

---

## CONTENT ANALYSIS ON ENGLISH TEXTBOOK FOR TOURISM CLASS

Achmad Hamdani, Abdul Muth'im, and Nasrullah,

Universitas Lambung Mangkurat

[AIB214266@mhs.ulm.ac.id](mailto:AIB214266@mhs.ulm.ac.id)

First received: January 29, 2021

Final Proof Received:

### ABSTRACT

*Textbook is one of the most important things in teaching and learning process. It provides material related to what will discuss in a class, course, or lecturing. It should fulfill some aspects, so it can help the students and teachers in teaching and learning process. This study has two research objectives: (1) Whether the teaching material is matching with the syllabus. (2) Whether the teaching material fulfill the criteria from Hutchinson and Alan Water (1987). Approach in this study is using descriptive qualitative. The research setting took place at SMKN 4 Banjarmasin (eleventh grade). Subject of research is a textbook entitled "Practice Your English Competence for Vocational High School Grade XI". Instrument and indicator of this research are criteria from Hutchinson and Alan Water (1987) and Syllabus of English SMKN 4 Banjarmasin grade 11 2019/2020. The data were collected by documentation procedure. The data were analyzed using checklist from the syllabus and the criteria. Afterwards, the data were analyzed to answer the research questions. The findings show the textbook fulfilled 11 units on the syllabus. For the criteria, the textbook fulfilled 8 criteria from 9 criteria. For the syllabus, the textbook fulfilled all units on the syllabus. For the criteria, the textbook did not fulfill two criteria fully. In conclusion, the textbook is matched with the syllabus and the criteria. However, the textbook did not fulfill the aspects and criteria fully. Nevertheless, the textbook can still be used in teaching and learning process. Then, it is suggested to conduct further research related to content analysis and textbook analysis to this research.*

**Keywords:** Analysis, Content Analysis, Textbook

### INTRODUCTION

#### Research Background

Textbook is a book that contains material related to the subject. According to Ashikuzzaman (2014), a textbook is book of instruction. Textbook enables readers to develop proper understanding of a subject. In general, textbook is a mandatory book that use in teaching and learning for example in a school, collage, private courses, etc. Textbook contains material that will be taught in a class to achieve the goals of teaching learning. Therefore, textbook becomes a part of teaching and learning process during in a class, study, or lecture.

Textbook has own role in teaching and learning process. The role has two perspectives, that is from students and teachers. According to Riana Herlinda (2014), textbook provides a variety of learning resources both for spoken and written material, activities for learners, the sources for learners in learning, help teacher in arranging lesson plan, and guidance in giving homeworks. The role of textbook in teaching and learning has many benefits for the teachers and the students.

Textbook is needed in a learning and teaching process based on student's class. For example, textbook for English for specific purpose (ESP) class, the textbook used must be different with another class. The textbook is made to require student needs of ESP class. For example, in tourism we must learn English nicely as a tour guide nor tourist. It occurs when the tour guide explains or communicates to the

tourist, both of them must have a connection in conveying and understanding what they are talking about. So, in practice the tour guide can fulfill their job and the tourist can enjoy their tour better.

English for specific purposes in vocational high school is different with English as a subject in senior high school, especially in materials and students need. It also involves special syllabus in their learning to fulfill the materials and student needs. It occurs because vocational high school supplies English for specific majors. English for tourism, the materials and syllabus are made to fulfill student's needs related to tourism.

This study focused on tourism class. Researcher interested to analyze English textbook of tourism class. English for tourism class is rather different from other class or major, it must produce alumnus who masters English in communication. It includes spoken form or written form. So, this research interests to English for tourism and the research will analyze English for tourism at vocational high school.

English for tourism is one of favorite majors in vocational high school, because it pledges big chance in world jobs such as tour guide. Surely, English material is specific for the students especially in the syllabus to fulfill their needs.

