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# An Analysis of English Textbook for Tenth Graders of Vocational High School in Indonesia

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***Abstract.*** *This study aims to investigate (1) material completeness, includes a short interpersonal text, transactional text and functional text, (2) material depth, includes the exposure, retention and production, and 3) the life skill development, includes personal skills, social skills, academic skills and vocational skills. Within the scope of the current study, it was analyzed an English textbook used by the tenth graders of Vocational High School. The research method used in this study was descriptive qualitative following four systematic steps, namely deciding on the subject, referring the criteria of English textbook analysis, applying the criteria by using checklist and interview, and analyzing the textbook. The data were gathering in this research through the checklist and interview containing the criteria of textbook analysis. Checklist used to gain the early data then interview used to gain the data in depth from the participant. The data were analyzing in this research through impressionistic overview and depth evaluation. As expected, the current study found that that "Bahasa Inggris" textbook has made the criteria of a good textbook in term of material completeness, which is fulfill a short interpersonal text, transactional text and functional text. In the material depth, it fulfills the exposure, retention and production. Whereas in life skill development, the textbook provides the personal skills, social skills, academic skills and does not fulfill the vocational skill.*

***Keywords****: The role of textbook, Textbook analysis*

## INTRODUCTION

The most important teaching and learning resources used by the teachers and students are textbooks. Textbook is a learning resources commonly used in process of teaching and learning. It is one of the most useful resources that produced based on the demands of educational institutions. Moreover, an English textbook as a basic teaching and learning resources help student to gain more knowledge and information. As Chinoda (1982) stated that the textbook is the core of the educational process. So, an English textbook is very necessary in learning process and assisting student. On the other hand, an English textbook should hold a main instrument to the syllabus and curriculum that has been arranged before. Automatically, an English textbook should be appropriate with the syllabus and curriculum. Unfortunately, after the implementation of 2013 Curriculum, schools are given English textbooks from The Ministry of Education and Culture of Indonesia. This situation is very difficult to tenth graders of vocational high school in dealing the new textbook of 2013 curriculum.

To produce high quality teaching and learning which finally will change student achievement (Sulistiyo, Mukminin and Yanto, 2016), teachers should know what is student needs from the textbook. Thus, the teacher role is very important to choose the most appropriate English textbook to the needs of users by the teacher. However, there are some important aspects in textbook analysis to provide student needs in learning process that can change their achievement, such as material completeness, material depth and life skills development. Furthermore, textbook analysis is essential. The necessities to analyze an English textbook is newly developed to find its strengths and weaknesses. In addition, textbook analysis is seen as an important thing that should be conducted, because teacher shows dependency to the textbook in teaching and learning process. An analysis of English textbook would yield insights as to its suitability. Thus, it is very important to examine whether an English textbook corresponded to the students' needs of the particular situation in learning process and focus on their needs in their skills.

### *Literature Review*

#### *The Role of Textbook*

Students views on learning are indispensable and necessary especially regarding English as foreign language (EFL) learning (Babanoğlu & Ağçam, 2016. Since English is a foreign language not a second language in Indonesia), classroom serves as the primary resource of exposure to English for teacher and student. Moreover, content and material, especially textbook play a vital role in exposing the students to the English. This implies that textbook which determines the classroom activities, influences teachers' teaching methods, and the students' roles (Zohrabi, 2011). Therefore, using textbook means saving time, facilitating, guiding teaching and learning process, giving direction, easier, better, and its provides confidence and security. Nevertheless, as Radic-Bojanic & Topalov (2016), explained that textbook aims to provide students with necessary knowledge, language skills and information about English and preparing them for interaction with people other countries and different cultural backgrounds. They also stated a good textbook should

provide as much as necessary important aspects related to the students' needs.

On the other hand, Richards (2010) explained that textbook is essential component in most language programs. Sometimes, textbook serve as the basis of language input that student achieve the language practice that occurs in teaching and learning process at classroom. Textbook provides the content of each material, the skills that to be taught and the kind of language practice that student participate in. In other words, Margana & Widyantoro (2016) defined the term of textbook is as a compilation of useful materials which are relevant to the course area for a formal study. They also explained a good textbook not only provide a compilation of material such as language features or language skill, but have to provide several challenges activities and exercises. Further, textbook must provide teachers and students a guideline of teaching and learning process which is significance for them to be engaged in some educational practices. So that, textbook may act as a fundamental to the teachers' instruction in teaching process. Thus, for the students, textbook is the main source of language practice input that they have been provided by the teacher. Similarly, textbook is an important artifact in the educational field, it is a key of element in determining learning outcomes in combination with other aspects, such as the participants, the processes and the structures (Hurst, 2015). However, textbook may serve as a form of teacher guiding and training. They provide some ideas of how to teach in each material and gives a format of the material that can be used. But, most students cannot carry on the activity without using textbook and they will get confuse, so that using textbook is very important in teaching and learning process.

