

CONTENT ANALYSIS ON GRAMMAR, VOCABULARY AND ITS CONTEXT FOR VOCATIONAL SCHOOL TEXTBOOK: TEACHERS' VOICES

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Abstract

This study analyzes the tenth-grade Vocational High School English textbook, *Forward an English Course for Vocational Students*, from the teacher's perspective. This is a valuable research project since its findings reveal whether the textbook can be used as a good guide for teachers to be utilized or not. The content analyzed are grammar, vocabulary, and the content related to the English used at the workplace. A survey questionnaire was used in this study to elicit the perspectives of English language teachers who are using this textbook in their classrooms along with the personal evaluation by the researcher. The findings show that the main grammatical item and vocabulary load are appropriately and sufficiently chosen for the students' level and gradually increase in complexity to suit the growing ability of the students. The grammatical items are introduced explicitly in meaningful contexts with clear examples and explanations. The exercise of grammar helps the students to see the connection between forms and functions. The exercise of vocabulary helps the students understand their meaning and use them correctly in context. Overall, this book can be utilized properly as the teaching material for the non-native teachers to teach English in Vocational School Grade X.

Keywords: content analysis, grammar, vocabulary, textbook, vocational school, teachers' perspective,

INTRODUCTION

Although many people admit that mastering English language skills is an important skill to compete with others in the workplace currently, there are still some of them who argue about it. Apart from the ongoing debate, there are many facts showing that English can give significant values to get a job. English is the language

of the global world that can facilitate activities in the international world and provide competitiveness in obtaining better job opportunities.

Vocational High Schools in this era face various complex challenges, starting from technical matters to social and political aspects. In simple terms, the purpose of establishing Vocational High Schools is to create a young generation who can be directly involved and absorbed in the workplace. The demographic data for Indonesia, which has been running for several years, shows that the number of young Indonesians who graduated from Vocational High School occupies the 3rd largest rank in the distribution of the Indonesian population (BPS 2016). By relating to the demographic conditions, the Indonesian prospective worker, including the young generation from Vocational High Schools must be equipped with skills in accordance with the demands of the company needs.

The existence of textbook is so important. It is used as a companion for students in developing their skill in learning language. Without textbooks, students will face some difficulties to learn. Thus, textbooks can be concluded as the main guide for students. Without textbooks, students will be out of focus and be not independent. They will need their teacher's guidance even when they learn in the classroom. This condition makes the teacher get heavier task.

In Vocational High School level, English textbooks vary, depending on the major the student takes. But there is a textbook which is used mostly by all the English teachers in Vocational High School, *Forward an English Course for Vocational Students*. This book is published by Erlangga, the trusted publisher who always distributes any kind of textbook recommended by the government.

Evaluating this textbook, which is recommended by the government can be an important move that can influence the future success of English learning programs in Vocational High School. So, Vocational High School teachers' views on the appropriateness of the *Forward an English Course for Vocational Students* are important for analyzing and evaluating essential criteria in these materials. Cunningsworth (1995) and Ellis (1997) state that textbook evaluation can offer an assistance to the teachers to create impressionistic assessments and also guide them to obtain valuable, precise, and relevant vision into the general nature of the textbook. According to Tok (2010), teachers have the right to be included in textbook evaluation to identify the strong and weak points in relation to the teaching environment because the one who uses the textbook in the classroom is the language teacher.

In the Indonesian context, much research on textbook evaluation that has been done mostly focused on the cultural context employed in English textbooks (see, e.g, Mayangsari, Nurkamto, & Supriyadi, 2018; Faris, 2014; Wahyuni, Rizkanisa, Samad, &

Daud, 2016; Choudhory, 2013; Hermawan & Noerkhasanah, 2012; Santosa, 2015; Mukhamirudin, 2017; Shahmohammadi, 2013). For instance, research conducted by Fauza (2018) reported that English textbooks used by grade 10 showed that there was an unbalanced quantity among presented types of cultures, Source Culture is explored more compared to Target Culture and International Culture. Despite this interest, no one to the best of our knowledge conducts the evaluation on English textbooks relating to the grammar, vocabulary and the context related to English at the workplace.

English textbook used to be analyzed are varied, but numerous of them covering textbook from elementary level and secondary level. Zen, Muhtar, & Keban (2014) evaluated English textbook for Elementary School Grade 3. Rahmawati (2018) also evaluated textbook for primary level. Ruslan & Rynanta (2017) evaluate the textbook for secondary level in term of the criteria of good EFL textbook. Some researcher also analyzed English textbook for Senior High School (Kasih, 2016; Fauza, 2018; Ikhromah, 2018). Only a few studies discuss the evaluation of English for textbook used by Vocational High School.

