowther (1995: 1234), a textbook is a book that contains instructions for a lesson, often in school. According to BSNP (2006), material content is generated through a documented curriculum analysis. Textbooks are the most essential teaching and learning resources. Well-written, up-to-date books are essential for increasing outcome quality.

Cunningsworth (1995: 5) states that a textbook is a material designed as a teaching-learning material in order to accumulate the learners' knowledge and experience. They contribute to the basic content of a lesson as well as the types of activities in which students participate. Mules (2011: 148) described a textbook as "a formal text for teaching in a certain subject, especially applied as the complete or partial basis of a course of study."

Textbooks, according to Muslich (2010: 15), hold a central position and serve as a key source of learning activities. Concepts, examples, and training activities are presented in textbooks. Textbooks contain units of learning materials that learners must follow through a sequence of activities and training, such as reading, analyzing, discussing, and reflecting on the content of the text. Langenbach (1997: 563) defined textbook as a book that presents a body of knowledge in an organized and usually simplified manner for purpose of learning.

The textbook, according to Hutchinson and Torres (1994: 315), is viewed as a change agent. They claimed that textbooks are a nearly universal component of English language teaching. It seems that no teaching-learning setting is complete without the appropriate textbook.

Along with students, teachers, teaching techniques, and evaluation, Kitao & Kitao (1997: 1) described textbook as one of five crucial components in language learning. It has been recognized as a written significant teaching aid with a great deal of pedagogical value for classroom language activities. Furthermore, according to Richards (2001: 251), textbooks play a major role of most language programs. They provide the basis for much of the language input that students receive as well as the language practice that takes place in the classroom.

According to Acklam in Nunan (2003), defines textbooks as learning tools shared by teachers and learners that can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. To use a textbook methodically and flexibly, it is necessary to understand how they are put together and how they may be adjusted to meet the needs of certain learners.

Textbooks also serve as road maps for both teachers and students. According to Ur (1991: 184), textbooks have a defined framework that provides information about the structure and progress of their course. Furthermore, Ur says that textbooks provide a syllabus with a thoroughly designed and balanced collection of language aspects.

To summarize, a textbook is a material designed to support students in the teaching-learning process as a primary source to help teachers organize and deliver the lesson in order to expand the learners' knowledge and experience. Textbooks are seen as useful in the teaching and learning process for a variety of reasons. First, they provide a framework or map to be followed during the lesson. Second, textbooks serve as a framework for developing a course by providing a statement of belief that includes

theories, principles, or approaches. Following that, they provide both input and output of language to the student, facilitating the language acquisition process.

2. Roles of Textbook

As a resource in achieving aims and objectives that have been set in terms of learners' need, Cunningsworth (1995: 7) listed a few roles of textbook as follows:

- 1) A resource for presentation material (spoken and written).
- 2) A source of activities for learner practice and communicative interaction.
- 3) A reference source for learners on grammar, vocabulary, pronunciation, etc.
- 4) A source of stimulation and ideas for classroom language activities.
- 5) A syllabus (where they reflect learning objectives which have already been determined).
- 6) A resource for self-directed learning or self-access work.
- 7) A support for less experienced teachers who have yet to gain in confidence.

A textbook serves several purposes. Thomson claims that the textbook serves many purposes, including the following:

1) Individualization of Instruction

A textbook assists students in individualizing instruction by allowing them to proceed at their own pace and, to a limited extent, based on what they are interested in studying.

2) Organization of Instruction

A textbook assists students in organizing their learning by providing experiences, suggested activities, proposed reading and questions. Written textbooks unify classroom interaction and are graded to introduce new concepts or contents that build on what has come before.

3) Tutorial Contribution

A textbook is frequently used by teachers to help students learn how to read and study more effectively, weigh evidence, and solve problems.

4) Improvement of Teaching

A textbook also regarded as a useful utility that teachers use to improve their teaching skills.

Hutchinson and Torres (1994), as cited by Richards and Renandya (2002: 83), see the textbook as a potential change agent. This is possible if a number of conditions are met. First, a textbook must serve as a vehicle for teacher and learner training. In other words, the student book should include appropriate learning-how-to-learn suggestions in addition to an explicit and detailed teacher's guide. Second, a textbook should provide support and assistance with classroom management, allowing the teacher to focus on new content and procedures. Third, a textbook will become a change agent if it gives teachers a clear picture of what the change will look like as well as clear practical guidance on how to implement it in the classroom. Fourth, if a textbook is adopted by a school, it can result in collegial support as well as shared responsibility for and commitment to the change.

Textbooks serve as essential instructional tools for both teachers and students. Teachers require textbooks in order to prepare for and deliver lessons. Furthermore, without textbooks, teachers will struggle to generate written evaluations. Textbooks are very essential for students. Students who do not have their textbooks with them throughout the teaching and learning activities will find it difficult to follow the lesson. In other words, a lack of textbooks in teaching and learning activities might lead to less teaching success. The teacher selects study material because it will aid learning more than any other accessible resource.

3. Criteria of Good Textbook

There are some criteria that must be understood before evaluating a textbook. The criteria aid the evaluator in developing a textbook evaluation instrument that will be used to assess the aspects being evaluated. Riddle (2003: 100) outlines four criteria for good textbooks. First, should be written by experienced teachers. Second, the textbooks should be appropriate for the students' level. Third, the textbooks must be visually appealing and well-designed. Fourth, they should include thought-provoking issues that will challenge students. Last, they should have a diverse and balanced range of language works, skill work, pronunciation, etc.

According to Celce-Murcia (2001), a textbook is regarded as good if it is viewed from all elements of the textbook. They are subject matter, vocabulary and structure, exercises, illustration, and physical appearance. A textbook is good if: the subject matter includes a wide range of topics that are acceptable for the curriculum, in this instance the School-Based Curriculum; the materials are organized logically; the content grade is appropriate for the students' needs; and the contents are accurate and up to date.