From explanation above, students in tourism class have own needs in learning English from textbook. A good textbook must provide their need to achieve their goals in learning English. The good textbook will help the student efficiently achieve their goals in learning English.

This study is conducted at SMKN 4 Banjarmasin: second grade in tourism class. Researcher choose SMKN 4 Banjarmasin because SMKN 4 Banjarmasin is the nearest school from Campus (Lambung Mangkurat University) that provides tourism class.

The researcher found some studies related with this study. The first study is from Sayidah Salim (2008). She found that the textbook did not fulfill the material mentioned in the curriculum at SMA Islam Harapan Ibu Jakarta (grade X). Then, she analyzed the textbook and see the appropriateness of the textbook. She found that the textbook met with the criteria of good English text book and the textbook used the multi-syllabus type in designing its materials. The second study is from Muniroh (2016). She analyzed English Textbook entitled "When English Rings a Bell" for grad VII Junior High School. She found that the textbook has fulfilled the criteria of content appropriateness, presentation appropriateness, linguistic appropriateness, and graphic appropriateness by BSNP. The third is Purnomowulan (2014) from Universitas Pendidikan Indonesia. The study examined whether the English textbook has fulfilled Curriculum 2013 requirements and the criteria for textbook content development. The writer analyzed English textbook entitled "When English Rings the Bell." The findings of this study stated that the textbook met with the criteria of a good textbook and the Curriculum 2013 requirements have been accomplished in the textbook.

From explanation above, the title of this research is "Content Analysis on English Textbook for Tourism Class: Second Grade at Vocational High School". By the title, researcher expects it can fulfill the research questions below.

### **Research Questions**

Based on the background of study above which describe about reason why interested with this research. There are two research questions below:

1. Do the teaching material (textbook) match with the syllabus for tourism class?
2. Do the teaching material (textbook) fulfill the criteria from Hutchinson and Alan Water (1987)?

### **Research Objective**

There is objective of the research at the XI (eleven) grade, academic year 2019/2020 of SMKN 4 Banjarmasin, South Kalimantan. The objective of study as follow:

1. To identify whether the textbook is matching with the syllabus for tourism class.
2. To identify whether the textbook fulfill the criteria from Hutchinson and Alan Water (1987).

### **Research Significance**

The results of this study are expected to give benefits as follow:

1. Giving teachers of English for tour guiding description about appropriateness of English guiding materials that are used for tourism class grade eleven.
2. Helping teachers of English for tour guiding to know English guiding materials that suitable with the syllabus and the criteria.
3. Giving benefit to the students to know what they need based on the syllabus and the criteria when they learn English guiding for tourism class.

### **Definition of Key Terms**

1. Analysis  
Oxford Learner's pocket Dictionary (2010), analyze means examine or study something. Analysis in this research means analysis about ESP content analysis on English for tourism.
2. Content Analysis  
Content analysis in this study means analyzing content of textbook based on syllabus and criteria, whether the textbook is matched with the syllabus and the criteria.
3. English Textbook  
English textbook in this study means the material used by SMKN 4 Banjarmasin eleventh grade of tourism class.
4. Tourism Class  
Tourism Class means one of class or a major in SMKN 4 Banjarmasin eleventh grade.
5. Syllabus  
Cambridge Advanced Learner's Dictionary and Thesaurus (2019), Syllabus; a plan showing the subjects or book to be studied in a particular course. Syllabus in this research is an outline about everything that will be covered in tourism class for a semester (syllabus of English subject second grade at SMKN 4 Banjarmasin 2019/2020).
6. Criteria  
In this study, criteria means a criteria from Hutchinson and Alan Water (1987), which is used in data analyzing.

## **METHODOLOGY**

### **Research Design**

Approach in this research is using descriptive qualitative. Content analysis becomes a study to analyze English guiding material or English textbook in tourism class SMKN 4 Banjarmasin. Content analysis falls in the interface of observation and document analysis. According to Kerlinger (1986), content analysis as a method of studying and analyzing communication in a systematic, objective, and quantitative manner for the purpose of measuring variables. This research will analyze the English textbook to know about the appropriateness of the material used in tourism class.

