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An Analysis of English Reading Materials in English Textbook for Tenth Graders of Culinary Art Department at Vocational High School Four Jambi City

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**Abstract**

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**Key words:** Textbook, Analysis, Reading Material.

This study is a textual analysis of reading materials in English textbook for tenth graders of culinary art department at Vocational High School Four Jambi City (SMKN4). The aim of this study is to investigate the relevance of the reading materials with the standards determined by Badan Standar Nasional Pendidikan / National Education Standard Board (BSNP) in 2012.

The instrument used for textual analysis of the English reading materials is a rubric of standardization principles of textbook quality made by Badan Standar Nasional Pendidikan / National Education Standard Board (BSNP) in 2012. The standardization include: feasibility of contents and the feasibility of presentation. Another instrument is a questionnaire used to gather perception of students on
reading materials in their English textbook. There are five questions about reading materials. The participants were from two classes. The total number of participants were 58.

The results of textual analysis reveals some strengths and weaknesses of this book. The strengths are; 1.) the materials are completed, 2.) there are some reflection in each unit, 3.) there are combination colors in reading text, 4.) there are images of each reading text, 5.) there are some learning purposes, 6.) there is a note to more explain the material. Then, the weaknesses are; 1.) the exercise of reading text is boring, 2.) the textbook does not have a glossary, 3.) sequence of material are not appropriate with content mapping.

The results of students’ perception survey shows that the highest percentage of each question. First, the students understanding of reading materials is Yes (68%). Second, about the reading materials design is No (52%). Third, the students interesting of English is Yes (48%). Next, about the exercise of reading materials is No (62%). Then, the last question is the students perception of usefulness of this textbook is Yes (96%).

This research showed that reading materials in this textbook are appropriate to the rubric of BSNP (2012). The researcher obtained students’ perception survey through questionnaire to support the data analysis. Then, based on the data the researcher found some of strengths and weaknesses in the textbook they are; 6 strengths and 3 weaknesees. Teacher and students can use this textbook as media to support teaching learning process.

1. INTRODUCTION

Background of the Research

English teaching at the vocational high school is more specific in comparison to its equivalent school level. The regulation of National Education Minister (2006) stated that English teaching at the vocational high school should aim at equipping the students with English communication skill in order to help them communicate in the context areas of their expertise. It means English teaching at vocational high school must be suitable with teacher and student media in classroom.

English textbook is one of important media in Vocational High School (SMK). Moore (1994:403) stated that textbook historically has been the most commonly material used in the classroom, and in some classroom it is the only source of information used by teacher. The school has two types of books that are commonly used in learning activities are textbook and student worksheet, usually
textbook granted by the government or can be purchased in bookstore. Meanwhile, worksheet is not an official book of government but from publisher who sell to school. Many publishers that published English textbooks for the first year students of Senior High School. The textbooks should hold a main instrument to do the curriculum which has been arranged before. However, some of them are not appropriate with the standard of curriculum yet. In reality, it is quite difficult to get English textbooks that have good materials and suitable with the curriculum.

Considering the importance of English and media to teach English in Vocational High School, the researcher is interested in analyzing English textbook used in one of Vocational High School in Jambi. Textbooks and worksheet are complementary but one of vocational school in Jambi does not use worksheet that is SMKN 4 Jambi City. SMKN 4 Jambi choose the curriculum 2013 textbook as guide in English learning process for tenth graders of first semester.

**Aim of The Research**

The researcher wants to analyze “English textbook for tenth graders in SMKN 4 Jambi City” to know whether that book as an English textbook for Senior High School in the Tenth grade first semester is relevant or not with a rubric of BSNP book standard. Then, the researcher also wants to know the strengths and weaknesses of “English textbook for tenth graders in SMKN 4 Jambi City”.

2. **METHODOLOGY**

The method of this study was descriptive qualitative. The results of this study would be described qualitatively in the form of words.

There are two objects in doing this research. The first object is an English textbook: Bahasa Inggris SMA/SMK/MAK kelas X Semester I published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia / The Ministry of Education and Culture (Permendikbud). The Second object is tenth graders students of SMKN 4 Jambi City. There are two classes. The total number of participants were 58.
The instruments which were used to analyze the data in this research are document analysis; a.) a rubric of BSNP 2012, b.) questionnaire.