The objective of this research is to analyze an English textbook used by Vocational High School called *Forward an English Course for Vocational Students*. This textbook was utilized by most of Vocational High School with various majors, so evaluating this can be a great value to the English language learning. Moreover, nowadays there are several English textbooks published which make vocational school teacher confused in deciding to use the best textbook. The evaluation can contribute as a reference for the future revision and enhancement of certain criteria in the textbook. This study examines how the grammar and vocabulary are represented and whether the approaches used by the teacher in introducing grammar and vocabulary in *Forward an English Course for Vocational Students* textbook are appropriate to the students in grade X. Furthermore, this study investigates the content of the textbook in terms of its relevance with the use of making students understand English at the workplace. In order to fulfill these purposes, evaluation criteria and teacher survey were developed by the researcher for the analysis of the textbook content.

METHOD

This study is aimed to analyze *Forward an English Course for Vocational Students* grade X which has been used as fundamental material in most of Vocational High School in Indonesia since 2012. The importance of this study comes from the general theory that the central tools in teaching and learning a foreign language is textbook (Zacharias, 2005). This research focused on three

important elements that have been selected for analyzing the textbook such as vocabulary, grammar also the subject and content of the book related to basic English used at the workplace.

This study is mixed research, which contains both quantitative and qualitative data. The data collected by the researcher is combined and analyzed with the purpose to evaluate the textbook. Researcher obtained and analyzed the textbook *Forward An English Course for Vocational Students* grade X. Researcher also collected all the survey responses from English teachers in some of Vocational High Schools who have used this book in their classrooms. Then both data is combined and conclusions are drawn about the usefulness of using *Forward An English Course for Vocational Students* grade X.

The qualitative analysis in this study is a micro-analysis. The analysis focuses on grammar, vocabulary and the subject and content of the book related to basic English used at the workplace focusing on computer and network engineering major in *Forward An English Course for Vocational Students*. The micro-analysis is characterized as an examination of discrete point components of an entire text. The researcher employs her skill to qualitatively analyze the 3 components displayed within the textbook. A micro analysis of a text can give the explanation about the weaknesses in the design for the future use and the usefulness of the text for a certain group (Ellis, 1997). To investigate more, the result of the teacher's survey will be presented. In the end, an overall analysis of *Forward An English Course for Vocational Students* can be used to decide whether this textbook is efficient to be used in the classroom or not.

The participants of this study are 15 English teachers. All the teachers work at Vocational High School in Indonesia, teach English to grade X majoring in computer and network engineering and utilize the textbook as an official curriculum in their classrooms. The teachers were chosen randomly from Vocational High School in Indonesia. They are asked to carefully and honestly fill the questionnaire prepared by the researcher. They need to deliver their opinions about *Forward An English Course for Vocational Students* grade X based on their experience in the classroom. The participants are asked to put only a tick mark in the column of their choice.

The analysis of this study is divided into two parts: researcher analysis by evaluating the textbook (qualitative data) and survey analysis by asking the teacher's opinion (quantitative data). The researcher's analysis sums up the researcher's evaluation of the textbook, including vocabulary, grammar, and the subject and content of the book related to basic English used at the workplace. The source of data are all the components in the English textbook. Then, the researcher

collected the data by using paper, pen, tables, notes, and outlines. The other instrument utilized is a survey which is conducted to investigate how Vocational High school teachers report their analysis of the textbook they use in their classroom. The evaluation of the textbook done by the teacher using survey form. The items in the survey are designed to align with the same analysis criteria of the textbook done by the researcher. After analyzing all the similar and relevant literature about collection tool, the survey questionnaire is finally developed. It is written in line with the purpose and the research questions mentioned by the researcher.

The survey instrument for teachers is written in English. The survey also equipped with the demographic section which requires participants to write their age, sex, and number of years teaching English in Vocational High School. The total questions asked in the survey for teachers are 14. The answer uses a scale of 1 to 5, then it will be presented on a Likert-type scale with the total of five point from "strongly disagree" to "strongly agree". The questions theme focused on the appropriateness and efficiency of the book related to the three components shown above.