Likewise, the textbook is a synonym for curriculum and it is the students' assist and guide which supplies and enriches them with several information and knowledge as Seif (1994) explained. Furthermore, textbook is one of media that facilitate the teaching and learning process at classroom, support teacher in providing the material, and help student to understand the material. So that textbook is the important media in teaching and learning process in the classroom and it is very important to choose and use a good textbook based on the students' need. In this regard, Cunningsworth (1995, cited in Zohrabi, 2011) believes that textbook have multiple roles in English language activity and can help provide the written and spoken material, provide activities, promote interaction, act as a source for classroom activities, serve as a reference language skills and other language aspects, serve as a syllabus, and offer self-access work or self-directed learning.

Besides, Latif (2015) stated a good textbook must present several important aspects, namely 1) Material completeness, include a short interpersonal text, transactional text and functional text. 2) Material depth, include exposure, retention and production, and 3) Life skill development include personal skill, social skill, academic skill and vocational skill. However, textbook should have a clear role as a support for teaching and learning process. Textbook assist student in many ways, especially the models of English which correspond students' skill and competence by providing activities. Especially for English textbook, it must provide several information of how language used in various social context on the grounds that language is a social phenomenon (Margana & Widyanto, 2016). In addition, a good textbook must have some criteria. Cunningsworth (1995) in Arba'ati (2015) stated some criteria of textbook, as follows: 1) Textbook should correspond to students` needs. They should match the aims and objectives of the language learning program. 2) Textbook should contain present or future which is the students will make of the language. Selecting textbook which help to equip students to use language effectively for their specific purposes. 3) Textbook will help students to learn in a number of ways, and 4) Textbook should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.

*Advantages and Disadvantages of Textbook*

Textbook is very important in teaching and learning process. It is assisting teacher and student during the process of teaching and learning. In principle every textbook must have advantages and disadvantages. However, the presentation of textbooks is expected to meet as many aspects of teaching and learning process activities and can be done independently. Furthermore, textbook has main advantages that provide a syllabus for a class and the process of teaching and learning. A class may not have direction to teach and learn without textbook which is explain the syllabus that has been planned and developed. Therefore, by using textbook teacher can be sure that student in the class achieve the same material and gain some evaluation in the same time and ways. Textbook is a resource for teaching and learning process. It provides various contents, materials and knowledge that can be master by the students.

Besides, textbook can help teacher and student take part in some activity such as role play, presentation, portfolio, and language games. So, teachers do not spend and waste time to produce any more material. In other word, the developing of textbook tried and tested by teacher and student, and publisher will improve the content based and maintain the quality. The textbook can provide effective and appropriate language input. Thus, textbook can helps teacher to generate accurate language input on their own. Crawford cited in Mohammadia and Abdi (2014) discusses the advantages of using textbook in teaching and learning process as follows; 1) Textbook provide structure and a syllabus for a program. 2) Textbook help standardized instruction. 3) Textbook will

maintain the quality. 4) Textbook provide a variety of learning resources. 5) Textbooks are efficient. 6) Textbook can provide effective language input and model. 7) Textbook can train the teacher and 8) Textbooks are visually appealing. On the other hand, using textbook also has some negative effects. For instance, it may not reflect to students' need. Sometimes, the author published a textbook with contain without reflecting students' interest and need. The author published the textbook without specific material and content based on the students' needs. So, textbook tend not to appropriate for student. Moreover, textbook may contain inauthentic language, such as words, text, or dialogue that not representing the real use of language in daily life and future needs. According to Crawford cited in Mohammadia and Abdi (2014), there are some potential negative effects of textbook, such as following; 1) Textbook may contain inauthentic language. 2) Textbook may distort content. 3) Textbook may not provide students' needs. 4) Textbook might deskill the teachers and 5) Textbook are expensive.