The second aspect to consider is vocabulary and structure. A textbook is good if: the vocabulary and structure used are adequate for the students' grade level; the vocabulary items are controlled from simple to complex; and the new vocabularies are repeated in the following chapter to strengthen the students' memory; The sentence length is appropriate for the students' level; the structures gradually rise in difficulty level to meet the students' developing ability; the words used are everyday terms, and the sentence structures follow regular word order; the sentence and paragraph follow one another in logical order; and linguistic objects are introduced in relevant contexts.

The third aspect is exercise. A textbook is deemed good if the exercises: improve understanding and test knowledge of important

elements; include vocabulary, structures, and linguistic skills that help students improve their abilities; provide practice in many forms of written work (for example, sentence completion, spelling and dictation, guided composition, and so on); test fresh materials in a systematic manner; and build meaningful conversation by the use of realistic activities.

The fourth aspect is illustration. A good textbook illustration should: provide a favorable atmosphere by expressing reality and reaction; be clear, easy to understand, free, and entertaining; and be directly connected to the material to assist learners in understanding the text.

The final aspect is physical appearance. A textbook is good if the following conditions are met: the cover is durable enough; the text is appealing; the picture on the cover piques the students' interest; and the size is appropriate for the students' handling.

B. Textbook Evaluation

1. Definition of Textbook Evaluation

In general, textbook evaluation refers to the process of determining the appropriateness of a text based on a number of criteria. According to Cunningsworth (1995: 9), the judgements process will be guided by the perspectives and priorities of the persons involved. Furthermore, Byrd in Celce-Murcia (2001: 415) believes that this is categorized as a complex process performed in different ways. They vary from a teacher-own decision process, a centralized process, and a more decentralized approach.

Tomlison and Masuhara (2004) define three types of textbook evaluation: pre-use evaluation, while-use evaluation, and post-use evaluation. A pre-use evaluation looks at a textbook's future potential or performance. It is typically impressionistic, subjective, and untrustworthy, but it can be reduced by using criterion-referenced items. While-use evaluation looks at the textbook being used. It is objective and reliable because it relies on measurement rather than prediction.

However, it is more constrained to observable aspects such as instruction clarity, layout, text comprehensibility, text flexibility, task achievability, and material appeal. Post-use evaluation examines the textbook that has been used. It assesses the materials' actual effects on users in terms of short-term effects like motivation, impact, achievability, and quick learning, as well as long-term effects including long-term learning and application.

Using Masuhara's framework of textbook evaluation, the first kind of evaluation i.e. pre-use evaluation can be categorized as a predictive evaluation. On the other hand, the last two can be said to be a retrospective evaluation. The pre-use evaluation is a prediction towards the appropriateness of textbooks that will be used in the future. While predictive evaluation envisages the use of textbook, retrospective evaluation analyze textbook currently used by using observable judgements to ensure its validity.

This study used a while-use evaluation to examine an English textbook used at SMK Ma'arif NU 2 Bantarkawung. The evaluation was limited to observable aspects such as content eligibility. Since this research employs clear measurement, the findings can be expected to be objective and reliable. The measurement for this study was a set of criteria for textbook evaluation based on BSNP. This study only looks at the internal aspects of textbooks in terms of content eligibility.

2. Stages of Textbook Evaluation

In general, textbook evaluation proceeds through a series of stages. These provide a framework for a textbook assessor to use while examining textbook material. Harmer (2001: 301) proposes three stages for textbook evaluation: selecting areas for assessment, stating beliefs, and using statements. The first stage is selecting areas for assessment. In this stage, the evaluator decides the area that wants to assess. The area is then realized through establishing a checklist containing some aspects

to be measured. The second stage is stating beliefs. In this stage, the evaluator can compose belief statements in accordance with the area that has previously decided. This statement of belief is used to make statements for assessment. Further, this can be realized by using simple tick and cross systems to compare different books.

While Harmer proposes three main stages, Ur (1996: 185) offers more simplified stages by exemplifying two major stages namely deciding on criteria and applying criteria. In deciding on criteria, the evaluator use the material evaluation theories proposed by ELT experts. This means that the evaluator lists some criteria of evaluation as a basis of doing the evaluation process. Then, the evaluator can use some commercially available textbooks to examine its worthiness by using criteria that has established.

C. Curriculum 2013

The Ministry of Education and Culture of Indonesia has decided that education in Indonesia must apply the 2013 curriculum. Developing the previous curriculum, the 2013 curriculum is a further step of competency-based curriculum (KBK) development that was initiated in 2004 and the school-based curriculum (KTSP) in 2006, which includes competency of attitude, knowledge, and skills integrated. The aim of 2013 curriculum is to create 2045 generations became intellectual generations who possess noble characters, independent, democratic, responsible.

The formulation of 2013 curriculums' aim is based on the objectives of national education outlined in UU No. 20/2003 about education national system, particularly in article 3 Chapter II about the basis, function, and the objective of national education which states that: "Education functions as developing individuals' dignified skills, characters, and civilization in order to make intellectual generations and to develop learners' potentials to be healthy, intellectual, skillful, creative, independent, democratic, and responsible individuals who believe in God and who possess noble

characters.” It suggests that the educational process and its outcomes are intended to create students to be completely useful people who have aptitudes and great characters and who are proficient to mindful of their potential, and can execute their abilities for the general public’s and their own advantages.

According to Permendikbud No. 70 in the year 2013, 2013 curriculum is designed with the following characteristics:

- a. Developing the balances between spiritual and social developed attitude, curiosity, creativity, cooperation with intellectual skill and psychomotor.
- b. School is part of society which gives planned learning experience where students apply what they learn in school into society and make it useful as learning sources.
- c. Developing attitude, knowledge, and skill also applying it in any situations in school and society.
- d. Giving free time to develop attitudes, knowledge, and skills.
- e. Competence is expressed in the form of core competence which is detailed more in subject basic competence.
- f. Class core competences become organizing elements basic competence, where all basic competences and learning process are developed to achieve core competences.
- g. Basic competences are developed based on the accumulative principle, mutually reinforce and enrich inter subjects and education level.

