

**AN EVALUATION OF ENGLISH STUDENTS TEXTBOOK FOR  
VOCATIONAL HIGH SCHOOL AT SMKN 1 LEMBAH MELINTANG**

**THESIS**

*Submitted as a Partial Fulfillment  
of the Requirements to Obtain Master's Degree (S2)*



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## ABSTRAK

**Dzulfia Eka Putri. 2022. Evaluasi Materi Pembelajaran Bahasa Inggris Pada Buku Teks Siswa SMKN 1 Lembah Melintang. Tesis. Magister Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Penelitian ini bertujuan untuk mengevaluasi materi pembelajaran bahasa Inggris dalam buku teks, khususnya buku teks untuk siswa sekolah menengah kejuruan. Sumber data dalam penelitian ini adalah buku teks siswa kelas XI SMKN 1 Lembah Melintang. Penelitian ini termasuk penelitian evaluasi untuk melihat fenomena guna menggambarkan kondisi yang ada di lapangan. Instrumen penelitian ini adalah checklist evaluasi. Daftar periksa evaluasi diisi oleh peneliti. Sebagai hasil dari penelitian, evaluasi buku teks yang berkaitan dengan pembelajaran bahasa Inggris diidentifikasi dan diklasifikasikan berdasarkan klasifikasi yang terdiri dari aspek isi, bahasa, dan penyajian yang penilaiannya didasarkan pada beberapa kriteria evaluasi buku teks yang dikembangkan dari beberapa kriterial evaluasi buku dari beberapa ahli seperti Celce-Murcia & Marianne (2001), Cunningsworth (1995), Littlejohn (2011), Mukundan (2011), Nation and Macalister (2010) and Ur (1996). Hasil tersebut menunjukkan bahwa, pertama, evaluasi buku teks bahasa Inggris siswa berdasarkan aspek isi untuk SMKN 1 Lembah Melintang sudah sesuai dengan standar aspek isi yang baik, yaitu relevan antara materi dan kurikulum, ketepatan materi dan bahan ajar pendukung. Kedua, evaluasi buku teks bahasa Inggris siswa berdasarkan aspek kebahasaan untuk SMKN 1 Lembah Melintang sudah sesuai dengan standar yang baik dalam aspek kebahasaan, yang dapat dilihat dari kesesuaian bahasa, dimana kesesuaian antara bahasa dan perkembangan siswa, komunikatif, koherensi dan kesatuan ide, terintegrasi dengan empat keterampilan dan aspek kebahasaan lainnya, sehingga materi pembelajaran dalam buku ini sesuai dengan aspek kebahasaan. Ketiga, evaluasi buku teks bahasa Inggris siswa berdasarkan aspek penyajian untuk SMK di SMKN 1 Lembah Melintang sudah sesuai dengan aspek penyajian standar yang baik. Hal ini terlihat dari teknik penyajian, teknik belajar mengajar dan cakupan penyajian dimana materi pembelajaran pada setiap bab sudah sesuai dengan standar aspek penyajian yang baik.

**Kata Kunci:** Evaluasi, Buku Pelajaran

## ABSTRACT

**Dzulfia Eka Putri. 2022. An Evaluation of English Students Textbook for Vocational High School at SMKN 1 Lembah Melintang. Thesis. Master of English Education of Faculty of Languages and Arts. Universitas Negeri Padang.**