Before analyzing the material, the observation was done to get information about tourism class. The researcher got the information from English teacher. After that, the researcher analyzed the English guiding material whether the material appropriate with tourism class syllabus and the criteria by Hutchinson and Alan Water (1987).

### Research setting

The setting of the study refers to the place and time to conducting the study. This study will be conducted at XI (eleven) grade, academic year 2019/2020 of SMKN 4 Banjarmasin, South Kalimantan.

### Research Subject

Based on the research, the subjects are English for tour guiding material (English Textbook) that is used by students grade XI (eleven) and syllabus academic year 2019/2020 of SMKN 4 Banjarmasin, South Kalimantan.

### Research Instrument

Research instrument is intended to analyze English guiding materials (Textbook) for tourism class grade XI (eleven), academic year 2019/2020.

In this research, the researcher used the checklist material analysis instrument to know appropriateness of the English textbook more detail. (See chapter 2 for the instrument: The Criteria from Hutchinson and Alan Water 1987)

Table 1 Indicator of Instrument based on The Criteria from Hutchinson and Alan Water 1987

NO	ANALYSIS ASPECT	INFORMATION	NOTES
1.	Language Description		
2.	Macro Skill		
3.	Micro Skill		
4.	Text-Type		
5.	Subject Matter Area		
	Level of Knowledge		
	Treatment		
6.	Content Organized Throughout the Course		
7.	Organizing of Content Within the Course Unit		
8.	Sequencing of Content Throughout the Course		
9.	Sequencing of Content Within the Unit		

Found :   
 Not Found :   
 Notes : ...

Table 2 Indicator of Instrument based on *Silabus Bahasa Inggris SMKN 4 Banjarmasin Kelas 11 2019/2020*

NO	ANALYSIS ASPECTS (Contents)	INFORMATION	NOTES
1.	Advice, Suggestion and Offering		

2.	Opinions and Thoughts		
3.	Taking Simple Phone Message		
4.	Formal Invitation		
5.	Personal Letter		
6.	Following Instruction (Procedure Text)		
7.	Passive Form		
8.	Conditional Sentence		
9.	Factual Report Text		
10.	Analytical Exposition Text		
11.	Biography		

Found :   
 Not Found :   
 Notes : ...

Checklist is instrument that will check the English guiding material. In this instrument there are some determinations of material analysis based on the syllabus and the criteria of content analysis by Hutchinson and Alan Water (1987). (See appendix for the Syllabus)

### Data Collection Procedure

Procedure of data collection is necessary in research. According to (Gay 1992:20), there are some methods in collecting data namely test, interview, observation and documentation.

In this research, the process of data collection used documentation. The data were collected by reading and identifying the textbook as the sample. Then, the data is analyzed using the criteria of Hutchinson and Alan Water 1987 and The Syllabus as the instrument.

### Technique of Data Verification

In qualitative research, data can be categorized good data if the data are valid. To get validity of data, Creswell (2009: 191) classified the validity of data into eight strategies, one of them is triangulation.

In this research, the researcher uses triangulation technique. Cohen (2000:112) stated “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior”. Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. The purposes are to increase the validity and credibility of the findings. According to Denzin (in Patton, 2009) stated that there are four techniques of triangulation. Those are: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

From those types of triangulation, the researcher used sources triangulation to get validity of data. Besides, the researcher collects the data by using two sources. First, it was from the criteria from Hutchinson and Alan Water (1987) and the Syllabus SMKN 4 Banjarmasin in academic year 2019/2020.

## Data Analysis Procedure

### *Defining criteria*

The criteria are from Hutchinson and Alan Water (1987) and the Syllabus of SMKN 4 Banjarmasin 2019/2020.

### *Reading the book*

Reading the textbook to identify the content of English textbook that used by second grade (tourism class) students at SMKN 4 Banjarmasin.