Therefore, 2013 curriculum was developed with philosophical foundation which provides basis for the development of learners' potential to be a qualified Indonesian human as stated on the objectives of national education.

D. Eligibility of Content Based on BSNP

As cited from Muniroh (2018: 33), in 2014, the Badan Standar Nasional Pendidikan (BSNP) published a revised version of a textbook evaluation instrument that had previously been published in 2007 and 2011. For textbook evaluation, a checklist adapted from the BSNP framework was created. The content of the textbooks was the focus of this study. The content area was divided into three aspects, which were further subdivided into several areas, leading to a total of twenty-two checklist items.

1. The Compatibility of the material with a Standard Competency (SK) and Basic Competence (KD)

The criteria for compatibility of materials with KI and KD were divided into two sub-components, namely:

a. Completeness

In this part, a textbook must contain and require students to explore at least the texts commonly used in English communication (interpersonal, transactional and functional text). The texts must be suitable for the students' grade to provide students with the opportunity to understand and produce spoken and written phrases in interpersonal or instructional communication, and also functional elements to interact contextually along with other characteristics, religious and aesthetic values included.

b. In-Depth

Basically in-depth of material, the eligibility of a textbook is to fulfill several specific requirements. The first one is exposure, which means the textbook must be explorative content that requires many kinds of relevant text to the daily life conditions of the students, especially in terms of the message delivered.

The second is retention, which means the textbook has to contain guidance for students to gain understanding about the explicit meaning from the elements of text formation as social function, structure of the text and linguistic features.

The last one is production, which means the textbook should be able to guide students in every step in producing both oral and written text.

2. Material Accuracy

The criteria of material accuracy were divided into three sub-components, namely:

a. Social Function

The textbook content must be able to guide the students towards the achievement of social functions as interpersonal, transactional and also functional communication according to short functional text relevant as recount, narrative, procedure, descriptive, news item, discussion, report, etc.

b. Generic Structure

This criterion shows that textbook must have systematical ideas in presenting the material. Therefore, it is expected to emerge the students with the systematically thought in daily life, such as in interpersonal, transactional, and functional texts, the activity can cover the interactive activities in initiative communication for asking and giving information.

c. Linguistic Feature

The textbook is expected can provide and guide the student with the appropriate and relevant linguistic elements. So the student can actively communicate in good quality of language feature in relevant context in order to achieve every part of social function.

3. Supporting Material

The criteria of material accuracy were divided into three sub-components, namely:

a. Up-to-Date and Relevance

Each of teaching materials in textbooks such as text, tables, pictures, and more should be taken from a relevance and newest sources available.

b. Development of Life Skills

The learning materials in the textbook must contain things that encourage students to develop skills in life, such as personal skill, social skill, and academic skill. Personal skill is the ability to better recognize more deeply about oneself such as weaknesses and strengths. Social skill is where students are able to interact with their environment properly and correctly. Academic skill is the ability to utilizing information well, making decisions and solving problems wisely. As well as vocational skills which are able to encourage students to develop their abilities in the future development of their profession.

c. Development of Diversity Insight

The other instrument that must exist in a good text book is a text book should contain things that can encourage students to develop their diversity insights. Such as, appreciate cultural diversity, local wisdom, awareness in advancing culture, and foster a sense of love for the culture with a good understanding of culture and nation.

Table 2.1

Eligibility of Content Based on BSNP Criteria

Aspects	Sub-aspects	Items
The compatibility of materials with KI and KD	Completeness	Interpersonal texts
		Transactional texts
		Functional texts
	In-depth	Exposure

		Retention
		Production
Material accuracy	Social functions	Interpersonal communication
		Transactional communication
		Functional communication
	Generic structures	Elements of chronological and systematic thinking skills in interpersonal and transactional texts
		Elements of meaning in short functional texts and monologues
Linguistic features	Accuracy and appropriateness of the language use in context	
Supporting learning materials	Up-to-date and relevance	Relevance of the materials toward the topic discussed
		The up-to-date sources for the materials
	Development of life skills	Personal skill
		Social skill
		Academic skill
		Vocational skill
Development of diversity insight	Appreciation towards cultural diversity and plural society	

		Appreciation towards local and national potential and equality
		Appreciation towards democartic values
		Promoting nationality insight and self-belonging to the country

E. English for Specific Purposes

Today, English is seen as a vehicle that allows its speakers to participate in the global market. As a result, being able to acquire English both actively and passively regularly becomes one of the criteria for working in a firm. In other words, English proficiency can be used to help people find work.

Teaching English for Specific Purposes in Vocational High School has become a critical topic in recent years, as students are expected to understand the subject in order to assist their future careers. Students can gain a better understanding of the language by using the English for Specific Purposes approach. In other words, it makes studying English more pleasurable for them because the English teaching is adapted to their needs. Furthermore, English for Specific Purposes at Vocational High School should be referred to be universal when the students' needs focus on communicating in their area studies.

English for Specific Purposes, according to Tomlinson (2003:306), is an umbrella term that refers to the teaching of English to students who are learning the language for specific job or study purposes. Furthermore, teaching English for Specific Purposes is highly stressed for students who master a specific skill in their studies and contributes significantly to students learning English. It can be quite beneficial to learners because the teaching of English is targeted to their exact studies and assists them in

comprehending the language. It is also provided to students who require English for job or specific study.