This study is aimed to evaluate the English students textbook, especially textbook for vocational high school students. Source of data in this study is students' textbook that used at Grade XI of SMKN 1 Lembah Melintang. This study belongs to evaluation research to look at the phenomena in order to describe the existed condition in the field. The instrument of this research is evaluation checklist. The evaluation checklist filled out by researcher. As a result of the study, textbook evaluation related to the learning English is identified and classified based on classification consists of content, language, and presentation aspect which are evaluate based on developed some criteria of textbook evaluation from some experts, like Celce-Murcia & Marianne (2001), Cunningsworth (1995), Littlejohn (2011), Mukundan (2011), Nation and Macalister (2010) and Ur (1996). Those results indicate that, first, the evaluation of English students' textbooks based on the content aspect for Vocational High School at SMKN 1 Lembah Melintang is suitable with good standards of content aspect, that are relevant between the material and the curriculum, the materials accuracy and the supporting learning materials. Second, the evaluation of English students' textbooks based on the language aspect for Vocational High School at SMKN 1 Lembah Melintang, it is suitable with good standards in language aspect, which can be seen from language appropriateness, where a match between language and student development, communicativeness, the coherence and unity of ideas, are integrated with four skills and other language aspects, so the learning materials in this book are suitable with language aspect. Third, the evaluation of English students' textbooks based on the presentation aspect for Vocational High School at SMKN 1 Lembah Melintang is suitable with a good standard presentation aspect. This can be seen from presentation technique, teaching and learning technique and presentation coverage where the learning material in each chapter is suitable with the standards of a good presentation aspect.

**Keywords:** *Evaluation, Textbook*

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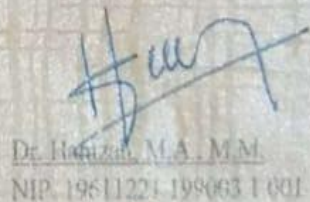
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## SURAT PERNYATAAN

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Saya yang menyatakan,



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Padang, July10<sup>th</sup> 2022

The Writer



## DEDICATION

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## CHAPTER 1

### INTRODUCTION

#### **A. Background of the Research Problem**

A textbook is a book in a particular field of study, which is a standard book written by experts in the field with instructional aims and objectives complemented by employing teaching that is harmonious and easily understood by its users at school. Principally, the textbook content of the learning materials that used by teachers as a reference in delivering the lessons to the students. it supports the educational process that allows the students to develop their potential and can improve their knowledge and skill that are needed in social life and give a contribution to society.

According to Prastowo (2011) “the textbook has several elements such as the title of the textbook, basic competency or main material, exercise, and assessment”. It can be said that textbooks can support a teaching program. The textbook has an important role to assist teachers during the teaching and learning process.

Moreover, not all textbooks provided by publishers will meet the needs of students. As a result, the teachers should design a textbook that meets the students needs. The teacher must still decide which textbook is best for the students, emphasizing that no course book produced for a general audience is completely optimal for a specific group of students. Because of that, the teacher should considered about content aspect, language aspect and presentation aspect. Furthermore, there are many studies that have been conducted related to the textbook evaluation. Here, the researcher reviews some studies related to this research.

First, Handayani (2016) conducted the research about “The Evaluation of English Textbook for Grade VII of Junior High School in Indonesia” her states that the evaluation of the textbook was carried out qualitatively and used document analysis through a list developed by Litz. It consists of six criteria namely layout and

design, skills, activities, types of language, subject and content, practical considerations. The analysis showed that the textbooks were in accordance with good English textbook criteria.

Afterward, Nurhamsih and Syahrial (2017) conduct the study with the title “Evaluation of English Teaching Materials used at a Vocational High School Based on Cunningsworth’s Checklist”. The textbook evaluation aims to analyze English teaching materials which include language skills, language content, and topics used. This study showed that the textbook included only a little grammar, vocabulary, and the language practiced in accordance with the criteria of good English teaching material.

The textbook is not only a resource of material, but also it is an important thing in the teaching and learning process. Gunantar (2017) conducted the research under the title “Textbook Analysis: Analyzing English as a Foreign Language (EFL) Textbooks from the Perspective of Indonesian Culture”. This research paper analyzes some textbooks used in one of Junior High Schools in Indonesia. He notice out that textbook is very important parts in teaching and learning process. Textbooks may not be able to fulfill all the needs of the teaching and learning process but their existence as teaching sources is still principal. They become one of the effective sources of learning used in the teaching and learning process and as a reflection of the values and ideals of a person or nation.