*The 2013 Curriculum*

Although the definition of education has changed throughout the year (Demirtas and Tantekin, 2019), Indonesia is working towards the progress of the education quality, following the competitive challenges of the globalization. One of the aspect is educational field which is creates a curriculum in appropriate teaching and learning process to the target needs. The curriculum is an educational program that contains the variety of materials teaching and learning to experienced that is planned, designed, and programmed in systematic ways. Nur & Madkur (2014) stated curriculum as a set of plans and arrangements covering education content, learning materials, learning method, and goals intended to serve as the guidelines in implementing the process of teaching and learning to gain the goals that have been set.

According to Pratt (1994, cited in Ahmad, 2014) stated that curriculum refers to plans for instructional acts, not the acts of instruction themselves. He defines that curriculum is analogous to the set of blueprints from which a house is constructed. Furthermore, curriculum has a very important role in providing fundamental reference concerning what students should be taught. In contrast, curriculum is a set of instructional activities consisting of some important elements such as purposes, resources and tool of assessment. The education system in Indonesia is organized by the Ministry of National Education and Culture decided by law Number 20 Year 2003 about the National Education System. It was created a new curriculum namely 2013 curriculum. The emergence of the 2013 curriculum is the reaction to the fact that Indonesia is following the respective years of education field in global and its problematic issues. It indicates that the government focuses on creating good character and morals for young generation.

Rumahlatua, Huliselana, & Takaria, (2016) explained 2013 curriculum is a competency based curriculum design, where its development remains focused on achieving the competences formulated from the standard competences. 2013 curriculum is competence as well as character curriculum based. He also explained the implementation of 2013 curriculum starts from a number of views including: 1) the challenges of the future; 2) competence of the future; 3) negative phenomena; and 4) the perception of the public. Therefore, the 2013 curriculum implementation focused on the students' religious aspect and character building to increase a good attitude among themselves and their environment. Besides, 2013 curriculum gives greater emphasis on building characters of student, developing relevant skills based on students need and interests, and developing a thematic learning approach that benefits to students' cognitive ability. In addition, based on the explanation above, 2013 curriculum should create a good and appropriate an English textbook, which is provide teacher and student in teaching and learning process running well with an appropriate content, material, and another aspect based on good criteria, then teachers' and students' needs.

*Textbook Analysis*

The Ministry of Education and Culture is responsible for providing schools with textbooks and materials. Textbooks that provided from the Ministry of Education selects play an important role for teachers, what they teach and what children learn (Altufaili, 2016). Further, teachers use textbooks for preparing lessons and delivering the curriculum in teaching and learning process (Qadeer, 2013). He stated the problems of textbook analysis are relatively complex and complicated. Furthermore, English teachers do not have any control over the textbook or the materials that are being used in teaching and learning process. As a result, English textbook analysis is required for the significant effect in English teaching and learning process. So, textbooks and materials for teaching and learning English have increased.

In education, the term of "analysis" is used in reference to operations associated with methods of teaching, organizational factors, program, and curriculum (Fatima, Kazim, & Sultan, 2015). It is a sophisticated concept which is including the phases of selecting the information, analyzing, transferring, using and making a decision in a good quality. The purpose of textbook analysis is to ensure that textbooks to be used in schools are worthy of use and meet national standards (Pusat Perbukuan). Thus, textbook analysis defined as the process of making judgment about a textbook related to its content, design, lay out, and other important aspects of a textbook. In relation to English textbook

analysis and development, it is evident that no perfect English textbooks are found. This suggests that analysis of an English textbook should be continuously conducted in order to closely see at whether or not the English textbooks accommodate the criteria as the resource of English teaching and learning practices.

According to BSNP (2007), there are several important component of textbook analysis, as follows: 1) Feasibility of Content, includes alignment with SK and KD of the lesson and student development, substance of science and life skills, insights to move forward, expand and diversity of social values. 2) Language, these linguistic components are described into several subcomponents includes readability and language logic. 3) Presentation, this serving component is decomposed into several subcomponents includes technique, material and learning.

