



The Content Validity of English Textbook for Vocational High School

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ABSTRACT

This research was analyzed to describe the content validity of English textbook entitled *English for SMK* used for the twelfth-grade students' learning in Vocational High School based on a criterion of good EFL textbook. There were three criteria which is language type, layout and design, as well as the activities. This research adopted qualitative research methodology that applied content analysis. The student's textbook was used as the source of the data. The data was collected using documentation, verified by asking external response, and used a checklist to collect the data in the form of a table. The result of the reseach revealed that the English textbook fulfilled the criteria of good EFL textbook in terms of language type, layout and design, as well as the activities. The English textbook was supposed to be created better in terms of its language type and layout and design. The language function in daily use, overview of the vocabulary, and the layout should be improved and glossary should be provided as well.



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1. INTRODUCTION

Textbooks are among the most well-known and common educational tools. Textbooks must be created in accordance with the new program. The review of textbooks is crucial since teachers tend to rely on them to instruct students in the classroom. According to research by Gailea et. al (2015), many Indonesian EFL teachers only use textbooks to teach their students. This is due to the fact that textbooks assist teachers to communicate this information over a period of time while also allowing students to independently study the content at home. Thus, using a textbook can help teachers prepare their lessons, identify their goals for their students' learning, and assist them in meeting those needs.

Every educational level has a textbook that serves as instruction for learning English and contains the courses that students must master. For instance, the textbook content in vocational high school is simpler than in a regular senior high school in order to meet the needs of the students there. Each school is responsible for selecting the textbooks that best suit its students' style of learning. In order to determine the best and most appropriate textbook materials for High School students, Papajani (2015) examines the EFL textbooks utilized in that setting. The outcome demonstrates that the textbook they used can be regarded as a qualified item to assist in their English learning. Through multiple communicative activities and supplemental materials to finish the courses, it equips the students with four abilities.

Textbooks are the fundamental English language teaching resource utilized by teachers to their students. The teacher can come up with unique ideas for the teaching-learning process by using textbooks that offer a variety of learning resources. The teachers can use it to create an assignment or a strategy to deepen the students' knowledge. Based on their perceptions of their attitudes toward learning foreign languages, Rahimi (2012) determined the textbook's role. The findings demonstrated that the textbook offers well-developed materials with regard to language skill and components, such as reading, listening, speaking, writing, vocabulary, grammar, and pronunciation, as well as their interest in having teachers present the materials suitably and sufficiently.

Validity can be measured using a variety of analysis methods. To analyse the validity, each researcher may use a different evaluation form. Litz (2005) developed suitable evaluation criteria that are applied in EFL classrooms. One of them is Handayani (2016) who, while researching "*When English Rings a Bell-Revised edition*" discovered the six criteria for a high-quality English textbook and presented the findings in the form of a table.

In order to evaluate the data from the textbook, many researchers evaluate it through an evaluation. McDonough (2013) said that the process of evaluating textbooks can be used by examining the content of the textbook in external and internal evaluation. External evaluation focused on the physical appearance, such as cover, introduction, table of content, and others. While internal evaluation focused on the materials such as material explanation, tasks, and exercises. The combination of both evaluations is important because those give comprehensive information for the teacher. Checklist as evaluation tools that helps researcher to evaluate the textbook in an effective and practical way. Checklist allows for a modern evaluation of the textbook in reference to a set of generalizable evaluative criteria. By using checklist, a researcher can evaluate a textbook using the criteria that exist in the checklist.

In this research, the researcher developed a checklist evaluation form using the three criteria Litz (2005) adopted and presented the findings in the form of a table, as done by Handayani (2016). Although the researcher used the same theorithical basis, the object that being analysed had different level of students, this will provide different data and results from previous research.

2. RESEARCH METHOD

This research is conducted to describe the language type of the English textbook entitled *English for SMK 3* for twelfth grade students in Vocational High School. Therefore, this research can be classified as descriptive qualitative research. qualitative research is used to explore the case and to provide the detailed understanding about a specific phenomenon. The focus of this study is on thoroughly examining the messages of the content found in English textbook entitled *English for SMK 3* by discovering the three criteria of good English textbook. The textbooks were chosen because they were used in the 2013 curriculum. The research's data collection techniques included document analysis. To determine whether a measuring or assessment textbook is appropriate for the intended goal, the researcher applied a checklist as an evaluation tool. To describe the evaluation of the textbook, the researchers applied the document analysis method. The researcher first chose how to assess the textbook and came up with the research questions. Then, the researcher reviews the data after gathering it. Finally, the researcher made a determination regarding whether an English textbook might adequately represent the needs of students and be useful to teachers as a teaching tool. The findings of this research will be presented in table with descriptive explanation.

3. RESULTS AND ANALYSIS

This section shows the result of analysing the data in this research. The researcher uses the theory by Creswell (2014) to identifies the accurate and reliable data which contains methods for reliable data. Detailed descriptions are used to convey the researcher's findings, member checking is used to confirm the validity of the qualitative findings through taking final, and peer debriefing is used to improve the authenticity of the account. The researcher told the detailed description to convey the findings by identifying part of the textbook based on each item of the textbook evaluation checklist. Then, the data displayed in the form of table.

The first purpose of the research is to describe the language type in the textbook entitled *English for SMK 3*. There is one criterion of good EFL textbook. It is the language type. Table 3.1 shows the result of the language type.

