

The Analysis of English Textbook for Vocational School in Parepare Indonesia

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Abstract- This article analyses the English textbook content entitled "Practice Your English Competence for SMK/MAK Grade XI" based on the English syllabus of the 2013 curriculum. It evaluates the English textbook using an evaluation checklist to decide the textbook is ESP (English for Specific Purpose) or EGP (English for General Purpose) and appropriate for vocational school students. This study applied qualitative content analysis and applied the descriptive, evaluative design to evaluate the whole parts of the textbook based and measure the result against some evaluation checklist as standardization of the learning objectives. The findings show that the textbook "Practice Your English Competence" for Grade XI Vocational High School students is appropriate with the syllabus. The last is the textbook evaluation. It can be inferred that the textbook is categorized as "good," it cannot be excellent because of some reasons, first is the textbook preferred provided the language as a grammatical system, not as a communication system, the textbook gives no opportunity for the students to increase their speaking skill. However, all over the book can fulfil the learning materials based on the English syllabus. Therefore, the textbook also cannot be included as an ESP textbook.

Index Terms- English Textbook, Book Evaluation, English for Vocational School

I. INTRODUCTION

English in Indonesia is still placed as a foreign language (Rini, 2014), and it has been taught in school from the Dutch colonials until independent curriculum 1946 – present, even the English has set as local content in Elementary school. However, the senior high school remains a compulsory subject (Suharjati, 2010). Based on curriculum 2013, especially at the Senior High School level, the English syllabus mostly contains just literary English and conversational English (Wandut, 2018).

It may be acceptable in common Senior High School, but in Indonesia, the classifying senior high school is not only SMA itself but also the same level of education named SMK, also known as Vocational High School (Sisdiknas, 2003) (Bangun, 2011). This kind of school divides students in what they are interested in the certain course that allowed them to find a job faster after their finish their study based on their major (Wilson, Alexander, Meredith, & Holder, 1920) (Wedan, 2016).

Thus, it is known that the subject taught in Vocational School is mostly different from in SMA, unless for three compulsory subjects such as Math, Indonesian History, Civic Education, Bahasa Indonesia, and English (Permendikbud, 2013). The material of Math itself between SMA and SMK is different. It is arranged for students' needs (Sthephani, Hidayat, Hannula, & Saad, 2019). The issue is in the Bahasa subjects, especially English.

Based on the syllabus and handbook provided by the Authorities, the material is the same between SMA and SMK (Kementerian Pendidikan dan Kebudayaan, 2016), it is one of English teacher "s roles to incorporate and facilitate students to retain it (Nurhamsih & Syahrial, 2019).. Considering that textbooks are the crucial equipment of the teaching process (Mcgrath, 2006), SMK needs more specific material related to their course. It is commonly known as English for Specific Purposes. Thus the students can increase their Professional English proficiency (Kusumawardani & Ngadima, 2018). In other words, the material should be designed based on what students need in their major.

Nevertheless, some researchers already studied developing or designing English for Specific Purpose material for vocational high school (Dewi, 2015) (Dahbi, 2017) (Sthephani et al., 2019), they are also some independent book publishers that provide English textbook for SMK, the study to evaluate that textbook already conducted as well. A study about "Buku Bahasa Inggris for the First Grade Students at Vocational High School" reported that the textbook was suitable and implementable as a learning source in the classroom (Nazaruddin, 2017). However, sometimes, the textbook material should be modified based on the students' needs to adjust the students' major differ from another (Azarnoosh & Ganji, 2014).

Based on the background above, the English coursebook or textbook evaluation for vocational school is still lacking. Even though this English textbook that the researchers evaluated was not addressed to the certain major of vocational high school students, the book gives the more vocational or professional language instead of general English and surely considering the material are based on the 2013 curriculum. Therefore, this study tried to analyze the English textbook content entitled "Practice Your English Competence for SMK/MAK Grade XI." It is based on the English syllabus of the 2013 curriculum and evaluates the English textbook using an evaluation

checklist to decide the textbook is ESP (English for Specific Purpose) or EGP (English for General Purpose) and appropriate for vocational school students.

his article guides a stepwise walkthrough by Experts for writing a successful journal or a research paper starting from inception of ideas till their publications. Research papers are highly recognized in scholar fraternity and form a core part of PhD curriculum. Research scholars publish their research work in leading journals to complete their grades. In addition, the published research work also provides a big weight-age to get admissions in reputed varsity. Now, here we enlist the proven steps to publish the research paper in a journal.

II. LITERRATURE REVIEW

A. English for Vocational High School

In an educational setting, English is commonly taught in two formalities. The first one is that English is learned as a foreign language. It is a concern at four English skills and the language elements also known as English for General Purposes (EGP), and the second is that English is taught to the learners with special conclusive purposes in order to lead them to understand English in their major, it is also called as English for specific purposes (ESP) (Dewi, 2015).