RESULTS AND DISCUSSION

The researcher provides the findings into two parts: textbook content analysis by the researcher and the result of the teacher's survey which focuses on three elements; vocabulary, grammar, and the subject and content of the book related to English used at the workplace. This data then discussed along with the result of the teachers' survey. Demographic information about the teacher surveyed in this study is shown in the table below. The point mentioned in the questionnaire is shown through the table and explained textually. The survey result and the textbook content analysis by the researcher are presented with explanations accordingly.

Table 1: The Gender of Participants

Gender	Frequency	Percent
Female	9	60%
Male	6	40%
Total	15	100%

Table 2: The Experience of Participants

Teaching Experience	Frequency	Percent
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1 - 5 years	5	33.33%
6 - 10 years	3	20%
11 - 15 years	2	13.33%
16 - 20 years	5	33.33%
Total	15	100%

Table 3: The Result of Teachers' Survey

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The vocabulary items in the textbook are appropriate for the students' level.	6.7%	80%	13.3%	-	-
The vocabulary load (i.e., the number of new words introduced in every unit) is appropriate for the students' level.	6.7%	86.7%	6.7%	-	-
There is a good distribution (simple to complex) of vocabulary load across units and the whole book.	13.3%	60%	26.7%	-	-
The new vocabulary is repeated in subsequent units for reinforcement.	13.3%	26.7%	13.3%	46.7%	-
Various exercises are provided to help the students understand the meaning of vocabulary items and use them correctly in context.	6.7%	60%	26.7%	6.7%	-
The main grammatical items are appropriately and sufficiently chosen for the students' level.	6.7%	80%	13.3%	-	-
The grammatical items are introduced explicitly in meaningful contexts with clear examples and explanations.	13.3%	73.3%	6.7%	6.7%	-
The grammatical items gradually increase in complexity to suit the growing ability of the students.	6.7%	73.3%	20%	-	-
The grammatical exercises help the students to see the connection between forms and functions.	6.7%	73.3%	13.3%	6.7%	-
The subject and content of the textbook is relevant to my students' needs to be used as basic English at the workplace.	6.7%	60%	20%	13.3%	-
The subject and content of the textbook is generally realistic and useful for basic English at the workplace.	6.7%	73.3%	6.7%	13.3%	-
There is sufficient variety in the subject and content of the textbook related to English used at the workplace.	6.7%	60%	20%	13.3%	-
Vocabulary and grammar complexity is designed is relevant for the students in workplace	13.3%	73.3%	13.3%	-	-
Overall, this book is relevant and useful guide for me to teach student for a non-native teacher	13.3%	66.7%	13.3%	6.7%	-

Grammar

The main grammatical items in the textbook are appropriately and sufficiently chosen for the students' level. The competence of most students in Grade X is almost the same with students in Junior High School at the upper level. In this grade, they need to adjust with the environment in different levels of school, Senior High School. Based on the thorough analysis regarding the main grammatical item in the textbook, it is appropriate and sufficient for the student in that level. Based on the result of teacher's survey, most of them agree that the main grammatical items are appropriately and sufficiently chosen for the students' level. It is in line with the content analysis provided by the researcher.

Mart (2013) said that context-based grammar holds an important place for effective learning. So, grammar will be more interesting to the student if it is taught in context. In this way, students will have an opportunity to understand how the grammar structures work. It is also applied in grammar rules, students will find it easier to perceive the whole explanation given in context especially when the context provides accuracy in the target language. In this textbook, the grammatical items are introduced explicitly in meaningful contexts with clear examples and explanations. Most of the grammar sections is explained by mentioning and giving examples in positive, negative and interrogative patterns. The main point of the grammar is also shown in another format (underlined, bold or italic) to make it clearer.

To make some of the explanation more comprehensible, it is shown in the table. The effect not only can be felt by the student, but the teacher also benefits because they explain it in an easy way.

However, there is an explanation in unit 4 which provides lots of explanations about adjectives that are too much for one section. It can make students have difficulty understanding every point of the section. As a whole, the grammatical items are described with clear example and explanation. This data is supported by the teacher's survey, 73.3% teachers agree that the textbook provides a well-defined explanation about grammar and also sharp examples which can make the students comprehend the grammar easily.

Foster and Skehan (1996: 303-304) stated that development in grammatical complexity as "progressively more elaborate language" and a "greater variety of syntactic patterning". Both believes that grammatical complexity can connects with change and the opportunities for development and growth in the interlanguage system. The grammatical items provided in this textbook grew complex when their levels advanced. From the first unit to the last, every grammatical item used gradually increases in complexity to suit the growing ability of the students. Start from learning the verb 'to be', as the simplest form of verb in English to gradually learn about past

verbs in the last two units. The grammar explained here is also gradually increasing in complexity. Start with simple present tense, how to form an adjective, exclamatory sentences, future tense and its variation, then the last is talking about simple past and its variation.