English for specific purposes is the teaching of English that is relevant to the students' area of study. The word specific indicates a special linguistic need in learning English as well as a special area as the reason why the student is learning English. English for Specific Purposes (ESP) is the teaching and learning of English as a second or foreign language with the goal of using it in a specific domain. As a result, the ESP course attempts to assist students in learning English in order to support them in all activities in the special area. Harmer defines it as situations in which a student has specific reasons for learning a language.

ESP courses are based on needs analysis, the learning objectives are more obvious than in general ESL courses, and it can be assumed that students will be more highly motivated to learn about topics and texts related to their study or work areas. Stern classified ESP teaching objectives into four categories: proficiency, knowledge, affective, and transfer. The same principles apply regardless of the language being learned or taught.

Duddley – Evans et al. provide a similar definition of ESP, and both authors collaborated to provide absolute and variable ESP characteristics. Most researchers concurred on two characteristics: a) ESP is based on a specific context; and b) ESP is based on the specific needs of the learner.

According to Zahid Javid, ESP courses (academic and occupational) are developed for learners who need English for their occupation in a post-academic context or for academic objectives in a pre-occupational context. Anthony (1997: 9–10) argued that some people described ESP as simply teaching English for any purpose that could be specified. Others, on the other hand, were more specific, referring to the teaching of English for academic purposes or the teaching of English for vocational or professional purposes.

This means that the role of ESP is to assist language learners in developing the necessary skills to use in a specific field of study,

occupation, or workplace. ESP is objective-oriented learning in which the specification of objective corresponds to the aim of the training operation dealing with the development of restricted competence, EGP, whereas ESP is aim-oriented in which the specification of objective does not correspond to the aim of an educational operation dealing with the development of general capacity.

The basic idea behind needs analysis for ESP is to first determine the context or premises in which the learners will use English and practice their profession, and then match the appropriate teaching accordingly. While the primary role of an ESP teacher is to design a syllabus based on realistic goals and to evaluate students' performance through the evaluation of relevant language skills, the EGP teacher does not necessarily set the goals and objectives of the program, and teachers of ESP courses provide authentic and specific language in their students' needs to succeed in their future careers.

As a result, an ESP teacher is essentially involved in a training operation that equips learners with a restricted competence to cope with defined tasks, whereas an EGP teacher is essentially involved in an educational operation that equips learners with a general capacity to cope with undefined eventualities in the future.

According to Helen Basturkmen (2006: 133) there are five broad goals that must be achieved when teaching ESP:

- a. To reveal subject-specific language use. This objective focuses on how English is used in the target situation and decides what knowledge should be imparted to the learners.
- b. To develop target performance competencies. The aim is to develop the learners' skill in language to perform the activities in target situation. Teaching and learning process have to concern with what learners should do toward language and what skill needed to present the language.

- c. To teach underlying knowledge. Teaching ESP not only about linguistic proficiency but also about the knowledge of field of work or study. The learners need to understand disciplinary concept as well as the language skill.
- d. To develop strategic competence. Strategic competence is the link between context of situation and language knowledge, it also can be defined as the way to communicate efficiently.
- e. To foster critical awareness. In target situation, the learners will face the norms of target situation. This situation demands them to aware and understand the target language, behaviors, or knowledge to act properly. In teaching, the teacher has to increase the learners' critical awareness. It can be realized by discussing how norms and communication practices in target situation can be build.

The objectives of teaching ESP create a challenge for teachers and syllabus designers to provide a course in order to achieve the above objectives because in order to provide a course, a teacher and syllabus designer must consider what material must be given, students' conditions including learning style to determine learning strategy, school conditions such as facilitation, and so on.

F. English for Vocational School

The primary objective of students in Vocational High School (SMK) is to prepare them for careers based on manual or practical activities, occupation or vocation, as opposed to education in a typically broader scientific field. English as a medium for establishing the need for a job. Furthermore, English as a language to communicate vocational education covers the following topics: basic English knowledge, describing objects related to vocational education, preparing vocational teaching in English, and teaching the learning process of vocational subject matter in English.

Republic of Indonesia Government Regulation No. 29 Article 1 (3) of the Secondary Education Act of 1990 specifies that vocational education

should focus on the development of students' abilities in a certain profession. Article 3 (2) clearly states that vocational education should prioritize preparing vocational high school (henceforth VHS) students for entry into the workplace and developing professional behavior. Furthermore, article 15 of the Republic of Indonesia Act No. 20 of 2003 on the National Education System states that vocational education is a secondary education program that prepares learners for a specific job. These regulatory statements understand properly that VHS education should educate students with certain abilities or, in other words, promote them to have professional abilities in a given field so that they are equipped to compete in today's industry.

As previously stated, Widodo (2016) argues that teaching English in vocational education, especially secondary education, should be considered an English for Specific Purposes (ESP) program. Therefore, Esfandiari and Rahman (2015) stated that the English instructions used in ESP teachings should be completely different from general English (GE) instructions, which are very general in nature; serving the students with the teaching of all four language skills and emphasizing them equally. According to Vogt and Kantelinen (2013), courses in ESP are developed to suit the needs of learners and other stakeholders in certain disciplines to communicate for work or study purposes. In this sense, individuals are inadequately to use English in a given discipline or communicative setting.

In the context of vocational education in Indonesia, however, it was discovered that both the school-based curriculum (KTSP) and the curriculum 2013 (K13) of VHS and general schools use the same English learning resources. Surprisingly, English teachers in both VHS and general schools used the same course materials given by markets, despite the fact that the contents are usually insufficient to meet the demands of VHS students.

Developing English learning materials that match the needs of students' future workplaces, on the other hand, is difficult. This takes a need results

provided by ESP learners or teachers in order to thoroughly explore suitable ESP materials for vocational school students. As Akyel and Ozek (2010) argue, need analysis can assist them in clarifying and validating the learners' specific needs. Tzotzou (2014) claims that by comprehending the results of need analysis, they are able to transform the needs of the learners into language and pedagogical concepts in order to teach an effective course.