1. Evaluating the English textbooks based on the criteria of the National Education Standards Agency / Badan Standar Nasional Pendidikan (BSNP), which were analyzed based on the feasibility of the content, and feasibility of the presentation.

2. Distributing the questionnaire to the tenth grader students of the vocational high school to find out the students responses toward the use of English textbook especially in reading materials.

3. RESULTS

3.1 The Result of Textual Analysis

The researcher was analysis based on BSNP standard book which are consists of two aspects, six subcomponents, and seventeen criteria. Then, for the score start from 1 as smallest and 4 as highest score.

<table>
<thead>
<tr>
<th>SUBCOMPONENT</th>
<th>CRITERIA</th>
<th>SCORE</th>
<th>DESCRIPTION OF CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Relevance of Materials Description with Standard Competence and Basic competence in the curriculum</td>
<td>1. Material Completeness</td>
<td>✓</td>
<td>The textbook contains interpersonal texts, transactional texts functional texts and monologs 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.</td>
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<td></td>
<td>2. Material depth</td>
<td>✓</td>
<td>Exposure: In learning every types of text, the textbook requires learners to explore quite many</td>
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<tr>
<td></td>
<td>Social Functions</td>
<td>✓</td>
<td>types of text which are relevant to learners daily life.</td>
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<td>------------------------------------------------------</td>
</tr>
<tr>
<td>3.</td>
<td>In interpersonal communication, each interpersonal text helps learners to maintain their interpersonal relation with people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>4.</td>
<td>In each interpersonal and transactional text, the elements of chronological and systematic thinking skills have at least cover interactive activities consisting of the initiative to communicate and to response in the form of requesting and giving information, goods, or services.</td>
<td></td>
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<tr>
<td>5.</td>
<td>The language used within each text is accurate and appropriate and relevant to the on-going communicative context and to the text type</td>
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<td>6.</td>
<td>The learning materials (texts, tables, pictures, attachment, and so on) for every text type are taken from the references which are relevant to the topics discussed and taken from the old references.</td>
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<tr>
<td>7. Life skill development</td>
<td>√</td>
<td>The textbook motivates learners to develop their personal skill like knowing the strengths and weaknesses of his own and others and improving himself as an autonomous learner and a social creature.</td>
<td></td>
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<tr>
<td>8. Development of Insight on diversity</td>
<td>√</td>
<td>The textbook promotes appreciation towards cultural diversity and complex society which cover various cultural values, local, national, and global contents.</td>
<td></td>
</tr>
<tr>
<td>9. Systematization</td>
<td>√</td>
<td>The textbook promotes appreciation towards nationality insight to promote self-belonging to the motherland, nation, and country.</td>
<td></td>
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<tr>
<td>10. Balance among chapter</td>
<td>√</td>
<td>The materials and tasks are presented in the form of texts, communicative activities, and illustration using organized pattern and order according to the material characteristics.</td>
<td></td>
</tr>
<tr>
<td>11. Learner-centeredness</td>
<td>√</td>
<td>The materials and tasks are presented in the form of texts, communicative activities, and illustration in a balanced manner in every unit.</td>
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<td></td>
<td></td>
<td>The presentation of materials and tasks prompts interaction in English among learners, between</td>
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<td></td>
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<td>learners and teacher, and among learners in bigger circumstances.</td>
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<tr>
<td>12. Development of learners’ initiative, creativity, and critical thinking</td>
<td>✓</td>
<td>The presentation of materials and tasks prompts learners to do some communicative activities both oral and written based on their own initiative creatively and critically.</td>
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<tr>
<td>13. Development of autonomous learning</td>
<td>✓</td>
<td>The presentation of materials and tasks prompts learners to be responsible towards their own learning process.</td>
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<tr>
<td>14. Development of reflection and self-evaluation ability</td>
<td>✓</td>
<td>The presentation of materials and tasks prompts learners to know their success and lacks in doing learning activities and in communication.</td>
<td></td>
</tr>
<tr>
<td>15. Opening</td>
<td>✓</td>
<td>There is a preface that gives information that leads the readers to know the objective of the textbook writing, the writer’s thanking, and the writer’s expectation but the table of content in the textbook the list is not containing information which facilitates learners to find units, sub units, and topics</td>
<td></td>
</tr>
<tr>
<td>16. Content</td>
<td>✓</td>
<td>There is an introduction which contains the objective of the textbook writing, texts, book systematization, learning procedure to follow, and the other elements which are considered</td>
<td></td>
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</tbody>
</table>
essential for learners, Learning Load which is the core of the textbook content, Reference: texts, tables, and pictures that have identities in the form of heading and the order number, Summary and Reflection: each unit of the book ended by summary and reflection.