In order to improve students' understanding of the grammar being taught and their learning outcomes, it is highly recommended to provide them with grammatical exercises. By doing it, students and teachers are able to measure the extent to which their understanding of the material. Especially in this textbook, the grammatical exercises help the students to see the connection between forms and functions. All the units provided in the textbook are equipped with grammar exercises except for Unit 5 and 8. The grammar exercise presented related to the grammar section described in every unit. The grammatical exercises is also varied, with the purpose to avoid student for being bored, such as student need to put the correct grammatical item into a dialogue, student listen to the audio and fill in the blanks with the correct grammatical item, student read the sentences provided and rewrite them under the appropriate picture, student ask to think about what they did last week and ask them to complete the diary.

The way the grammar is presented in the textbook is different. Any explanations related to tenses are shown with the table. In Unit 6 and Unit 8 which explore about Present Perfect Tense, Simple Past Tense, Past Continuous Tense, Past Perfect Tense, the content of the tenses are breakdown by providing tables to show, formula, example and function of the tenses being discussed.

The information of the tense is shown with formulas in a complete version, including the preposition of time. The formula is equipped with examples for different pronouns because in this tense need to put the word 'has/have' which is different for every pronoun. The ending part of the formula and example, there is an explanation of preposition of time. This part is also equipped with examples and the function of every preposition of time. This method makes students understand more with how to use the tense in correct structure in a full sentence.

Another section which explains tenses with tables is shown with example affirmative, negative and question form. One sentence is provided as an example and modified with different forms of sentence and different pronoun. This approach stimulates students to make a comparison and can comprehend more easily. The flaw of this explanation is in the section of adverb of time. Unlike in the previous one, Essential Grammar 1, this section doesn't provide the type of adverb of time, or even examples of it. This will lead confusion to the student when they have to face a sentence with an adverb of time using past tense. It is better to show an example or explanation about the adverb of time, because in the formula, it is mentioned.

When some tenses are explained with the table, there is also another type of explanation using tables. The left coulomb displays examples of sentences in specific tense. The right coulomb displays the meaning of the sentence in correlation with the tenses. The total table is three which explains one tense. There is no formula for the tenses, as usually shown in the previous unit. Simple past tense has been discussed before, but past continuous and past perfect tense have never been mentioned in the previous units. This sudden information for students can lead to misunderstanding. Even though the students may have learned it in Junior High school, it is better if there is an introduction to these tenses, or maybe telling them again about what these tenses are. Teachers need so much effort to bridge the student and make them understand these tenses. The best thing the teacher needs to do is showing their student the formula before explaining as mentioned in the book. This approach will not make the student confused and they will follow the classroom easily.

Vocabulary

Susanto & Fazlinda (2016) stated that essential component of language learning is vocabulary. It is also added by Cameron (2001) that without learning vocabulary, student may not learn a language because vocabulary is a major asset for language utilization. So, learning a vocabulary can be an essential and beneficial part to grow the skill and knowledge of language. It means that a good textbook should provide a medium for vocabulary learning which can be utilized by the student and also the teacher.

Teaching new vocabulary to the student required the teacher to utilize several techniques, not only one. So better for the teacher to know any kind of techniques but not all the techniques can be used, depending on some factors, such as time availability, content and the value. Susanto (2017) reviewed some techniques proposed by experts to teach new vocabulary; using objects, drilling, spelling, and active involvement technique, using mime, expressions and gestures, using enumeration and contrast and guessing from context.

If the teacher wants to use this method using the textbook, then it is the appropriate medium since at every end of the unit, the author provides a "word vault" which is a list of new vocabulary being used in the particular unit. There are also some tasks that require students to spell listed words. Reed (2012) suggested that the primary means of spelling is through memorizing vocabularies.

This technique can be used in this textbook. In Unit 4 Task 3, students are asked to see the picture of an old man with the detail of his body. This task called a physical description. In this task students need to find the correct adjective to define or describe the part of the body mentioned in the picture. Even though appropriately

employed for beginners or young learners, this is still efficient to be used by senior high school students. As stated by Takač & Singleton (2008), this method can help the student to remember new words better because the memory for objects and pictures is very reliable and can be the cues to remember words.