CHAPTER III

**A CONTENT ANALYSIS OF THE ENGLISH TEXTBOOK ENTITLED
“MODUL BAHASA INGGRIS” FOR GRADE XI OF SMK MA’ARIF NU 2
BANTARKAWUNG BASED ON BSNP CRITERIA**

This chapter describes about textbook’s profile, and the analysis of the conformity of textbook in terms of content eligibility determined by BSNP.

A. Profile of The Textbook

An English textbook entitled “*Modul Bahasa Inggris*” is an English textbook made by the teacher of SMK Ma’arif NU 2 Bantarkawung in line with the implementation of new designed curriculum, 2013 curriculum. This book is non-commercial textbook and only used for the eleventh grade students of SMK Ma’arif NU 2 Bantarkawung. The reason why the teacher made this book is because the materials in the textbook by the government did not meet with vocational students’ needs. Therefore, the teacher made this book by collecting the materials from various sources to meet the needs of students by implementing the 2013 curriculum. The textbook consists of five chapters for the first semester, and contains of 42 pages.

B. The Content of English Textbook

1. Description of the Textbook

The textbook consists of five chapters for the first semester, they are:

a. Chapter I

In this chapter, students will learn about asking and giving opinion, and expression of agree and disagree.

b. Chapter II

In this chapter, students will learn about ask for information related to simple messages through phone message.

c. Chapter III

In this chapter, students will learn about formal invitation.

d. Chapter IV

In this chapter, students will learn about personal letter.

e. Chapter V

In this chapter, students will learn about procedure text in the forms of manual or tips.

2. Description of the Materials

The material in the English textbook "Modul Bahasa Inggris" takes a scientific approach that is intended to make students actively build concepts and principles through a series of steps.

a. Chapter I

In this chapter the material is about transactional both oral and written in asking and giving opinion, and expression of agree and disagree. There are some examples of conversation where the students have to practice the conversation in role play. There are also tasks where the students were asked to make a dialogue in pair with the prepared situation, and completing the dialogues. In the last session, the students given some exercises in the form of multiple choice and essay. There is also enrichment where the students were asked to make short dialogue with the prepared questions, and then practiced it with their friends

b. Chapter II

In this chapter the material is about asking and giving information related to simple messages through phone. It contains the expression of how to make, answer, take, hold, and connect a phone call. There are some examples of conversation where the students have to practice the conversation in role play. There are also tasks where the students were asked to make a dialogue in pair with the prepared situation, and completing the dialogues. In the last session, the students given some exercises in the form of multiple choice and completing the dialogues.

There is also enrichment where the students were asked to take a message with the prepared situation.

c. Chapter III

In this chapter the material is about asking and giving information in the form of formal invitation related to school's activity, work, etc. There are some examples of formal invitation, and also some tasks where the students were asked to make a formal invitation. In the last session, the students given some exercises in the form of multiple choice, and also enrichment.

d. Chapter IV

In this chapter the material is about asking and giving information in the form of personal letter. The textbook served types of personal letter, structure of personal letter, expressions in personal letter, some examples, and vocabulary building. There are also tasks where the students were asked to make a personal letter, and answering some questions. In the last session, the students given some exercises in the form of multiple choice, and also enrichment.

e. Chapter V

In this chapter the material is about procedure text in the form of manual and tips. The textbook served the definition, generic structure of procedure text, some examples, and vocabulary building. There are also tasks where the students were asked to make a procedure text in the form of manual, and answering some questions. In the last session, the students given some exercises in the form of multiple choice, and also enrichment.

CHAPTER IV
RESEARCH FINDINGS

This research demolish an English textbook entitled “*Modul Bahasa Inggris*” for the eleventh grader in Vocational High School by employing a content analysis method. The objective of this study is to explain the appropriateness of the materials in the English textbook entitled “*Modul Bahasa Inggris*” for grade XI Vocational High School in terms of content determined by BSNP.

A. Data Presentation

Table 4.1
The result of Content Eligibility of the Textbook

Component	Items	Score	
		0	1
The compatibility of materials with KI and KD	Material completeness:		
	1. The textbook must contain interpersonal texts related to learners’ daily life which give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written and to interact with their closest environment.		√
	2. The textbook must contain transactional texts which give learners opportunities to ake and give things, services, informations, and opinions related to learners’ daily life and other subject matters, both oral and written.		√
	3. The textbook must contain functional texts which give learners opportunities to	√	

	improve learners' listening, speaking, reading, and writing skills in the form of various genre in regards to learners' daily life and other subject matters.		
	In-depth: 4. Exposure: In learning every type of texts, a textbook require learners to explore many types of texts which are relevant to learners' daily life.	√	
	5. Retention: In learning every type of texts, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, namely social functions, generic structures, and linguistic features after comprehension on a particular text type.		√
	6. Production: in learning every type of texts, a textbook must give learners guidance to produce written and oral texts to achieve the social function which is relevant to a particular text type.		√
Material accuracy	Social function: 7. In interpersonal communication, each interpersonal text must help learners to maintain their interpersonal relation with people.		√
	8. In transactional communication, each transactional text must help learners to fulfil their life needs (to get things done).		√

	9. In functional communication, each activity of exploring functional texts must enable learners to represent the social functions of short functional texts.	√
	Generic structure: 10. In each interpersonal and transactional text, the elements of chronological and systematic thinking skills must at least cover interactive activities consisting of the initiative to communicate and to respond in the form of requesting and giving information, goods, or services.	√
	11. Each short functional text and monologue must at least cover the elements of meaning which lies in each type of short functional text and monologues. Descriptive must at least cover the elements contained in a person, thing, or animal along with its description, such as characteristics, attitudes, and actions which are considered important to show its social functions.	√
	Linguistic features: 12. The language used within each text must be accurate, appropriate and relevant to the on-going communicative context and to the text type.	√
	Up-to-Date and Relevance:	√