Then, Rohmatillah and Pratama (2017) reported a research about “An Analysis of Textbook Entitled ‘Pathway to English’ Published by Erlangga at the First Semester of the 11<sup>th</sup> Grade of Senior High School”. The purpose of this research is whether the Pathway to English textbook of the eleventh grade at the first semester fulfilled syllabus points of the 2013 curriculum and how broad they presented. They



argues that learning materials were successfully included and developed supporting materials that interpreted social function formed cooperating tasks, text structures were available and related the other rules of text structures, and language features were available and were developed based on suitable vocabulary, the exercise of pronunciation and intonation, and related grammar to support the materials of modals, adverb, tenses, connector, etc.

Moreover, Lisa (2018) also did the research entitle “An Analysis of Writing Material in English Textbook ‘When English Rings the Bell’ for Eight Grade”. This study aimed to analyzed the presentation of writing material in textbook focused two key aspects of the writing materials: material presentation and linguistic element. Her claims that textbook is an important reference employed by teachers and students in the learning process, that in terms of writing material presentation, all of the writing tasks are in the form of guided writing, in which students are asked to write responses, in restricted length, to the given prompts. In terms of linguistic elements, they are treated in an integrated manner in the textbook. This study indicates that writing tasks in the textbook have been proportionally covered. The findings suggest that independent references for vocabulary and grammar items are necessary for self-study. The topics should be more varied as well to provide students with wider chances to get exposed to different contexts.

Basically, the textbook has several aspects that are categorized as good textbooks. Besides, Handayani, Suwarno & Dharmayana (2018) report they research with the title “Evaluation of Indonesian English Textbook for the Ninth Graders of Junior High School ‘Think Globally Act Locally’ from EFL Teachers Perspectives”. Based on they research showed that the results indicated that in physical and utilitarian attributes, this textbook was perceived as “Good”, inefficient outlay and

supplementary materials were perceived as “Fair”, in learning-teaching content was perceived as “Fair”, and in language skills and aspects was perceived as “Fair”. Overall, this textbook was perceived as “Fair”. It still needs improvement in several aspects. The illustrations should be more natural. The mistakes in this textbook should be corrected. Teaching aids like audio materials (cassette/CD), posters, and flashcards, need to accompany this textbook. The exercises should be varied. A new word list and glossary should be provided to support vocabulary building and reading skills. Finally, authentic audio material like cassette/CD and phonetic transcriptions for each new word should be available for listening and pronunciation practice.

Also, Sari, Fauzia & Fatimah (2018) add they research entitle “An Analysis of the Activities in Bahasa Inggris Textbook for 10<sup>th</sup> Grade Students Published by the Indonesian Ministry of Education and Culture”. They found the result of this research showed that this English textbook can be categorized as a good textbook since only one category was rarely found in this textbook; asking the student to make grammatical discoveries from a simple drill. However, the other criteria had enough numbers as the activities provided by this book.

Furthermore, Wahyuni, Rizkanisa, Samad & Daud (2019) also described that in this research with the title “Experiencing English: A Textbook Evaluation on the Cultural Loads” the nine aspects that have to be included in the EFL textbook were analyzed. The result showed that stereotypes and national identity were more frequently used in the “Experiencing English” textbook. This aspect represents the target culture stereotypes and national identity commonly focused on the British and American cultures. In the other words, “Experiencing English” textbooks frequently used target language culture. Not with standing this fact, the source/local culture

values as drafted in the 2013 curriculum were still implied in the textbook as intended to enable the students to reflect us.