### *Analyzing the data*

a. Subjective analysis

This procedure will explain about the realization of the criteria that possible being in the course.

b. Objective analysis

After subjective analysis, the next is objective analysis. It is about how the material being evaluated to realize the criteria.

### *Matching and concluding*

The last step is matching and concluding. It was done to know about how far the material match with the syllabus and the criteria. Then, the researcher will conclude the result of the analysis.

## RESEARCH FINDINGS AND DISCUSSION

### Findings

#### *Material presentation within English textbook*

The English Textbook of SMKN 4 Banjarmasin Grade XI based on the factual details,

Title : *Practice Your English Competence for Vocational High School Grade XI*

Author(s) : Eka Mulya Astuti

Publisher : Erlangga

Price : -

ISBN : 978-602-298-159-6

No. of pages : 105

Components : -

Level : XI SMK

Physical size : 26 cm x 21 cm

Length : 41 cm

Units : 12

Lessons/Sections : -

Hours : -

Target skills : Listening, Speaking, Reading and Writing

Target Learners : Vocational High School Students Grade XI

Target Teachers: Teacher of Vocational High School Students Grade XI

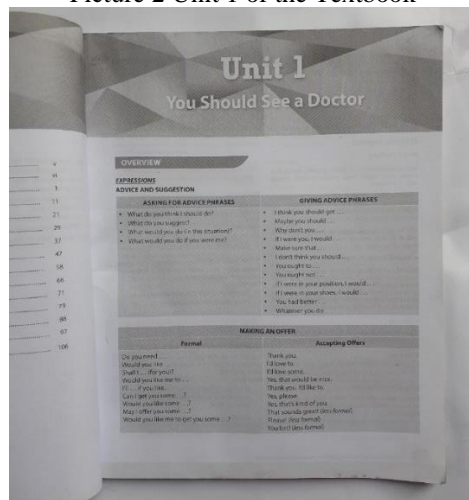
Assessment : -

Picture 1 Cover of the Textbook



a. Unit I : You Should See a Doctor (page 1 of the textbook)

Picture 2 Unit 1 of the Textbook

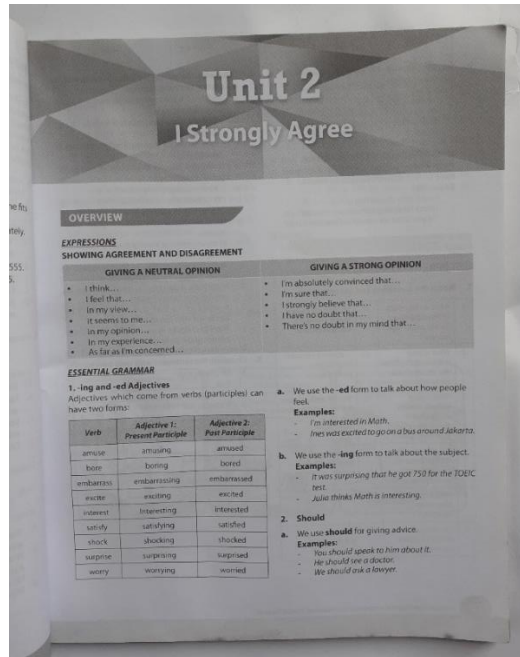


This unit discusses expressions of advice and suggestion. This unit gives form of asking for advice phrases and giving advice phrases. It also provides formal, informal and polite forms for example of advice and suggestion. Then, for the practice section it provides related material of the topic discuss.

b. Unit II : I Strongly Agree (page 11 of the textbook)

Picture 3 Unit 2 of the Textbook





This unit discusses expressions of showing agreement and disagreement. This unit provides form of giving a neutral opinion phrases and giving a strong opinion phrases. But, example for this topic is less than I expect. For the practice section, it provides related material of expressions of showing agreement and disagreement.