It is very important for every occupation in this Industry 4.0 era regarding English mastery. That is why ESP should be applied in English materials of every education level that divided the learners in any major of Vocational High School. It can help students compete and be hired in any job vacancy (Khosiyono, 2018). Teaching English in vocational high school concerns providing the material that meets students' needs. ESP can be an important way to implement English teaching and learning, especially to be integrated into the Vocational High School (Dewi, 2015). Therefore, it can be concluded that for Vocational High School, it is expected that the students learn English for specific purposes instead of general English.

In order to differentiate between ESP and EGP clearly, there are distinctive futures that important to classify as follows (Widdowson, 1983):

The features of General English defined as:

1. The concern of learning English is commonly on *education*
2. Considering the learners' future needs are complicated to predict. Therefore the material is more difficult to select
3. Based on the point above, it is crucial for the material chosen in the syllabus to have a high surrender value (usefulness of the English taught)

Meanwhile, the features of English for Specific Purposes are:

1. The concern is mostly on *training*
2. English is focused on being applied in a specific vocational context. Thus the selection of the suitable material is easier
3. The syllabus content regarding high surrender value, most relevant to the context of specific vocational
4. The goal is supposed to create a particular English competence

Moreover, some important points that are comparing ESP to EGP as follows (Far, 2008):

1. The ESP learners usually have prior knowledge of English, and they learn English to fulfill their professional skills and perform in the real context of their major. In EGP classes, the learners range from children to adults and learn English as the education system's subject.
2. The instructional materials are identified. In general English class is used general rules, which means that four skills should be taught equally. However, in ESP, it analyzes learners' needs that determine which language skills are needed the most. Thus, the syllabus designed depends on the needs, e.g., the ESP for tourism class should concern developing the speaking ability to practice as a tourist guide.
3. The concentration in a typical EGP class is on grammar and language structure. It is called the language in isolation. Whereas in ESP, the concentration is on the context of the learners' professional occupation or major.

(Far, 2008) also argued that ESP means English for not only a specific purpose but also English means the specific purpose of learning English. It can be said that English learning through a field study is already categorized and relevant to the definition of ESP. Hence, Vocational school students can apply what they are learning in English class in their future job or practical activities.

Besides, here below are the example of the material of EGP differ to ESP as follows (Orr, 2002):

Table 1: General English and English for Specific Purposes (Materials' sample)

General English Purpose	Specific English Purposes
To initiate conversation with a stranger	To negotiate a merger
To make a doctor's appointment	To produce software documentation
To order food at the restaurant	To engage in courtroom
To report a crime to the police	To understand pesticide application instruction
To exchange letter with friends	To write a medical prescription

Consequently, English teachers' main concern, especially ESP teachers, is to set language learning as communication purposes (Raman, 2004, p. 65). Raman also determined several principles in developing ESP materials, which were defined by Ronaldo (2016) as follows:

1. The identification of English purposes should be clear

The textbook's teaching purposes can be more interesting because the students will figure out the important learning goals for their future needs.

2. The material is implied the communication needs.

The material designed should be based on workplace demand to find suitable material for vocational high school students.

3. Teaching stress is put on the communication approach, not on the grammatical approach.

ESP material should be focused on language as a communication system, not as a grammatical system. The material should be adapted from the language used in the workplace.

4. Specified goals of English teaching

The material should be the way to reach the objectives and stimulate students to be involved in an interesting teaching and learning process.

5. Engaging students in active learning

The interesting materials are lead students to be more comfortable in the learning process. Providing appropriate topic material makes students enjoy to engage in the learning process.

6. Applying a learner-centered approach

To improve students' critical thinking, designing learner-centered material is suitable for teaching ESP.

Based on the literature above, it can be confirmed that teaching English material by providing English for specific purposes could be effective to give significant impacts to meet the vocational high school students' needs in their future professional job.

B. English Syllabus for Vocational High School in Indonesia

Stand on the concept above. It is said that most English learners of ESP class are adults. In fact, in high school education in such a country like Indonesia, ESP course is taught at vocational school (Wello & Dollah, 2008, p. 15).

Furthermore, Vocational School in Indonesia is divided into some department or majors such as:

1. Technology and Engineering,
2. Information and Communication Technology,
3. Health,
4. Agribusiness and Agrotechnology,
5. Fisheries and Maritime Affairs,
6. Business, Marketing, and Management
7. Tourism, Arts and Crafts,
8. Performing Arts (Permendikbud, 2013)

Therefore, the students' learning process, including English, is supposed to prepare the graduates to master the English proficiency to support their career and self-improvement, which is related to their majors' skill (Khosiyono, 2018).

Moreover, based on the 2013 curriculum regarding English subject for SMA/MA/SMK/MAK, the same syllabus consists of the same main competence and basic competence that the students have to accomplish (Kementerian Pendidikan dan Kebudayaan, 2016).