Supporting learning materials	13. The learning materials (texts, tables, pictures, attachments, etc) for every text types are taken from the references which are relevant to the topics		
	14. The learning materials are taken from the up to date references about the topic discussed		√
	Development of life skills:		
	15. Personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous learner and a social creature		√
	16. Social skill: being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interacting with others		√
	17. Academic skill: exploring and making use of information, solving problems, and making decisions regarding to scientific works.		√
	18. Vocational skill: having ability, attitude, and skills needed to do a certain job or occupation		√
	Development of diversity insight:		
	19. Promote appreciation towards cultural diversity and complex society which over various cultural values, local, national, and global contents		√

	20. Promote awareness towards the local potential and equity	√	
	21. Promote appreciation towards democratic values which are relevant to the local sociocultural context		√
	22. Promote comprehension towards nationality insight to promote self-belonging to the motherland, nation, and country	√	

1. The Compatibility of Materials with KI and KD

a. Completeness

The material completeness must consist three kinds of texts, namely interpersonal text, transactional text, and functional text. *Modul Bahasa Inggris* textbook has fulfilled the compatibility of materials with KI and KD which cover all types of texts mentioned. The textbook for the first semester has five chapters.

1) Comprehension and Production of Interpersonal Text

On chapter one, there was a discussion of interpersonal text, both oral and written. The first chapter's lessons covered asking and giving opinions, as well as agreeing and disagreeing expressions. The lessons in chapter one met the criteria of providing learners with opportunities to comprehend and produce oral and written expressions in order to fulfill interpersonal communicative functions and interact with their immediate surroundings.

For example, learners were given some conversations on expressions of asking and giving opinion, and expressions of agree and disagree. They were also instructed to make a dialogue asking and giving their opinion about the weekend plans with their peer. There were also exercises and enrichment for the

learners. This was the evidence that this lessons gave learners opportunities to produce oral and written expressions in fulfilling interpersonal communicative functions.

2) Getting Things Done through Transactional Text

Modul Bahasa Inggris has facilitated learners to acquire knowledge of getting things done through transactional texts. There is one chapter in which learners can give and take things, services, or informations both oral and written. They were asking and giving information regarding how to make a phone call, answer a phone call, take a phone call, hold the line, and connect a phone call.

Generally, the textbook has fulfilled the criteria of providing opportunities to give and take things, services, or informations related to learners' daily life through transactional text. The textbook also provided some examples, and exercises to improve learners' ability.

3) Functional Text in Various Genres

There are three chapters in *Modul Bahasa Inggris* that discussed about functional text. The functional text was covered in chapter three, four, and five. These chapters has facilitated learners' writing skill through several activities leading to the production of text. The lessons covered in chapter three, four, and five are about formal and informal invitation, personal letter, and tips. The chapters also contained with examples and exercises which made it easier for learners to understand the lessons.

b. In-Depth

1) Exposure

Modul Bahasa Inggris has not exposed the learners with quite many types of texts. The textbook only consisted one of text types in the form of functional texts, it was procedure text that was covered in chapter five.

To explore procedure text, the learners were given examples, tasks, exercises, and enrichment about manual and tips. In conclusion, the textbook has not met the criteria of exposure because of the lack in exploring many text types which are relevant to learners' daily life.

2) Retention

The textbook has met the criteria of retention which provided an explicit guidance to help learners comprehend the elements of procedure text in chapter five namely social function, generic structure, and linguistic feature.

3) Production

The textbook has provided the learners guidance to produce written and oral texts to achieve the social function which is relevant to a particular text types. For example, in chapter one and two, there were some dialogues about asking and giving opinion, expressions of agree and disagree, asking and giving information through simple phone message, after looking at the examples, the learners asked to make dialogues with their peers about the lessons mentioned. In chapter three and four, on the lesson of formal invitation and personal letter, after looking at the examples, the learners asked to make their own formal invitation and personal letter. In chapter five, on the lesson of

procedure text, there were some examples, and the the learners were asked to arrange some procedure texts.

2. Material Accuracy

In terms of material accuracy, there were six items which fulfillment is described as follows:

a. Maintaining Interpersonal Relation with People through Interpersonal Text

In *Modul Bahasa Inggris*, interpersonal texts have helped learners to maintain their interpersonal relation with people. This can be seen when the lessons was provided with various examples of conversations according to whom and in what situation the expressions were used. In conclusion, the textbook has met the criteria of maintaining interpersonal relation with people through interpersonal communication.

b. Getting Things Done through Transactional Text

The textbook has helped learners to get things done through transactional communication. The lessons on transactional text were oriented to help learners to fulfill their life needs. The lessons were about how to take and leave simple telephone message. After being given some examples of short conversation, they were asked to perform role plays of lesson that mentioned before. In conclusion, the textbook has met the criteria of getting things done through transactional communication.

c. Accomplishing Social Function through Functional Text

The textbook has facilitated learners to accomplish social function through functional text. This can be seen in chapter five that has provided learners in such ways which gave them opportunity to represent social function in procedure text. In conclusion, the

textbook has met the criteria of accomplishing social function through functional text.

d. Elements of Chronological and Systematic Thinking Skills in Interpersonal and Transactional Text

The textbook has contained the chronological and systematic thinking skills in interpersonal and transactional texts which covered interactive activities such as the initiative to communicate and response. For example, there were some interpersonal and transactional dialogues' lessons on *asking and giving opinion, agree and disagree, taking and leaving simple telephone message*. In the first activity, learners were provided some conversations, and then they were asked to perform role play of the speakers in the conversations based on the situations provided. The second activity, learners were asked to work in pair to make a conversation based on the situation provided. The last activity, learners were asked to complete the conversations about the lessons mentioned, and do multiple choice questions. In conclusion, the textbook has met the criteria of elements of chronological and systematic thinking skills in interpersonal and transactional texts.

e. Elements of Meaning in Short Functional Text

The lesson on functional text in the textbook has emphasized the generic structure of any kind of text. For example, in chapter five the learners taught about procedure text in the form of manual. The textbook provided an explicit guidance to help learners comprehend the elements of procedure text namely goal, steps, resources, and language features. In conclusion, the textbook has met the criteria of elements of meaning in short functional text.

f. Relevance of the Language Used towards the Communicative Context

Functional text served as a model text in the textbook has presented language which was relevant to the communicative context with regard to its linguistic features. *Procedure text*, as presented in chapter five, used adverbial of sequence or temporal conjunction such as *first, second, third, last, etc.*, command or imperative sentence, adverbials, action verbs, and simple present tense.