Furthermore, adopting a new textbook and finding the strengths and weaknesses are the primary reason for textbook analysis. If an English textbook have some weaknesses, they will be reinforced after the analysis by using additional some material and content to fulfill the missing points. Nevertheless, Gordani (2010) stated most of the studies on textbook analysis focused on analyzing the content of textbooks to find out how much they represent special knowledge such as language functions, speech acts, etc. The analysis mostly refers to a set of criteria which is might be applied with different textbook. Moreover, it is very useful for teachers in analysis then developing the materials and understanding the nature of textbook. In 2014, Pusat Kurikulum dan Perbukuan (Puskurbuk) launched two instruments of analysis an English textbook. These two instruments are based on 2013 Curriculum, these instrument contains some aspects to be evaluated, namely: 1) Content appropriateness and presentation technique, and 2) Contains language appropriateness. Accordingly, a good textbook must reach the set of criteria. Puskurbuk suggested that the ideal textbook is a textbook that meets the following criteria: 1) Have a certain foundation, principle, and point of view underlying the concepts used in textbooks should be clear. 2) Relevant content and material to the curriculum. 3) Interesting readers who use it. 4) Able to give motivation to the user. 5) Can stimulate the activities of learners. 6) Create illustrations that are able to attract its use. 7) Understanding must be preceded by proper communication. 8) The content should support other material. 9) Respect individual differences. 10) Seeks to establish the values prevailing in society. 11) Consider linguistic aspects in accordance with the ability of learners to use. 12) Use clear concepts so as not to confuse learners, and 13) Having a clear point of view.

Nevertheless, Chunningsworth (1995) cited in Chaisongkram (2011) also defined some criteria for textbook analysis. First, the textbook ought to correspond with the students' needs and match the objectives of the teaching and learning process. The objectives can reflect to students' needs in language material and content that should determine with appropriate material are used in the process of teaching and learning. It is necessary that textbook help student to increase their skill and ability. Thus, textbook material and content should correspond to the students' needs in terms of language skill and ability. Second, the main function of textbook for student will reflect on language skill that student needs. So that an English textbook must reflect for the present and future which student use the language. The chosen of textbook will help student to use language effectively for their own purposes. The Course must have a clear view of what students need to practice and learn for the use of language in individual, group, professional, academic, and other relevant situation. Third, textbook should take a part of students' need and have to facilitate student in process of learning. Textbook must guide student to select topic to be learned. Therefore, each item of topics started from easy to difficult. The material should be relevant and useful for what students' need and what they want to learn. Then, textbook also have to provide some learning styles and strategies. So that student will interest and have a big motivation in learning by using a textbook. In other word, a textbook which provide some language skills more affect student in learning process because they will choose their best and most appropriate language skill.

Textbook analysis can be done before being used after have been used. Analysis textbook has some methods, Chunningsworth (1995) cited in Chaisongkram (2011) explained some methods of textbook analysis. First, impressionistic images that make predictions for users and provide a general description of the material. Evaluators might be see some features of the textbook such as, the quality of visual and layout, and how each of item appear in the textbook. The aims of this method appropriate to see a textbook before in depth analysis, to looks the general information and content of the textbook. Second, in depth-evaluation which is involves more of the material and content while using textbook. It is measurement a textbook rather than prediction. Then, evaluator needs to examine the specific of each item that related to the students' needs. The combination between impressionistic overview and depth-evaluation will build a basis evaluation for the most appropriate textbook.

## METHODE

Descriptive Qualitative research design was employed to respond to the research questions of the current study. It is used multiple methods that are interactive and humanistic. The aims are to collect the data, to gain and understanding of a case that was going on in education. In other words, descriptive qualitative aims to describe and interpret the subject in systematic ways to find the fact and characteristics. The focus of the study was analyzed the document of an English textbook

for tenth graders of vocational high school in systematic and replicable manner. Likewise, descriptive qualitative in this study aims to understand and to achieve the depiction the worthiness of English textbook as shown by their weaknesses and strengths. Therefore, the criteria of selecting subject of the research commonly based on what researcher need to complete his research. Furthermore, there are some considerations in choosing subject for this research. In this research, the researcher used purposive sampling in selecting an English textbook. The subject of this research was the English textbook for tenth graders of Vocational High School.