Table 2: English Material Grade XI based on 2013 curriculum (revised 2016)

Basic Competence	Learning Material
3.1 Applying the social function, generic structure and language features of the oral transactional interaction regarding asking and giving information of advice and offer based on the context.	Social Function: the interpersonal relationship among teachers, friends, and others Generic Structures: Opening, Responding Language Features: Expressions of asking or giving advice and offer, using modals “should” and “can”; Singular and plural nominal using articles; pronunciation, word stress; intonation; spelling and punctuation.
4.1 Arranging transactional interaction both spoken or written text, short and simple regarding asking and giving information of advice and offer based on the context	Topic: the situation that possible to give advice and offer
3.2 Applying the social function, generic structure and language features of the oral transactional interaction regarding asking and giving information about opinion based on the context.	Social Function: the interpersonal relationship among teachers, friends, and others Generic Structures: Opening, Responding Language Features: Expressions of asking or giving advice and offer, using modals “I think”; “In my opinion”

4.2	Arranging transactional interaction both spoken or written text, short and simple regarding asking and giving information of advice and offer based on the context	Singular and plural nominal using articles; pronunciation, word stress; intonation; spelling and punctuation
		Topic: the situation that possible to give opinion
3.3	Determining the social function, generic structure and language features of the formal invitation by giving and asking information at school or workplace activities contextually	Social Function: the interpersonal relationship in a formal context
		Generic Structures: Greeting, content body, closing
4.3	Formal invitation text Comprehending the meaning contextually regarding social function, generic structure and language feature of the formal invitation both spoken and written at school or workplace Arranging the meaning contextually regarding social function, generic structure and language feature of the formal invitation both spoken and written at school or workplace	Language Features: Expressions used to compose formal invitation Singular and plural nominal using articles; pronunciation, word stress; intonation; spelling and punctuation Topic: the formal situation at school, home, or society Multimedia: Interesting layout of the formal invitation
3.4	Determining the social function, generic structure and language features of the analytical exposition texts by giving and asking information based on actual issues contextually.	Social Function: Stating an opinion, persuading with analytical argumentations Generic Structures: opinion / viewpoint; argumentation analytically; conclusion
4.4	Analytical Exposition text Comprehending the meaning contextually regarding social function, generic structure and language feature of the analytical exposition texts both spoken and written about actual issues Arranging the meaning contextually regarding social function, generic structure and language feature of the analytical exposition texts both spoken and written about actual issues	Language Features: Expressions used such as “I believe”, “I think; using of “therefore”, “based on the arguments” pronunciation, word stress; intonation; spelling and punctuation Topic: Actual issues
3.5	Applying the social function, generic structure and language features of the transactional interaction regarding asking and giving information about condition/ phenomenon/ activities without telling the subject contextually	Social Function: Describing something objectively Generic Structures: Opening, Responding
4.5	Arranging the transactional interaction text regarding asking and giving information about condition/ phenomenon/ activities / event without telling the subject based on the social function, generic structure, and language features contextually	Language Features: passive voice in Declarative and interrogative sentences Singular and plural nominal using articles; using preposition “by” pronunciation, word stress; intonation; spelling and punctuation. Topic: things, animals, plants, etc.
3.6	Determining the social function, generic structure and language features of the personal letter by giving and asking information about personal activities contextually	Social Function: bounding the personal relationship among others Generic Structures: venue and date, receiver, greeting, body letter, closing
4.6	Personal letters	Language Features: Expressions used to compose personal letter

Comprehending the meaning contextually regarding social function, generic structure and language feature of the personal letters	Singular and plural nominal using articles; pronunciation, word stress; intonation; spelling and punctuation
Arranging the meaning contextually regarding social function, generic structure and language feature of the personal letters both spoken and written	Topic: personal experience
3.7 Applying the social function, generic structure and language features of the transactional interaction regarding asking and giving information about cause and effect contextually	Social Function: Explaining, giving reasons, being grateful Generic Structures: Opening, Responding
4.7 Arranging the meaning contextually regarding social function, generic structure and language feature of the cause and effect both spoken and written	Language Features: using words “because of”, “due to”, “thanks to” pronunciation, word stress; intonation; spelling and punctuation.
	Topic: phenomenon at school, home or surrounding environment.
3.8 Determining the social function, generic structure and language features of the logical explanation texts about social or nature indication related to other subjects contextually	Social Function: Explaining, describing the reasons of the phenomenon Generic Structures: phenomenon, indications, explanations
4.8 Comprehending the meaning contextually regarding social function, generic structure and language feature of logical explanation texts about social or nature phenomenon related to other subjects contextually	Language Features: using words “first”, “then”, “following”, “then”; “if-then”, “so”, “as a consequence”, “since”, etc. pronunciation, word stress; intonation; spelling and punctuation.
	Topic: nature and social phenomenon
3.9 Interpreting the social function and language features related to the teenagers’ lives	Social Function: Developing the life’s value and positive character
3.9 Comprehending the meaning contextually regarding social function, generic structure and language feature of logical explanation texts about social or nature phenomenon related to other subjects contextually	Language Features: vocabulary used in the song lyrics pronunciation, word stress; intonation; spelling and punctuation.
	Topic: providing a model

Some researchers claimed that the English material between public high schools and vocational high school should be different, the current textbook and syllabus provided by the government are both used for SMA and SMK, it will cause a problem because it cannot be suitable with the students of vocational school programs, it is assumed that the textbook used is general English (Nuhamsih & Syahrial, 2017).