- c. Unit III : Happy Birthday (page 21 of the textbook)  
 This unit discusses expressions of hope. Then, this unit provides expressing of hope and expressing good wishes. For the practice section, it provides related material of expressions of hope.
- d. Unit IV : You are Cordinally Invited (page 29 of the textbook)  
 This unit discusses invitation. It discusses about inviting, accepting, and refusing an invitation. This unit explains about Invitation letter from official to personal. Then it provides example of letter's part, accepting and declining an invitation, and formal and informal phrases. For the practice section, it provides related material of the topic discuss such as image of letters, replies of letters, recognizing part of letter, and information of letter contents.
- e. Unit V : Dear Annessa (page 37 of the textbook)  
 This unit discusses personal letter. It seems like the previous unit (unit IV). But, it focuses on personal letter in detail. For example, parts of personal letter, topic of personal letter and types of personal letters. For the practice section, it provides related material of the topic discuss as Unit IV.



- 
- f. Unit VI : Just Follow These Instructions (page 47 of the textbook)  
This unit discusses following instruction. It provides procedure text as main topic of following instruction. It also gives explanation of procedure text, there is example of procedure text, but no example as pictures. Then, for the practice section it provides related material of the topic discuss. It also provides pictures to sort appropriately to the steps.
- g. Unit VII : It's Made from Glass (page 58 of the textbook)  
This unit discusses expressions 'what is it made of ?.' This unit discusses about passive form. It relates passive form with phrase 'what is it made of ?.' It intends to tell about a construction of text whose object usually put in the front. Then, for the practice section it provides related material of the topic discuss.
- h. Unit VIII : If You Exercise Regularly (page 66 of the textbook)  
This unit discusses conditional sentences. It defines the definition of conditional sentences and give some examples of conditional sentences. Then, it provides forms of conditional sentences. Then, for the practice section it provides related material of the topic discuss and interesting task.
- i. Unit IX : What Is This ? (page 71 of the textbook)  
This unit discusses factual report. It gives explanation and definition of factual report. It does not provide example of report text, it only compares the explanations with definition of descriptive text. For the practice section, it provides related material of the topic discuss.
- j. Unit X : Is It Good for Us ? (page 79 of the textbook)  
This unit discusses analytical exposition. Analytical exposition is kind of argumentative text. It provides generic structure of analytical exposition, language features, conjunctions and verbs used of analytical exposition. Explanation of verbs used is enough with some examples. Then, for the practice section it provides related material of the topic discuss.
- k. Unit XI : Do You Know Her ? (page 88 of the textbook)  
This unit discusses biography. This unit definition and explanation of biography. It provides simple example of biography. Then, for the practice section it provides related material of the topic discuss.
- l. Unit XII : I Believe I Can Fly (page 97 of the textbook)  
This unit discusses the power of faith. In this unit, there is no explanation, it shows picture (following image) and practice listening music to do the tasks.

*The fit of material in the textbook to the syllabus*

Picture 4 Checklist and Indicator from the Syllabus

NO	ANALYSIS ASPECTS (Contents)	INFORMATION	NOTES
1.	Advice, Suggestion and Offering	✓	the content is completed
2.	Opinions and Thoughts	✓	less example
3.	Taking Simple Phone Message	✓	related to the material
4.	Formal Invitation	✓	the content is completed
5.	Personal Letter	✓	the content is completed
6.	Following Instruction (Procedure Text)	✓	no pictures for example
7.	Passive Form	✓	good practice section
8.	Conditional Sentence	✓	identifying task
9.	Factual Report Text	✓	no example of the text
10.	Analytical Exposition Text	✓	the content is completed
11.	Biography	✓	the content is completed

The fit of material in the textbook to the syllabus is met. All material in syllabus is covered by the textbook from first unit to last unit. The textbook provides material, activities, and practices that mention on the syllabus. But, some unit provides less explanation, example, and practice of each topic. (the syllabus is attached in appendix)

*The fit of material in the textbook to the criteria from Hutchinson and Alan Water (1987)*