Table 3.1 The Result of Textbook Evaluation Checklist from Language Type

| No. | Criterion | Item(s) assessed | Yes | No |
|-----|---------------|--|-----|----|
| 1 | Language Type | The language used in the textbook is authentic, that is, like real-life English. | ✓ | |
| | | The language used at the right level for students' current English ability. | ✓ | |
| | | The progression of grammar points is appropriate. | ✓ | |
| | | The grammar points are presented with their brief and easy examples and explanations. | ✓ | |
| | | The language functions exemplify English that the students will be used in daily life. | | ✓ |

Table 3.1 shows the result of the textbook evaluation checklist from language type of the textbook entitled *English for SMK 3*. There are five items in this criterion, namely, the language used in the textbook is authentic; the language used at the right level for students' current English ability; the progression of grammar points is

appropriate; the grammar points are presented with their brief and easy examples and explanation; and the language functions exemplify English that will be used in daily life.

The first finding, textbook's language is accurate in terms of its authenticity. The data analysis's findings demonstrate that the textbook contains is referred to as 'real-life English'. The textbook authors included native-like verbal communication components, like brief dialogues and conversations, to help students improve their ability in comprehending English.

Dialog 1

Mr. Jackson : Ms. Aida, may I have your attention, please?
 Ms. Aida : Yes, Sir. I'm sorry I'm a bit distracted earlier.
 Mr. Jackson : I was just explaining about your next assignment. Should I repeat my explanation?
 Ms. Aida : No, Sir. I've heard your earlier explanation. But I have a few questions.
 Mr. Jackson : Yes, what are they?
 Ms. Aida : To whom I should I report the progress of my work?
 Mr. Jackson : You could report to me, Ms. Aida.
 Ms. Aida : And will I get a partner to do this? You see the result of my work will only halfway of the necessary process.
 Mr. Jackson : Leave that to me, Ms. Aida. Your obligation is to do your work well. You just have to perform your expertise on this matter. You don't have to be worry about the rest.
 Ms. Aida : Alright, then, Mr. Jackson.

Figure 3.1 Language Used in the textbook

The author can be seen applying the language in a manner consistent with the original English. This is clear in the conversation mentioned above, where the author makes use of a variety of English phrases to refer to already-existing characters, such Ms. to refer to a female student and Mr. or Sir to refer to a grown male who acts as a lecturer. In this conversation there is also the use of the imperative sentence, namely the word "please" which in this case is used to show an expression of asking for help, asking for attention or showing politeness. In line with Papajani (2015), that the materials could be considered as authentic if the students encounter the real situation. Second, the content has been modified to the right level so it can be used as learning material by students in the twelfth grade.

Third, the progression of grammar points of the textbook is appropriate. The grammar points were set up according to the grammatical standards, supported by a verb, pronoun, and adjective arrangement that is appropriate for the circumstance being described.

Asep : Where have you been?
 Deni : I had to return the novel, *The Old Man and the Sea*, so I went to the library. Today is the due date.

Figure 4.3 Progression of grammar point in Unit 6

The text above describes a situation where Asep is looking for his friend, Deni, who is returning the novel he borrowed because it has reached the deadline for returning it. It can be seen from the conversation using cause-effect expressions by using conjunction "so" that connects two sentences into one.

Fourth, the grammar points are presented with brief and clear explanation. Papajani (2015) mentioned that grammar drills occupy the lion's share of each lesson and range from repetition, substitution, to transformational ones. In the textbook, the grammatical points are mostly described in a form of dialogue or conversation between two people or more and a short explanation with bold font that can be used to mark the grammar points.

Grammar Insert

Simple Past Tense

Simple past tense is a verb tense that is used to talk about things that happened or existed before now.

The formula for simple past tense is **S + simple past**.

Sebastian **entered** a singing contest.
 He **won** the silver medal.

Simple past tense shows that you are talking about something that has already happened. Unlike past continuous tense, which is used to talk about past events that happened over a period of time, simple past tense emphasizes that the action is finished.

Sebastian **admired** the way the light **glinted** off his silver medal.

You can also use simple past tense to talk about a past state of being, such as the way someone felt about something. This is often expressed with simple past tense of the verb **to be** followed by an adjective, noun, or prepositional phrase.

Sebastian **was** proud of his victory.
 The contest **was** the highlight of his week.

Figure 4.5 Grammar point in Unit 6

This is done repeatedly in order to reinforce the grammatical elements that are used in almost every unit of the textbook. This demonstrates to students that they are better able to learn grammar concepts since they have

provided examples of how to apply them in conversational phrases. However, the language functions do not exemplify English that the students will be used, especially in their daily life.

4. CONCLUSION

The researcher has found the results of this research using the qualitative descriptive method and content analysis that can relate to the object of the research. In order to qualify for the results to be used as findings, the researcher describes the results in the discussion as follows:

The English textbook entitled *English for SMK 3* for the twelfth grade of Vocational High School fulfils one of the three criteria for an effective EFL textbook from the language type perspective. The textbook fulfils four out of five items. The language used in the textbook is authentic and at the right level of the students' English ability for the twelfth graders. The progression of grammar points of the textbook is appropriate and it is presented with brief and clear explanation. However, the language functions in the textbook do not exemplify English that the students will be likely to use, especially in their daily life.

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