Dubin (1993) in Susanto, A. (2017) said that guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists. So, this method is highly recommended to all levels of students, especially in senior high school. There are four components used to activate guessing in a written or spoken text; the reader, the text, unknown words, and clues within the content. This textbook provides all the components, so that it is suitable for the teacher to use this technique while teaching vocabularies. There are four units which give tasks to the student about guessing the vocabulary meaning through the context. For instance, in Brain Teasers section Unit 8 the student will be given several sentences which are taken from the previous text (narrative text entitled Nyai Rara Kidul). Students are instructed to guess the meaning from the context. Another similar task also shown in Task 18 in Unit 1, Task 2 Unit 3 and in Precise Exercise page 78 Unit 4.

The vocabulary items in the textbook are varied, from the simple vocabulary to unfamiliar one. However, all the vocabularies are appropriate for the students' level. The result of the teachers survey also shows a positive response.

The vocabulary load in this textbook is the number of new words introduced in every unit. The researcher already checked that the vocabulary listed in every "Word Vault" section is different and it is still appropriate for the students' level. The harder the content of the unit, the vocabulary load is decreasing. This is actually a good approach which makes the student not force them much in a harder unit. However it makes the load inconsistent. It is started with a lower number in unit 1 to 3 but then the load in unit 4 increases five times. After that, unit 5 and 6 show similar amounts with slightly different types of vocabulary. Unit 7 and above has so many new vocabulary listed compared to the six previous units.

The distribution of vocabulary load in this textbook from simple to complex is applied well. Starting from simple vocabulary in Unit 1, move to the intermediate level of vocabulary in unit 5 to the complex one in the last two units. This distribution helps students to understand step by step from the simplest one. The best way to memorize a new vocabulary is by doing it from the most familiar (simple) to the most complex. By using this textbook, students can learn new words that are popular and often spoken by people in everyday life. Then they are also provided with complex vocabulary to accomplish more vocabularies.

According to the research conducted by Altalhab (2018), he found out that the repetition strategies were effective in retaining new vocabulary in the short-term but not in the long-term. Repetition is also used to make reinforcement of a certain section. The researcher also tried to find this in the textbook. However, the repetition in this textbook does not function as reinforcement because it is only applied to one to two units, not all of them. This result is also in line with the teacher's survey in which almost half of them do not support the statement "the new vocabulary is repeated in subsequent units for reinforcement".

According to Dunmore (1989), in understanding the meaning of unfamiliar word, it is better to involve in different vocabulary exercises types and context. This activity can help the student to comprehend new words and remember them for a long time. English textbook is utilized to increase the student's vocabulary knowledge. It is designed to complement L2 learners in their studying with different proficiency level. Llach (2009) also emphasized that vocabulary knowledge can be acquired as the outcome of vocabulary exercises. According to Min and Hsu (2008), most of students will be more content on a specific word in vocabulary exercises and activities which allow them to comprehend the function and meaning of that specific word. As a result, utilizing different task of vocabulary learning is important and beneficial for the outstanding outcome. In this textbook, the author provides various exercises to help the students understand the meaning of vocabulary items and use them correctly in context. The exercises used in this textbook is varied, such as asks the student to listen to the audio and fill in the blanks, asks them to use multiple vocabularies provided to match with the situation, ask them to make good sentences with the adjective provided, complete the dialogue, describe the picture provided with several vocabularies mentioned, guess the meaning of certain vocabularies based on context.

The Content related to English Used at the Workplace

In the global era marked by the rapid development of technology today, English is a necessity for every student. The students in Vocational High School, who are projected to be workers, are given English content from an early age in every subject at school. So, once they graduate from school, they won't be confused because of English.

Sometimes it is true that vocational school graduates do not fully need English in their world of work, but knowledge of basic English still has to be learned. English is now widely used in many things, such as descriptions on products imported from abroad, how to use them are also conveyed in English. Most of the language used by most systems is English which is very important for Vocational High School graduates to know some vocabulary in the world of work.

Students' need for English which is adjusted to their major, namely the computer and network engineering major, cannot be very specific for that major because the level of education is still intermediate. Also, the book being analyzed is a book used by class X students who have not yet learned much about technical terms in the department. Therefore, the subjects and content discussed are those related to basic English only.

Most of the subject and content of the textbook is relevant to students' needs to be used as basic English at the workplace. For example, Unit 1 discussed how to greet someone and introduce themselves which is needed in a workplace situation when students need to meet many new people. Some of the exercises also relevant such as in Task 33 which the student required to complete the dialogue with complement in the form of exclamations and responses. The theme of Unit 3 is also relevant to give students broader knowledge about some occupations and the detail of the job desk. This is also in line with the result of a teacher survey which shows that the majority of the teachers 66.7% agree that the subject and content of the textbook is relevant to the students' needs to be used as basic English at the workplace.