According to Dahbi (2017, p. 73), however, national education students should be provided material as valuable resources to them in their major for their future job requirements. Thus, the model of the syllabus designed must meet the vocational needs. Hence, the researchers intended to evaluate an English textbook for vocational schools, inspiring the previous findings.

C. Textbook Evaluation Checklist

Since the textbook was used in an English course, book selection should be relevant and appropriate to the students' needs (Ayu & Indrawati, 2018). The textbook aims to provide necessary input for the learners, and it also determines the failure or success of the learning process (Richards, 2001). According to Richard (2001), a good textbook has several principal advantages, such as:

1. The book provides structure and systematically planned and developed a syllabus for the program
2. The book gives standardized instruction
3. The book maintains quality. It should be tried and tested validation
4. The book provides several learning resources
5. The book should be efficient

Textbooks are also considered the most important part of the English teaching and learning process and prepare for examination (Mukundan, 2007). Therefore, English textbooks' evaluation can help English teachers modify and develop their teaching style (Azarnoosh & Ganji, 2014).

Evaluation should be considered by something concerning its purpose (Richards, 2001). Textbook evaluation analyzes the textbook's full features by considering the value and demand for teaching and learning objectives. It can help teachers provide useful insight into planning class activities and assigning students using appropriate materials (Ayu & Indrawati, 2018).

According to Cunningsworth (1995), a good textbook is an effective resource for independent learning to gain confidence and ideas that reflected the syllabus planned to achieve the learning objectives. Accordingly, he had formulated the evaluation checklist for ESP materials as follows Cunningsworth (1995), p. 135):

1. Is the material based on students' needs analysis?
2. Are objectives specified in language elements or language skills?
3. Is the content credible based on students' needs?
4. Is the structure of the material related to the subject area?
5. Is there a balance between language elements and English operational skills, and teaching English strategies?
6. Is there a collaborative approach encouraged between students and teachers?
7. Is the material flexible enough to meet students' needs in ESP works?
8. Can the material be used independently by the students?
9. Is the learning materials reflect a real-life situation?
10. Do learning activities provide outcomes for evaluating students' performance?

Moreover, the following is a checklist for evaluating published materials (Ellis & Johnson, 1994):

- 1) What is the material aimed for?
- 2) What are the language purposes?
- 3) What are the topics covered?
- 4) What is the methodological approach used?
- 5) What is the role of the material?
- 6) Is the material attractive?

The appropriate instructional materials are obviously to present language in contextual learning and help students apply their language abilities in a real-life situation (Wello & Dollah, 2008). Therefore, the textbook evaluation should be run well to fill the current book gap and modified the lack of the book. Last but not least is the following evaluation checklist can be a valuable asset in perfecting the goals of English learning (Mieckley, 2005):

- I. Textbook
 - 1) Content
 - 2) Vocabulary and Grammar
 - 3) Exercises and Activities
 - 4) Attractiveness of the text and physical make-up
- II. Teacher's Manual
 - 1) General Futures
 - 2) Background Information
 - 3) Methodological Guidance
 - 4) Supplementary Exercises and Materials
- III. Context
 - 1) is the textbook appropriate for the curriculum?
 - 2) is the textbook appropriate for the students who will be using it?
 - 3) are the textbook and teachers' manual appropriate for the teacher who will teaching the material?

Some textbooks or English materials were already evaluated based on the evaluation checklist above. Nazaruddin (2017) evaluated the speaking materials in "Buku Bahasa Inggris for the first-grade students at vocational high school" based on the 2013 curriculum. It is found that the book was appropriate with the syllabus. It has sufficient expression to support speaking tasks in the learning process.

Farther, Purwanti (2019) claimed that the English textbook "Get along with English for the Hotel Industry" is suitable for learner-centered and communicative learning situations according to the materials and activities presented in the textbook. This study used Cunningsworth's evaluation checklist to evaluate the textbook. Moreover, this book is designed especially for hotel industry programs, and the book does not emphasize grammar too much. In contrast with the English textbook entitled "Bahasa Inggris Kelas XI SMA/MA/SMK/MAK," the evaluation checklist by Cunningsworth result showed that the quality of language materials and language skills are poor. The textbook was not appropriate for vocational high school students. For the Hotel Accommodation department, the four skills' activities are lack lack (Nurhamsih & Syahrial, 2019).

Besides, Azarnoosh & Ganji (2014) applied Mieckley's evaluation checklist to evaluate the management department's English textbook. They found that the book is suitable for management students who are willing to improve their English knowledge and to use it in the real context. Thus, the textbook evaluation result could be different among the researchers who conducted it.

It's the foremost preliminary step for proceeding with any research work writing. While doing this go through a complete thought process of your Journal subject and research for it's viability by following means:

- 1) Read already published work in the same field.
- 2) Gogling on the topic of your research work.

- 3) Attend conferences, workshops and symposiums on the same fields or on related counterparts.
- 4) Understand the scientific terms and jargon related to your research work.