3. Supporting Material

a. Up-to-Date and Relevance

All of the learning materials in the textbook including texts, tables, and pictures were relevant to the topic discussed. All model texts and conversations also in line with topic of the chapters. In chapter five has provided learners some pictures supporting the lesson about procedure text in the form of manual and tips. In conclusion, *Modul Bahasa Inggris* has used the learning materials covering texts and pictures which were taken from the references which are relevant to topics discussed.

All of the texts in the textbook were categorized as up-to-date materials. For example, in chapter three the material was taken from goodletterwriting.com on September, 24 2017. In chapter four the material was taken from laodendoali.blogspot.com on February 2018. There was also a picture of personal letter which was taken from www.jagoanbahasainggris.com on March 2017. Based on the dates of publication, it can be inferred that these texts adapted from the up-to-date references.

b. Development of Life Skills

There were three development life skills needed, namely:

1) Personal Skill

In term of developing learners' personal skill, the textbook has facilitated learners to do so. It has generally helped learners in knowing the strengths and weaknesses of their own and others and improving themselves as an autonomous learner. This could be seen through the enrichment in every chapter on the textbook.

2) Social Skill

In term of developing learners' social skill, the textbook has promoted the value of cooperative, peace and anti-violence, and gender equality.

The value of being cooperative in the textbook could be seen in some activities in spoken or written production which the learners were asked to worked in pair.

The textbook has also promoted the values of peace and anti-violence in communicating and interacting with others. This could be seen in all the lessons on interpersonal and transactional text. The lessons have taught learners on different expressions in performing certain communicative functions. Those experiences were put into categories according to their levels of formality which were determined by the relationship among the speakers and the occasion in which the communication occurred.

In term of promotion gender equality, the textbook has attempted to do so by portraying man and woman characters equally in the dialogues, and other learning materials in each chapter.

In conclusion, the textbook has met the criteria of social values covering the value being cooperative, tolerance,

appreciating gender equality, and promoting peace and anti-violence in communicating and interacting with others.

3) Academic Skill

Modul Bahasa Inggris has guided learners to acquire some academic skills, such as exploring and making use of information, solving problems, and making decisions regarding to a certain scientific work. This could be seen in every chapters which the learners given some tasks, such as fill the right answer into the blank spaces, fill in multiple choice questions, and work in pair to make interpersonal, transactional, or functional text. In conclusion, the textbook has met the criteria of academic skill.

4) Vocational Skill

Modul Bahasa Inggris has guided learners to have the ability, attitude, and skills needed to do a certain job or occupation. This could be seen in chapter five where the lesson was about procedure text in form of manual and tips. A manual shows how to operate or use an appliance, a tool, a machine properly so that the user will achieve the best performance and prevent accidents, harm, or damage. In conclusion, the textbook has met the criteria of vocational skill.

c. Development of Diversity Insights

There were four development life skills needed, namely:

1) Appreciation towards Cultural Diversity and Plural Society

In terms of facilitating learners to appreciate cultural diversity as well as plural society, the textbook has not attempted to do so. It could be seen from the absence of discussion about cultural diversity and plural society to improve learners' cross-cultural understanding towards different culture.

In conclusion, the textbook has not facilitated learners really well to promote appreciation towards cultural diversity which covered various cultural values in local and global contents. Therefore, the textbook has not met the criterion of appreciation towards cultural diversity in this sub aspect.

2) Appreciation towards Local and National Potential and Equality

In terms of facilitating learners to appreciate local and national potential and equality, the textbook has not attempted to do so. It could be seen from the absence of discussion about local and national potential and equality.

In conclusion, the textbook has not facilitated learners really well to promote appreciation towards local and national potential and equality. Therefore, the textbook has not met the criterion of appreciation towards towards local and national potential and equality.

3) Appreciation towards Democratic Values

The textbook has promoted appreciation towards democratic values which are relevant to the local socio-cultural contexts. It could be seen by group work activities in every chapters in the textbook where the learners had equal rights and was involved in making important decision.

In conclusion, the textbook has fulfilled the criteria of promoting democratic values which were relevant to the local socio-cultural context through group work.

4) Promoting Nationality Insight and Self-belonging to the Country

The textbook has not promoted the nationality insight and self-belonging to the country. It could be seen from the absence of discussion about promoting nationality insight and self-belonging to the country.

In conclusion, the textbook has not facilitated learners really well to promote nationality insight and self-belonging to the

country. Therefore, the textbook has not met the criteria of promoting nationality insight and self-belonging to the country

Table 4.2
Eligibility of Content Frequency

Component	Items	Score
1. The compatibility of materials with KI and KD	Completeness	2
	In-depth	2
2. Material Accuracy	Social Function	3
	Generic Structure	2
	Linguistic Feature	1
3. Supporting Learning Materials	Up-to-Date and Relevance	2
	Development of Life Skills	4
	Development of Diversity Insight	1
Total		17

Based on the table of eligibility of content above, the compatibility of materials with KI and KD scored 4 out of 6 sub-items (66%), it was categorized as “sufficient”. As for material accuracy scored 6 out of 6 sub-items (100%), it was categorized as “good”. For supporting learning materials scored 7 out of 10 sub-items (70%), it was categorized as “fair”.