Another research related to the learning material in the textbook evaluation is coming from Siagian, Muth'im, & Arapah (2020) reveal the research about “Analysis on an English Textbook for the Eleventh Grade Students Entitled Bahasa Inggris Used in High School”. They showed the result, the writer categorizes the "Bahasa Inggris” textbook as "fair" with an average score of 70.58%. The score does not reach up to 100% because the textbook is lacks of listening material. There are no materials or exercises in terms of listening skills for EFL pupils to practice. In conclusion, the textbook content is suitable to be implemented in the educational process. In terms of listening skills, EFL tutors should use another source to add additional elucidation to complement listening material or exercise in the textbook.

Generally, textbooks contain teaching materials or learning texts about a particular field of science. The textbook contains learning materials that are equipped with exercises and are used as a guide for both the teachers and students. The use is more commonly found in schools or formal educational institutions. In non-formal educational institutions, these books can also be found as learning material. Not only used by students, the textbook is also used by the teachers. In addition, the textbook provides instructional guides to teachers to make it easier for them to teach if there is no syllabus. Therefore, this type of book is also very much needed by the teachers.

Learning materials are all forms of material to assist teachers in carrying out teaching and learning activities. These materials can be either written or unwritten materials. Learning material is something that becomes the contents of the syllabus. It must be mastered by the teachers in accordance with basic competencies to achieve the learning objectives of each subject in a particular educational unit. Learning

material enables students to learn a basic competency (*Kompetensi Dasar*) coherently and systematically. So, they can master all the competencies. English students' book consists of four main language skills that needed to be mastered by the students: listening, speaking, reading, and writing. It is also included the aspect of vocabulary, pronunciation, and grammar features.

The learning material in the textbook must be in accordance with the learning objectives based on the syllabus. It is better if the material is integrated with other subjects but still respects things that are not contradictory such as religion. The textbook learning material is expected to make students active in re-learning even though it is outside the teaching and learning process.

In addition to the aspects of learning materials, how to present material in a textbook is expected to be systematic and can make students better understand the knowledge that is appropriate to the age of the student. The aspect of presenting learning material is closely related to the graphic aspect, which means the learning material in the textbook should be balanced with attractive illustrations and in accordance with the material. So, it helps students to understand and imagine a subject. The linguistic aspect is not important, in presenting learning material, it should use language that is easy to understand but if possible, the use of words in the presentation of learning material is not monotonous and is developed according to the student's school level.

Experts argue that the importance of aspects of learning material, presentation, graphics, and language in the preparation of textbooks. Quality textbooks should fulfill these aspects which are closely related, so it is hoped that the compilers of the textbook can fulfill one aspect without reducing the quality of other aspects.

Furthermore, vocational high school is one of the educational institutions that include English as a prioritized subject. Based on the standard of contents for a vocational high school, it is stated by Government Regulations Number 19 the Year 2005. The goals of teaching in vocational high school are to improve student intelligence, knowledge, personality, morals, and skills, to live autonomously, and continue to higher education based on their vocational programs. It means that students are expected to be effective and efficient workers in the future. The students might work in a company or make their own business. For that reason, English ability is very important to prepare their ability. Since the goal of teaching English is to enable students to have the ability in developing communicative competence. Students need to develop English knowledge and basic skill to achieve the competencies required in the vocational program and applying the mastery of English skills to be able to apply in communication.

In Indonesia, English is implemented in the same syllabus between Senior High School and Vocational high school. Those things being fundamentals critical thinking for the researcher to take research about the similar treatment, meanwhile different in needs. The reason why the Vocational high school was chosen because the specific concept of learning activities should be clear especially for kinds of vocational high school. In making the realization of vocational revitalization including of English course, it is an important thing to be a background and reason why this research took a Vocational high school as the informants of the research.

Based on the phenomena above, the researcher interested to analyze the suitability of English students textbooks of vocational high school at SMKN 1 Lembah Melintang. Besides, this study aims to measure the effectiveness of the textbook whether it is in accordance with the planned objectives or not, by collecting,

analyzing, and reviewing the suitability of the material contained in the textbook objectively. Then, in formulating and determining policies by first considering the positive values and advantages of the book. After that, the result of this research hopefully being teacher evaluation as a consideration in deciding appropriate textbooks in the teaching-learning process for vocational high school students.