III. RESEARCH METHODOLOGY

A. Research Method

In this article, the researchers evaluated the English textbook for Vocational High School (SMK) students with the details as follows:

Table 3: English Textbook Information

Title	Practice Your English Competence
Grade	XI
Author	Eka Mulya Astuti
Editor	Mustika Busana K Rikard Rahmat
Publisher	Penerbit Erlangga
Date of Published	Juni 2017
Content	9 Chapters
Curriculum	2013 Curriculum

This textbook is chosen as a consideration of the students of grade XI. Before they are up to the next grade, XII. They must pass an internship program or job training in the entire industry or company. Accordingly, it is important to design the English material to help their industrial fieldwork and analyze the book content. The researchers used a qualitative study, which is content analysis. (Hsieh & Shannon, 2005, p. 1278) argue that Qualitative Content analysis is a research method for the subjective interpretation of the text data's content through systematic classification process of coding and identifying themes or patterns.

The researchers started to identify the concept's keywords or the variable as initial coding categories (Potter & Levine-Donnerstein, 1999). This method is used to analyze the English textbook's content, whether the book is following the current curriculum in Indonesia, and to classify whether the book presents the ESP for the vocational high school students.

The researchers also applied the descriptive, evaluative design to evaluate the whole parts of the textbook and measure the result against some evaluation checklist as standardization of the learning objectives (Alharbi, 2015)

B. Instruments

The common instrument used to evaluate the textbook is the evaluation checklist (Azarnoosh & Ganji, 2014), including this study, to conduct the evaluation, the researchers used the data checklist. The first checklist is to determine the relevance of the book's material with the syllabus of the 2013 curriculum. The second evaluation checklist is to answer Mieckley's evaluation checklist by only adapting part I (textbook) and part III (context) of the checklist.

This evaluation eventually concludes that whether this textbook meets the vocational school students' needs if the book is addressed for vocational education must be presented in English for Specific Purposes. The researchers compared the result found with the ESP categorization.

C. Data Analysis Procedures

The data were taken by the English textbook and analyzed by the evaluation checklist. Firstly, the researchers filled the table of content analysis by comparing the content and the materials provided in the syllabus by categorizing each unit of the book as:

- (1) "Absolutely Appropriate," if the content unit the same as the syllabus demand;
- (2) "Appropriate," if the content unit is similar enough with the syllabus demand;
- (3) "Less Appropriate," if there is some part in the unit that is not the same with the syllabus;
- (4) "Inappropriate," if the content unit is not appropriate with the syllabus
- (5) "Absolutely Inappropriate," if the content is different from the syllabus

Moreover, the researchers also determined whether each unit's content can be learned of certain majors at vocational high school. The researchers divided the topics selected into General English (EGP) or English for Specific Purposes (ESP). The data is presented in the table and explained qualitatively follows the table.

Furthermore, to evaluate the "Practice your English Competence" book, the researchers examined the textbook depend on the presence and the quality of the textbook by giving the checklist if the book is categorized as *excellent*, *good*, *adequate*, *poor*, *totally lacking*. The data was then presented in a table and analyzed through descriptive qualitative. It is intended to explain what has been found in the table.

IV. FINDINGS AND DISCUSSION

A. FINDINGS

Content Analysis

In the Findings section, the researchers present the collected data and the analysis performed on those data relevant to the issue that is to follow. The following table is the findings of the content analysis of the "Practice Your English Competence" English textbook for XI grade Vocational High School students.

Table 4 shows the relevancy between the textbook material and the syllabus based on the 2013 curriculum. In general, the textbook followed the material from the syllabus. There is nine main material in the syllabus within every basic competence. Meanwhile, nine units in the textbook, also known as chapters, with the same order of basic competence in the syllabus. Based on the 2013 curriculum, there are at least three main learning materials that should cover in every basic competence of the syllabus, i.e. (1) social function; (2) generic structure; the last but not least is (3) language features (Kementerian Pendidikan dan Kebudayaan, 2016).

After analyzing the textbook's content material, the researchers then divided the reading text topics chosen in the textbook into EGP materials or ESP materials. The reading task is chosen because it is easier to categorize than the other task, and this textbook provides many reading texts. The separation between EGP and ESP materials is done to determine whether or not this textbook meets the students' needs at Vocational High School, especially for the grade XI students. As a result of the analysis is presented below:

Table: 4 Content Analysis of the English Textbook

Book Unit	Material	Relevancy with the Syllabus	Additional Information
1. You Should Wear Your Helmet	Advice and Offering	Appropriate (KD 3.1 & 4.1)	The book provides too many grammatical rules, sufficient expression needed, and less of social function contextually.
2. What's your opinion	Asking for opinions; Giving Opinions; Showing agreement and Disagreement.	Less Appropriate (KD 3.2 & 4.2)	The book provides too many grammatical rules, sufficient expression, but unclear functional instruction and material, the contextual topics are unclear either
3. We Would Like to Invite You	Written invitation (Invitation letter; Accepting an invitation; Declining an invitation); Spoken Invitations (Formal and Informal phases)	Absolutely Appropriate (KD 3.3 & 4.3)	The book provides sufficient grammatical rules, sufficient expression, and sufficient example of social functions of the various letters