Percentage : P

Total score : 17

Total score maximal : 22

$$\begin{aligned}
 P &= \frac{17}{22} \times 100\% \\
 &= 77,27\%
 \end{aligned}$$

Therefore, it can be concluded that 77% of the materials, exercises, and texts developed in the textbook *Modul Bahasa Inggris* fulfilled the rubric assessment of eligibility of content from BSNP. Based on the result, the researcher stated that *Modul Bahasa Inggris* textbook was categorized as “fair” with an average score of 77%.

B. Discussion

This research evaluated an English textbook entitled “*Modul Bahasa Inggris*” for the eleventh grader in SMK Ma’arif NU 2 Bantarkawung by employing a content analysis method. The objectives of this research were to examine in what way the English textbook used by the students is appropriate, and to discover whether the textbook that used by the students have fulfilled the criteria of good textbook suggested by BSNP.

In this research, three checklists were used to analyze the eligibility of content of the English textbook used in SMK Ma’arif NU 2 Bantarkawung. The checklists consisted of the compatibility of materials with KI and KD, material accuracy, and supporting learning materials. The results of analysis were presented as follows:

1. The Compatibility of Materials with KI and KD

In compatibility of materials with KI and KD, the textbook had met four out of six items, and got 66%. This fulfillment indicated that the textbook was sufficient in the aspect of material completeness, and in-depth. The sub-aspects fulfilled were: comprehension and production of interpersonal texts, taking and giving things, services, informations, and opinions in transactional texts, retention, and production.

2. Material Accuracy

In material accuracy, the textbook had met all the criteria which has six criteria. They were: maintaining interpersonal relation with people through interpersonal texts, getting things done through transactional text, accomplishing social function through functional text, elements of

chronological and systematic thinking skills in interpersonal and transactional text, elements of meaning in short functional text, and relevance of the language used towards the communicative context. For these criteria, the textbook got 100%. This fulfillment indicated that the textbook in the aspect of material accuracy was good.

3. Supporting Learning Materials

In supporting learning materials, the textbook had met seven out of ten criteria. They were: relevance of materials, up-to-date references, personal skill development, social skill development, academic skill development, vocational skill development, and appreciation towards democratic values. For these criteria, the textbook got 70%. This fulfillment indicated that the textbook in the aspect of material accuracy was fair

Based on the evaluation of content tables, the result of this research can be concluded that 77,27% of the eligible content which contained materials, tasks, and text developed in the textbook "Modul Bahasa Inggris" met the BSNP criteria of how a standard textbook should be. Completeness, in-depth, social function, generic structure, linguistic feature, relevance and up-to-date materials, development of life skills, and development of diversity insight are some of the content eligibility categories. The majority of the criteria in the textbook are insufficient in the development of diversity insight. Based on the findings of this research of content analysis of the English textbook "Modul Bahasa Inggris" for the eleventh grade of SMK Ma'arif NU 2 Bantarkawung based on the curriculum 2013, the writer concluded that this textbook indicated to be a fair English textbook in Indonesia.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and analysis of research that have been done, the writer can conclude that English textbook entitled “Modul Bahasa Inggris” for grade XI of SMK Ma’arif NU 2 Bantarkawung was classified “fair” by achieving average score of 77% of the twenty-two proposed criteria. The six criteria could be classified “sufficient” namely the compatibility of materials with core competence and basic competence (66%), the material accuracy (100%) categorized as “good”, and supporting learning materials (70%) categorized as “fair”.

1. The Compatibility of Materials with KI and KD

The compatibility of materials with KI ad KD scored 4 out of 6 items, namely: (a) interpersonal texts, (b) trasactional texts, (c) retention, and (d) production.

2. Material Accuracy

For material accuracy, it scored 6 out of 6 items, namely: (a) interpersonal communication, (b) transactional communication, (c) functional communication, (d) elements of chronological and systematic thinking skills in interpersoal and transactional texts, (e) elements of meaning in short functional texts and monologues, and (f) accuracy and appropriateness of the language use in context.

3. Supporting Learning Materials

For supporting learning materials, it scored 7 out of 10 items, namely: (a) relevance of the materials toward the topic discussed, (b) the up-to-date sources for the materials, (c) personal skill, (d) social skill, (e) academic skill, (f) vocational skill, and (g) appreciation towards democratic values.

Aside from that, the exercises provided can be used in the classroom. It exposed students to being active learners at all times, despite some minor

incompatibilities based on BSNP assessment of the detailed analysis in the lack of cultural diversity and a little bit about the compatibility of materials with KI and KD. The English textbook "Modul Bahasa Inggris" is still acceptable for use in schools because it meets the requirements of Curriculum 2013.

B. Suggestions

Based on the results of the study presented earlier, there are some suggestions which could be proposed. The suggestions are expected to be beneficial for any parties involving in the use of textbook. Those are English teachers, textbook publishers and evaluators, and future researcher. The detailed suggestions are as follows:

1. The teacher needs to seek out the compatibility of the textbook they about to use because 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. As the book "Modul Bahasa Inggris" is non-commercial to fulfill the needs of curriculum 2013 materials, this book met almost the requirements and standard of a textbook in implementing curriculum 2013. By using this book in teaching and learning process, hopefully a great result is compromised.
2. The textbook publisher and evaluators should comprehend the criteria of good textbook in English learning. Therefore, the publisher and evaluators should be more careful in scoring and assessing the quality of the textbook by considering the criteria from several experts. Additionally, the publisher and the textbook evaluators should consider more about the flexibility of the textbook so the materials on the textbook are suitable in the book users context and society.
3. The further researchers are expected to analyses other aspect of the content in English textbook such as technique of presentation, learning

presentation and completeness of presentation to get comprehensive result of this textbook analysis.



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