## **B. Identification of the Research Problem**

Based on the background of the problem above, there are several issues that can be identified. In evaluating the textbook, especially English students textbook, there are several problems that can be identified. Good textbooks are usually widely adopted by the teachers as they have good content, language aspect, and presentation technique. In contrast, poor textbooks have some problems in the aforesaid aspects. In other words, they do not meet some or most of the criteria of a good textbook. The teachers believe that the textbooks used in the teaching and learning process have been suitable for their contexts without carefully examine the worthiness.

Furthermore, a textbook is expected to be systematic and can make students better understand the knowledge that is appropriate to the age of the student. In other words, textbooks should revise regularly in order to make them better. Afterward, the aspect of presenting learning material is closely related to the graphic aspect. The learning material in the textbook should be balanced with attractive illustrations and in accordance with the material so that it helps students understand and imagine a subject. Besides, the linguistic aspect is no less important, in presenting learning material, it should use language that is easy to understand but if possible, the use of words in the presentation of learning material is not monotonous and is developed according to the student's school level. It means that textbooks should be designed based on the suitability of students' background knowledge.

Moreover, the problem is related to the learning material in the textbook whether it meets the criteria in accordance with the standards requested by the syllabus. Then, it is whether the textbook used by vocational high school students meet the criteria of a good textbook. After that, it is what recommendations can be taken from English textbooks used by eleventh-grade students of vocational high school.

### **C. Limitation of the Research Problem**

Regarding the teaching and learning process that must be used in a textbook, this is also cannot be separated from the role of the textbook in the teaching and learning process in order to support its process. The researcher limits the problems on the evaluation of English students' textbook for vocational high school entitled Bahasa Inggris Kelas XI at SMKN 1 Lembah Melintang organized by Kemendikbud.

### **D. Formulation of the Research Problem**

Based on the limitation of the problems above, the researcher formulated the problems into: "What are the result of the evaluation of English students' textbook for vocational high school at SMKN 1 Lembah Melintang?".

### **E. Research Questions**

There are three research questions in this research as follow:

1. What are the result of the evaluation of English students' textbook based on the content aspect for vocational high school at SMKN 1 Lembah Melintang?
2. What are the result of the evaluation of English students' textbook based on the language aspect for vocational high school at SMKN 1 Lembah Melintang?
3. What are the result of the evaluation of English students' textbook based on the presentation aspect for vocational high school at SMKN 1 Lembah Melintang?

## **F. The Purpose of the Research**

The purposes of this research can be stated as follow:

1. To find out the result of the evaluation of English students' textbook based on the content aspect for vocational high school at SMKN 1 Lembah Melintang.
2. To find out the result of the evaluation of English students' textbook based on the language aspect for vocational high school at SMKN 1 Lembah Melintang.
3. To find out the result of the evaluation of English students' textbook based on the presentation aspect for vocational high school at SMKN 1 Lembah Melintang.

## **G. Significance of the Research**

This research is expected to give its significance to some finding in evaluating English students textbook. The finding of this research is expected to enlarge the readers' knowledge, especially in the education field, about the evaluation of how good the English students textbook from Kemendikbud, since it plays the ultimate role to support the teaching and learning process. Besides, this research is also expected to give beneficial information for all the education stakeholders towards what are the challenges that students are facing the most in applying the English students textbook to the teaching and learning classroom. Therefore, it can be the evaluation for all the school or syllabus designers involved and government to minimize the obstacles related to the learning material for supporting the teaching and learning classroom. Last, this research also can be used as one of the references and information for further researchers who are interested in the same field.

## **H. Definition of the Key Terms**

Some key terms used in this research can be defined as follow:

1. Evaluation is a process to evaluate a program or product in order to make it better.



2. Students' textbook is a resource to obtain learning material that used by the students.