Picture 5 Checklist and Indicator from the Criteria

NO	ANALYSIS ASPECT	INFORMATION	NOTES
1.	Language Description	✓	using structural language...
2.	Macro Skill	✓	providing macro skill...
3.	Micro Skill	✓	providing micro skill and each rule is separated and integrated
4.	Text-Type	✓	letter, dialog, writing, etc.
5.	Subject Matter Area	✗	subject matter is general
5.	Level of Knowledge	✓	appropriate level
5.	Treatment	✓	the treatment is covered
6.	Content Organized Throughout the Course	1/2	only around language point
7.	Organizing of Content Within the Course Unit	✓	by not pattern of component
8.	Sequencing of Content Throughout the Course	✓	easier to more difficult
9.	Sequencing of Content Within the Unit	✓	comprehension to production

The fit of material in the textbook to the criteria is met. So, the textbook is matched to the criteria from Hutchinson and Alan Water (1987). However, there are any criteria that is not fulfilled by the textbook: subject matter area and content organized throughout the course criteria. (see the criteria in chapter 2)

### Textbook subject matter

In this point, researcher found another finding of this study. According to criteria from Hutchinson and Alan Water (1987) textbook subject matter should appropriate with its fields. For the fields itself, it can be medicine, biology, accounting, tourism, information and technology etc. Whereas, the textbook in this study is using general subject matter. It means the textbook can be used by another class/major in same grade (eleventh grade). In fact, the textbook in this study is actually used by all around the class/major eleventh grades of SMKN 4 Banjarmasin. However, it should used tourism subject matter for the textbook because this study aimed textbook for tourism class (eleventh grade). Subsequently, other classes should be using textbook which subject matter related to their fields.

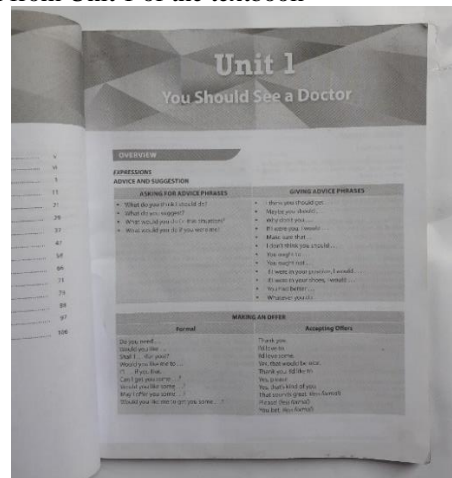
## Discussion of The Findings

### The fit of material in the textbook to the syllabus

Based on the content of the textbook (every unit in the textbook), it is matched with the syllabus. First unit is expressions of advice and suggestion. This unit has complete content such as explanations, examples, practice and enrichments.

Pictures 6 the syllabus (KD 3.13) and Material from Unit 1 of the textbook

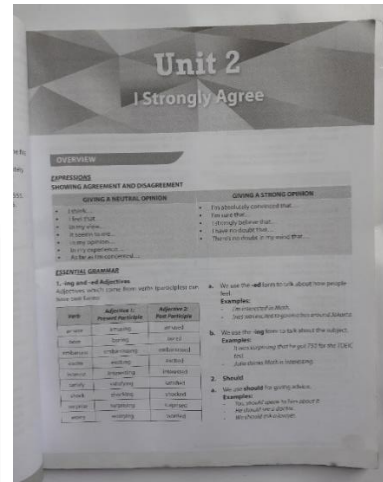
Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
3.13 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait <b>saran dan tawaran</b> , sesuai dengan konteks penggunaannya	3.13.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaannya. 3.13.2 Membedakan fungsi sosial, struktur teks dan	<b>Teks tulis dan lisan tentang memberi dan meminta saran dan tawaran</b>  <b>a. Fungsi Sosial</b>  Untuk memberi dan meminta saran dan tawaran untuk menjaga hubungan interpersonal	9	1. Mengamati teks lisan dan tulis tentang meminta dan memberi saran dan tawaran; 2. Menganalisis fungsi sosial, struktur teks dan unsur bahasa tentang meminta dan memberi saran dan tawaran yang terdapat dalam teks;	1. Pengetahuan: Tertulis  2. Keterampilan: Unjuk Kerja - Portofolio



Second, this unit discusses expressions of showing agreement and disagreement. This unit is also matched with the syllabus. Nevertheless, It needs more example, because the provided examples are only in a phrases and sentences.