4. Is Good for Us?	To Persuade Someone; To Convince Someone; Analytical Exposition	Absolutely Appropriate (KD 3.4 & 4.4)	The book provides too many grammatical rules, sufficient expression, and social function. Even though, the topics selected are unclear.
5. What is It Made of?	Passive Forms	Less Appropriate (KD 3.5 & 4.5)	The book only gives grammatical rules of the passive forms and structure exercises
6. Sincerely	Personal Letters	Absolutely Appropriate (KD 3.4 & 4.4)	The book provides sufficient materials of language features; generic structures; and social function of the content.
7. Due to the Delay	Cause and Effect	Appropriate (KD 3.7 & 4.7)	The book provides too many grammatical rules
8. How does It Happen?	Explanation Text	Absolutely Appropriate (KD 3.8 & 4.9)	Even though the book provides most grammatical rules, but social function and generic structure are clearly explained as well
9. Sing a Song	Song	Absolutely Appropriate (KD 3.8 & 4.9)	Even though the book provides most grammatical rules, but social function and generic structure are clearly explained as well, and topic chosen is appropriate with the syllabus.

Another thing to consider is the content of the textbook. Is it mostly English for General Purposes or mostly English for Specific Purposes. Therefore, the researchers looked into every Reading Task with various topics and separated those by considering the reading text's content, is its special purposes that can fulfill students' occupational needs in their major? Table 5 shows at least 51 reading texts categorized as general English, and only 14 reading texts apply to certain majors at Vocational High School.

Textbook Evaluation Checklist

As mentioned earlier, the evaluation checklist used was designed by Mieckley (2005), then added by some questions checklist from Ellis & Johnson (1994), and the table design was adapted from Azarnoosh & Ganji (2014). The findings show as follow:

Table 6: Textbook Evaluation Checklist

Areas & Items	1	2	3	4	5
1. Content					
1.1 Is the subject matter presented either topically or functionally in a logical?			√		
1.2 Does the content provide as the way to learn about the target language culture (America, British, etc.)?			√		
1.3 Are the reading selections authentic?			√		
1.4 Does the content real-life situation that lead students to be critical thinking?		√			
2 Vocabulary & Grammar					
2.1 Are the grammar rules presented in logical manner?		√			
2.2 Does the methodological approach explain grammatical rules?		√			
2.3 Are the new vocabulary words presented at an appropriate rate so that the text is understandable?			√		
2.4 Are the new vocabulary words repeated in subsequent lesson to reinforce the meaning and the use?				√	
2.5 Does the material explain the language function?					√
3. Exercises and Activities					

3.1	Are the interactive activities that require students to use new vocabularies to communicate?	√
3.2	Do the instructions in the textbook tell students to read for comprehension?	√
3.3	Does the exercises stimulate the critical thinking?	√
3.4	Does the activity facilitate students use of the grammar rules by creating real-life situation needed?	√
3.5	Do the activities support students speaking competence?	√
3.6	Do the activities support students listening competence?	√
3.7	Do the activities support students writing competence?	√
4. Attractiveness of the text and physical make-up		
4.1	Is the cover of the book appealing?	
4.2	is the visual imagery of high aesthetic quality?	√
5. Context		
5.1	Is the textbook appropriate for the curriculum?	√
5.2	Does the text coincide with the course goals?	√
5.3	Is the textbook appropriate for the students who will be using it?	√
5.4	Are the example and explanation understandable?	
5.5	Will students enjoy reading the text selection?	
5.6	Will the content meet students' need for learning English or can be it adapted for this purpose?	

This evaluation checklist was done to reveal the strengths and weaknesses of this textbook's management (Shriberg, 2002). The results are displayed in five matters, i.e., Content; Vocabulary and Grammar; Exercises and Activities, Attractiveness of the text and physical make-up, and Context.

First of all, is the evaluation of this textbook's "Content." Four items should be answered. Item 1.1 – 1.3 are categorized as "adequate," the subject matter presented based on the topics chosen but less language function explanation. That is not all of the book's units explaining the language function clearly. The textbook also provides some target language culture, such as giving target language culture examples in invitation cards, picturing the building and artworks from the target language resources. Some of the reading text and figures sources are originally taken from authentic sources. For example, the text entitled "How Chocolate is Made" is taken from the website fact-about-chocolate.com. Despite this, many learning materials are identified as non-authentic material or developed-based material. For item 1.4, the researchers marked it as "Good" because the textbook put much real-life content, although some do not stimulate students to think critically. For example, the topic of "Smoking should be banned" or "The importance of English" is really in the students' context, but the task of text did not show critical thinking needed.

The second aspect evaluated is Vocabulary and Grammar. They were five items answered in this aspect. The first two items (2.1 and 2.2) asked about the grammar rules presented and the grammatical approach used to explore the language. It was defined as "excellent" because the textbook used proper grammar but still understandable for the EFL learners. Farther, the textbook used a grammatical approach to introduce English. The grammar explanation is too much that can be overwhelmed for the students. Item 2.3 asked about the vocabulary used are understandable, which is "good" for the EFL to learn English. However, the use of the common vocabulary intensively will not meet the students' needs at vocational school, and it will not enrich their vocabulary mastery. Moreover, the words are not repeated in subsequent too much. Finally, the last item of this aspect is about language function explanation which is in this textbook it is "poor" because a plenty explanation about grammar did not follow well by language function explanation.