**Table 1**
General Information of English Textbook Analysis (Chaisongkram, 2011)

| Criteria | Textbook Details |
|---|---|
| Title | Bahasa Inggris |
| Author | Zuliati Rohmah<br>Furaidah<br>Utami Widiati |
| Publisher | Kementerian Pendidikan dan Kebudayaan Republik Indonesia |
| ISBN | 978-602-427-106-0 |
| Number of page | 224 |
| Edition | Revisi 2016 |
| Teaching hours | 108 |

Source: processed data

In gathering the data from textbook analysis, there are two instruments namely checklist and interview protocol. The used of these instruments are to collect the data from the textbook and the teacher. The primary instrument in this research was checklist that containing some aspects being examined. Checklist had been selected as the main instrument of this research because it offers the most economical and reliable means of reaching a decision concerning the relative suitability of the textbook under scope. An analysis checklist is an instrument that provides the evaluator with a list of features of some aspects that was analyzed. Furthermore, interview took place after analyzing the textbook by the checklist. Semi structure interview conducted in order to support and add the data in depth. It is conducted to the tenth graders English teacher at vocational high school 1 Muaro Jambi and asked her some questions related to the subject of the study. The main purpose of the interview was to find out the teacher views about the textbook. In addition, semi-structured interview is often used when the researcher wants to develop to explore deeply into a topic and to understand thoroughly the answer provided.

The data of this study had been taken from the textbook "Bahasa Inggris" for tenth graders of vocational high school. This book was published by the ministry of education and culture in 2013 based on the current curriculum of 2013. The textbook is approved by Badan Standar Nasional Pendidikan (BNSP) as an agency of national education standard, as part of Ministry of Education and Culture of Indonesia. The data obtained were selected and classified based on the topics of the research problems. To get the comprehensive of the data result, the researcher analyzed the data that had been collected from the checklist and interview. Therefore, to get the data in depth, the researcher presented and described the methodology employed during this study as follows: material completeness, material depth, and life skill development. Further, for the data that already collected, then it had been analyze in several activities. First, the researcher analyzed the result of the checklist that had been fulfilled by the researcher. There are two methods in analyzing the textbook, namely: 1) impressionistic overview, which is making prediction and gives a common overview of textbook, and 2) Depth-evaluation, which is involves more of the specific topics of the textbook.

Second, the researcher had been analyzed the result of the interview. The researcher also did some activities. There are several steps in analyzing qualitative data that had been done by the researcher which is adapted from Gay & Arisian (2000, cited in Daris, 2016), as follows: 1) Managing the data, the researcher checked all of the data that had been collected from the interview. 2) Reading and take a note, the researcher listened the recording from the recorder to know the teachers' answers related to the questions given. 3) Describing, the researcher described about the teachers' responses an answers toward the questions given. 4) Classifying, the researcher classified the data from the interview. Then the researcher organized the teachers' responses and answers based on the questions given in chronological order, start from the first question until the last questions, and 5) Interpreting, the researcher interpreted all of the data, then the researcher drew the conclusion about the data gained.

## FINDING

This study aims to describe the analyzing of English textbook for tenth graders of vocational high school 1 Muaro Jambi. The discussion of this English textbook was described in three elements, namely material completeness, material depth, and life skill development. Therefore, on how analyzing an English textbook was seen from the point of view of the teacher who wear "Bahasa Inggris" textbook in teaching and learning process.

*Material completeness*

With regard to the material completeness, this textbook fulfilled some criteria, those are included 1) Interpersonal text. 2) Transactional text, and 3) Functional text. This meant that "Bahasa Inggris" textbook was good in the category of the material completeness. Accordingly, this English textbook provides a short interpersonal text, namely introducing

self and others (talking about self), but this textbook lack of dialogue and conversation. This textbook supposed provide dialogues and conversation as much as possible that appropriate for the students' needs in term of a short interpersonal text. Then, this textbook provides a short transactional text, as follows: congratulating and complimenting, telling and asking about intentions. Despite, some materials of a short transactional text does not exist in this textbook, such as asking for and giving something, asking and giving direction, asking and giving simple routine tasks, offering and refusing. However, a good textbook must provide complete material based on the syllabus and curriculum. Next, this textbook provides a short functional text, such as announcement, descriptive text, narrative text, and recount text that appropriate for student in each chapter.