Moreover, the subject and content of the textbook is generally realistic and useful for basic English at the workplace. For example, unit 1 with task 5 gives more information about the office environment by showing the picture of people wearing office attire and so there is a dialogue of greeting and introducing a colleague to another including complement expression. Similar content is also provided in unit 5 and 6. Teacher's survey shows a positive perspective to the statement "the subject and content of the textbook is generally realistic and useful for basic English at the workplace".

The variety of subject and content in Unit 1 is sufficient enough in terms of the variety of subject and content related to English used at the workplace. Even some content is still talking about school such as Task 20 which students require to understand the content of a letter, it is about a student in university who is talking about the subject he took. But most of the content is related to any situation and condition at the workplace. This result is also supported by the teacher's perspective which states that 60% agree that the variety in the subject and content of the textbook related to English used at the workplace is sufficient.

Based on vocabulary and grammar complexity, the content shown is relevant for the students in the workplace. Some of the vocabulary in Unit 1 shows types of occupation. Most vocabulary emphasized in Unit 2, 3, 4 and 5 are adjectives which can be used in daily life at the workplace even though the examples regarding those expressions in workplace context is not enough. Grammar told here is simple present tense which mostly be used to talk in daily life, so does at the workplace. The good

point is that the variety of vocabularies in this textbook is wide which can broaden the knowledge of the student to many areas.

In term of the content brought to be discussed in this textbook. Some of them are relevant with the English used in the workplace. In Unit 1, the theme shown are "Hello Everyone!" which help student to know how to introduce themselves in working place, introduce other people and understand formal and informal dialogue. Aside from that, how to give compliment, express congratulation, response to it is mentioned in Unit 2, which use working context in providing the example. Even not all of the unit bring theme related to working place, but most of it is still relevant.

From the component mentioned above. This book is a good guide for teachers to be used to teach English in Vocational High School grade X. Most of the components discussed above give positive feedback, even though some of them still lack content. Overall, this book is a relevant and useful guide for me to teach students for a non-native teacher. Based on the teacher's survey, 80% agree that this textbook can be utilized properly as the teaching material for non-native teachers to teach English in Vocational School Grade X.

CONCLUSION

The main grammatical items in the textbook are appropriately and sufficiently chosen for the students' level. It is also introduced explicitly in meaningful contexts with clear examples and explanations. The grammatical items provided in this textbook grew complex when their levels advanced. From the first unit to the last, every grammatical item used gradually increases in complexity to suit the growing ability of the students. The grammatical exercises shown here help the students to see the connection between forms and functions.

The vocabulary items in the textbook are varied, from the simple vocabulary to unfamiliar one. In addition, all the vocabularies are appropriate for the students' level. It is also appropriate for the students' level. The distribution of vocabulary load in this textbook from simple to complex is applied well. In this textbook, the author provides various exercises to help the students understand the meaning of vocabulary items and use them correctly in context. However, the repetition in this textbook does not function as reinforcement because it is only applied to one to two units, not all of them.

Most of the subject and content of the textbook are relevant to my students' needs to be used as basic English at the workplace. Moreover, the subject and content of the textbook is generally realistic and useful for basic English at the workplace. The variety of subject and content is enough in terms of the variety of subject and content related to English used at the workplace. Based on vocabulary

and grammar complexity, the content shown is relevant for the students in the workplace. Also, based on the theme brought to the textbook in every unit, most of them are related to the English used at workplace. Even though the theme is still common theme, not too specific for certain major in Vocational High School.

Overall, this book is a good guide for teachers to be used to teach English in Vocational High School grade X. Most of the components discussed above give positive feedback, even though some of them still lack content. Overall, this book is a relevant and useful guide to teach students for a nonnative teacher. It can be utilized properly as the teaching material for the non-native teachers to teach English in Vocational School Grade X.

Even though this textbook is good overall, it is better for the teacher to use another teaching material aside from this. The purpose is to get wider knowledge to guide students in learning English especially related to the need in the workplace. Also, it is better to use a specific English textbook that is related to every major in Vocational High School, so the student can get more familiarized with the term used in the respective workplace. It is also better for the author to put more content related to the basic English used at the workplace because in this textbook, it is not richly explored.

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