Concerning Exercises and Activities, the researchers found that the activities presented in the textbook (item 3.1) are "good," the textbook provides new general words that can be used to communicate in daily life activities, but not for workplace usage. There are simple expressions commonly used to advise, offer, persuade, and convince. Regarding reading skill development (item 3.2), this textbook provides various reading texts to be comprehended, which is "good" for the students. Even though the reading text presented is insufficient, not all can stimulate students' critical thinking (item 3.3). Furthermore, the textbook is "poor" to help students use the grammatical rules. It might be useful for the general senior high school students, nevertheless for the vocational high school students. It is lack applicable.

Item 3.5 asked about the activities support speaking skill. This textbook is "totally lacking. There are no activities that instruct students to explore their speaking ability. In contrast to the listening skill (Item 3.6), this textbook provides listening exercises by putting the QR barcode in every listening activity by which students can access the audio in the classroom and anywhere. In item 3.7, the textbook provides few writing tasks, which is "poor" because none of the writing activities instruct students to do essay writing, arrange the jumbled sentences, correct the sentences or fill the blank.

The fourth evaluation is approximately the text's attractiveness and the textbook's physical appearance. Item 4.1 asked about the cover. This textbook has a "good" cover, not appealing because it just displayed writings on the cover. The visual imagery (4.2) is poor because it is printed in black and white, even the pictures. Thus it is not too attractive to look at.

The last is context evaluation. The textbook is "excellent" followed the material demand from the 2013 curriculum (Item 5.1), but the textbook does not coincide with the course goals considering that the textbook users are Vocational school students. The learning materials presented are not a hundred percent show language as a communication system (Item 5.2 and Item 5.3). The example and explanation of this textbook (item 5.4) are "good" in giving understanding for the students who read it, even though the learning materials are not valuable for the vocational school students, they could be feel enjoy when to read the text because it just a light reading text which is "good" (Item 5.5). The last item is concluding all of the items before. From the researchers' viewpoint based on the analysis done, the textbook does not meet students' needs in Vocational Schools, some texts are applicable for them, but the textbook itself is not specific for all majors. It caused the technology text to be read by the health department students and others. However, the textbook's learning materials are flexible and adapted to fulfill the course purposes

B. Discussion

Content Analysis

Table 4 shows the textbook unit followed the order of the syllabus's basic competence, which the researchers found could be missed by the book's author team. In unit 1, the material is "appropriate" because the textbook provides all the materials from the syllabus, but what the researchers noticed that the textbook explains too many grammatical rules of advice and offering such explaining modal auxiliary (should, ought to, had better, will, shall, would, may, and can) rather than an expression of the advice and offering and the social function contextually.

In Unit 2, the material is talking about "opinions." The researchers decided to mark it as "less appropriate" with the syllabus. The textbook provides essential grammar, such as using the suffix "-ing" and "-ed" to change a verb into an adjective. Neither is clear language function instructions or even the contextual topics. It was beyond expectation that this unit contained a letter as a reading task for students, excluding the basic syllabus competence.

Next is Unit 3. The assessment given is "absolutely appropriate." The textbook provides language features, social function, expression, and generic structure of the invitation letter. The learning material in unit 4 is analytical exposition. It is "absolutely appropriate" with the syllabus and unit 3. The social function, generic structure, expressions to persuade and convince someone, and the grammar used in composing analytical exposition. The topics were also chosen appropriate to the students' daily lives.

In Unit 5, the material is Passive Voice. The syllabus demand is to understand the transactional text without telling the subject. In this unit, the textbook is "less appropriate" with the syllabus demand because it is full of grammar explanations and exercises. In contrast with Unit 5, Unit 6 is "absolutely appropriate," the material in this unit is personal letters. The textbook provides too many explanations about personal letters. Its' generic structure (i.e., heading; greeting; body; complimentary close; signature line, and postscript), language features (e.g., simple present tense, simple past), examples (pen pal; fan mail; love; farewell; condolence), and its function.

In Unit 7, the Cause and Effect learning material is presented "appropriate" with the syllabus demand. The textbook gives many grammatical rules, fewer examples of the sentence text order. Unit 8 is "absolutely appropriate." It contains explicit explanation about its function, generic structure, language features, and plenty of the explanation of the grammar rules used and the examples of the texts with the various contextual topics. The last is unit 9, which is that the learning material is Song. In this unit, the material presented is "absolutely appropriate." The textbook gives songs appropriate for teenagers' lives.

It is simply concluded that the textbook "Practice Your English Competence" for Grade XI Vocational High School students is appropriate with the syllabus. As a result of the researchers' analysis, five book units are "absolutely appropriate" with the syllabus demand. Similarly, the researchers concluded that this textbook is presented too many grammatical rules instead of exposing language as a communication system.