| 17. Closing | √ | There is glossary, bibliography, index of authors, and index of subjects |

### 3.2 The Results of Perception Survey

**Figure 1. “Do you understand the reading text in the textbook?”**

![Bar chart](image)

In the first question about the understanding of this book “Bahasa Inggris SMA/SMK/MAK kelas X Semester I” most of the students chose “YES” (68%) of the participants.

**Figure 2.**

“Does the layout in the reading text from the textbook is good?”

![Bar chart](image)
In the second question about the layout of the reading texts in the textbook “Bahasa Inggris SMA/SMK/MAK kelas X Semester I” most of students chose “NO” (52%) of participants different with previous question which the most chose “YES”.

**Figure 3.**

“Do you interested to learn English reading using this textbook?”

In the third question about interesting of reading text in this book Bahasa Inggris SMA/SMK/MAK kelas X Semester I” the data showed that most of participants chose “YES” (48%), “NO” (45%), and “NEUTRAL” (7%).

**Figure 4.**

“Do you think the exercises of the reading text in the textbook are good?”

In the forth question is about the students understanding of the reading exercises in this book Bahasa Inggris SMA/SMK/MAK kelas X Semester I, the researcher found the most students choose “NO” (62%), “NEUTRAL” (20%), and then the lowest result is “YES” (18%).
In the last question, 96% students are agreed with the question about this book Bahasa Inggris SMA/SMK/MAK kelas X Semester I is useful for them in learning English.

The data showed that reading materials in this textbook are appropriate to the rubric of BSNP (2012). The researcher obtained students’ perception survey through questionnaire to support the data analysis. Then, based on the data the researcher found some of strengths and weaknesses in the textbook they are; 6 strengths 1.) the materials are completed, 2.) there are some reflection in each unit, 3.) there are combination colors in reading text, 4.) there are images of each reading text, 5.) there are some learning purposes, 6.) there is a note to more explain the material. Then, 3 weaknesees ; 1.) the exercise of reading text is boring, 2.) the textbook does not have a glossary, 3.) sequence of material are not appropriate with content mapping.

4. CONCLUSION

This research was conducted to find some factual information about analysed English textbook, student’s perception about textbook, and strengths and weaknesses of this book. First, overall the result of the analysed is very good but some of categories are not really good such as the closing part of this book is did not complete. Second, as a result of the perception of students about English reading material through a questionnaire has the different results, there are five questions
and three options of the answer those are “yes”, “neutral”, and “no”. The first question was got 68% for “yes”, 0% for “neutral”, and 32% for “no”. The second question was got 52% for “yes”, 0% for “neutral”, and 48% for “no”. The third question was got 48% for “yes”, 7% for “neutral”, and 45% for “no”. The fourth question was got 18% for “yes”, 20% for “neutral”, and 62% for “no”. The last question was got 96% for “yes”, 2% for “neutral”, and 2% for “no”. Then, this book also has some of strengths like the material have been completed, there are some reflection, the combination colors in each reading text, there are images of each reading text, there is some learning purposes at the beginning of chapter, and there is a note to more explain the material. Thus, the weaknesses are the book does not have a glossary and the exercise of reading text is boring. The researcher concluded the textbook is good and recommended to be used in English reading learning.

5. SUGGESTION

Based on the conclusion, the researcher offers some suggestion, as follows;

a. There are some weaknesses of the textbook Bahasa Inggris SMA/SMK/MAK kelas X Semester I, there is no glossary and the exercises are not variations. Because of that, the researcher suggested to the further researcher if they want to developing a book or to the other publisher to complement the contents of the books in accordance with the criteria of BSNP standard book.

b. Then, the researcher also suggested for further research to conduct the observation while teaching-learning process in the classroom as a means of collecting their data. However, further research is still necessary because the results can provide more comprehensive information to the reader, especially educators related to this field, the needs of students in learning English.

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