*Material depth*

Regarding to the material depth, it has been fulfilled some criteria, those included 1) Exposure 2) Retention, and 3) Production. This meant that "Bahasa Inggris" textbook was good in the category of the material depth. This English textbook fulfills as much of exposure to the students by presenting many kinds of text which are relevant to them. There are three kind of text in the "Bahasa Inggris" textbook that relevant to the student, as follows: 1) Descriptive text. 2) Recount text, and 3) Narrative text. This textbook has exposed the students with quite many types of texts containing several topics which is relevant to them. There were ten chapters which provided several texts related to them which presented in textbook. They consisted of few genres in the form of functional texts and monologues. Descriptive text was covered in unit 4 and 5. Recount text was presented in chapter 8, 9, 10 and 11. Additionally, narrative text was covered in chapter 12, 13 and 14. In fact, a textbook with good criteria must present as much text as possible to attract students in learning process. To do so, this "Bahasa Inggris" textbook has exposed sufficient and appropriate functional texts as represented in each chapter. This textbook also provides the retention, which is explanation of the retention of text, that is, the social function, meaning, and linguistic feature. A few explanations, examples, and rehearsal tasks of vocabulary and grammar were also offered to reinforce student' understanding on language features of the text. Next, there were also some explanations of linguistic features following to the texts. In term of production aspect, "Bahasa Inggris" textbook provides and lead the students to produce both of written and spoken, it is also provided several example and assignment in every chapter. In addition, this textbook has guiding students to produce interpersonal text, transactional text, and functional texts both spoken and written mode. It is because this textbook has provided and presented equal attentions to spoken and written.

*Life skill development*

Regarding to the third problem of how life skill development fulfill in "Bahasa Inggris" textbook, where the eligibility of content should provide the life skill development. To do so, there are several aspects in term of life skill development namely personal skill, social skill, academic skill and vocational skill. In term of personal skill fact, this textbook does not provide vocational skill. It means that "Bahasa Inggris" textbook is quite good in the category of the life skill development, but still lack of vocational skill. This "Bahasa Inggris" textbook provided and fulfilled the personal skill, which is the ability to recognize personal and others' strengths and weaknesses as well as to develop himself as an autonomous and social person. In social skills, this English textbook provided a few skills, which involve the ability to be cooperative, tolerant, appreciating gender equity, peace, and non-violent in communicating and interacting with other people. Furthermore, it would reinforce their good attitudes in building relationships with others through communication. Next "Bahasa Inggris" textbook provides several skills, which are the acquisition of the ability to achieve and use information, solve the problems, and make decisions regarding to a certain scientific task in term of academic skill. This was because the textbook provided some activities leading to accomplishment of those principles.

## CONCLUSION

Based on the researcher's checklist and teacher's interview of English textbook analysis, there are three objectives of this study, namely it is aimed at examining the material completeness, material depth, and life skill development of English textbooks used by English teachers and students of Vocational High School 1 Muaro Jambi.

First, material completeness. As indicated in the current study, this textbook fulfilled some important criteria, those are included 1) Interpersonal text, this English textbook provides a short interpersonal text, namely introducing self and others (talking about self). 2) Transactional text, this textbook provides a short transactional text, as follows: congratulating and complimenting, telling and asking about intentions. But this textbook does not provide several materials which should exist in this textbook based on the syllabus, such as asking for and giving something, asking and giving direction, asking and giving simple routine tasks, offering and refusing. 3) Functional text, this textbook provides a short functional text, such as announcement, descriptive text, narrative text, and recount text. Second, material depth. Regarding to the material depth, it has been fulfilled some criteria, those included 1) Exposure, this English textbook provide as much of exposure to the students by presenting many kinds of text which are relevant to them. There are three kind of text in the

"Bahasa Inggris" textbook that relevant to the student, as follows: 1) Descriptive text. 2) Recount text, and 3) Narrative text. 2) Retention, this English textbook provide the retention which is explanation of the retention of text, that is, the social function, meaning, and linguistic feature. 3) Production, Bahasa Inggris textbook provides and lead the students to produce both of written and spoken, its provided several example and assignment in every chapter. Third, life skill development. With regard to life this aspect, "Bahasa Inggris" textbook provided and fulfilled the personal skill, which is the ability to recognize personal and others' strengths and weaknesses as well as to develop himself as an autonomous and social person. Next, this textbook provided few of social skills, which involve the ability to be cooperative, tolerant, appreciating gender equity, peace, and non-violent in communicating and interacting with other people. Then, this textbook provides several academic skills, which is gaining and using information, solving the problems, and making decisions. But, this English textbook does not provide vocational skill which include the ability, attitude, and skill necessary to do certain job/profession.

Furthermore, based on the result of researcher's checklist and teacher's interviews, the government should revise the book to be up date, complete the materials related to the curriculum and syllabus, and also provide the vocational skill or English for Specific Purposes to the students. In sum, "Bahasa Inggris" textbook need some revision for better used for the students in term of their special department as Vocational High School students.

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