Content Classification based on the Reading Task Topics

Table 5 shows four texts in Unit 1, including General English, Making Noise, Bullying, Congratulating, and Job Advertising, commonly used in daily lives. It does not need special terms or understanding to catch the text's meaning. In contrast with the ESP materials, at least two texts apply to vocational school students. The Job Vacancy with the special position and qualification shows specific purposes, and this text is supposed to be understandable for the Technology and Engineering major students. The sales marketing and the terms used in the text are specific but understandable by the Business or Marketing students.

There are three reading texts classified as general English in Unit 2, Incorrect Bill. It is a complaint text from the customer; thus, it categorized General English, Lockers for Everyone, and Smoking should also contain everyday general English. The topic letter of agreement talks about the agreement between a Vocational School and an institution to invite one of the professional programmers to deliver Game Design Programming. This text is applicable for Multimedia or Programming students in the Information and Communication Technology major.

Concerning the material of Unit 3, Invitation Letters, this textbook provides at least 12 texts that are identified as General English, the general invitation topics chosen that can be applied by all students in every level of education. Whereas inviting a company to a retirement reception is specific, either travel advertisement and meeting invitation are. In Unit 4, which is the learning material is

Analytical Exposition, this textbook puts 8 reading text regarding General English (the topics chosen are Homework; English language; Sports; Shopping; Exercises; Mobile Device; Security Camera and Private Life). These texts consist of a general explanation about the topics. On the other hand, none of the text is identified as English for Specific Purposes.

The learning material in Unit 5 is Passive Voice. There are four reading texts. Three of the text are classified as General English because it is very common. Meanwhile, there is a text "Light Bulb Structure," classified as English for Technology and Engineering students. In unit 6, ten reading texts talk about personal letters. The topic chosen is very commonly used in a normal situation, different from those, there are 3 reading text are identified as ESP, i.e., Research Assistant, Coworkers Farewell, and work collaboration where these topics could be taught flexible in all majors of vocational school.

Unit 7 provides 2 reading texts regarding Cause and Effect learning material. The topic "Watching the MotoGP" is classified as general English, whereas "Medical Services" is categorized as English for Health department students. Unit 8 also provides several reading texts regarding Explanation Text learning material. At least nine reading texts are mentioned by using conventional words. In contrast, only three reading texts are identified as Specific English. The first is "Cancer." This text used several irregular words such as *DNA mutations*, *electromagnetic radiation*, *mechanical cell-level injury*. These words are specifically taught to Health department students. Moreover, in "Cell Phone" reading text, the used words such as *fiber-optic cable* and *central switching station*. These words apply to information and communication department students.

The last unit (Unit 9) talks about Song. There are at least two reading text in this unit. The first one is Michael Jackson's Interview, as this interview goes by using common words. Therefore this text is identified as General English, whereas the text of "Piano Performing" is suitably learned from the Performing Art students. The whole learning material about songs is worth to be learned by performing art students at vocational schools.

Textbook Evaluation Checklist

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V. CONCLUSION

This research goals were to analyze the content of the "Practice Your English Competence for SMK/MAK Kelas XI" and evaluate the whole textbook itself. The content analysis is conducted based on the English syllabus revised in 2016. Furthermore, the researchers found the relevance between the learning materials with the two main classifications of English, i.e., General English and English for Specific Purposes. Eventually, the researchers evaluated the textbook in five aspects by considering its content criteria; vocabulary and grammar; exercises and activities, the attractiveness of the text, and physical make-up; and context. Based on the findings and discussion above, it can be concluded as follows:

The textbook "Practice Your English Competence" for Grade XI Vocational High School students is appropriate with the syllabus. As a result of the researchers' analysis, five book units are "absolutely appropriate" with the syllabus demand. Similarly, the researchers concluded that this textbook is presented too many grammatical rules instead of exposing language as a communication system.

The second is that the textbook contains much more General English than English for Specific Purposes. Fifty-two topics of the reading text identified as General English. In contrast, only 14 topics identified as English for Specific Purposes and those applicable for only Technology and Engineering; Information and Communication Technology; Art, Craft and Performing Art; and Health Department. There are three reading texts that flexible to all majors of Vocational High School students. By saying that, this textbook cannot be included as an ESP textbook.

The last is the textbook evaluation. The researchers concluded that the textbook is categorized as "good," it cannot be excellent because of some reasons, first is the textbook preferred provided the language as a grammatical system, not as a communication system, the textbook gives no opportunity for the students to increase their speaking skill. However, all over the book can fulfill the learning materials based on the English syllabus.

Thus, modifying this textbook could be the researcher's most suggestion to make this textbook cover all of the course goals, especially from vocational school students. The researchers also intended to suggest that there will be an ESP syllabus provided by Kemendikbud with the textbook in the future. It has to be separated from the material between public schools and vocational schools. The English textbook must be designed for every major at Vocational High School. Vocational English teachers' creativity can also modify the learning material from the textbook or syllabus to more applicable for their students.

Last but not least, for other researchers who are interested in evaluating the English textbook. They should use more instruments instead of only an evaluation checklist, such as an interview or questionnaire regarding need analysis. It can give more references and viewpoints on how exactly the textbook's quality is.

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