Pictures 7 the syllabus (KD 3.14) and Material from Unit 2 of the textbook

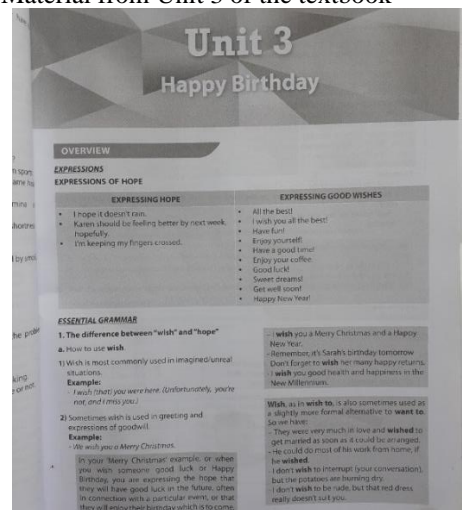
3.14 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya	3.14.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai memberi dan meminta informasi terkait pendapat dan pikiran sesuai dengan konteks penggunaannya 3.14.2	<b>Teks tulis dan lisan tentang meminta dan memberi pendapat</b>  a. <b>Fungsi sosial</b> : Menjaga hubungan interpersonal dengan guru, teman, dan orang lain  b. <b>Struktur</b>	6  1. Mengamati teks lisan dan tulis tentang meminta dan memberi pendapat;  2. Menganalisis fungsi sosial, struktur teks dan unsur bahasa tentang teks meminta dan memberi pendapat yang terdapat	1. Pengetahuan: Tertulis  2. Keterampilan: Unjuk Kerja, Portofolio
--	--	---	---	--



Third, it discusses expressions of hope and the unit is matched to the syllabus. The unit provided complete content and related material.

Pictures 8 the syllabus (KD 3.15) and Material from Unit 3 of the textbook

3.15 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat telephone (taking simple phone message) sesuai dengan konteks penggunaannya di dunia kerja	3.15.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai memberi dan meminta informasi terkait pesan sederhana lewat telephone terkait tempat kerja sesuai dengan konteks penggunaannya. 3.15.2 Membedakan fungsi sosial, struktur teks dan	<b>Teks lisan dan tulis tentang meminta informasi terkait pesan sederhana lewat telephone</b>  a. <b>Fungsi sosial</b> : Untuk memberi dan meminta informasi terkait pesan sederhana lewat telephone dalam mengemban	9  1. Mengamati teks lisan dan tulis tentang meminta informasi terkait pesan sederhana lewat telephone;  2. Menganalisis fungsi sosial, struktur teks dan unsur bahasa tentang teks memberi dan meminta informasi terkait pesan sederhana	1. Pengetahuan: Tertulis  2. Keterampilan: Unjuk Kerja, Portofolio
--	---	--	---	--



Fourth, the unit is matched to the syllabus because it discusses invitation. Then, it provided good content such as explanation, example in picture and text.

Fifth, the unit is also matched with the syllabus. This unit discusses personal letter. It provided clear explanation and related example.

Sixth, this unit discusses following instruction and it matched to the syllabus. But, for the example is only in written form, there is no in picture. Then, in practice section provided pictures to do a task.

Seventh, the unit is matched to the syllabus because it discusses expressions ‘what is it made of?’. It provided explanation example and related task in practice.

Eighth, the unit discusses conditional sentences and it is matched to the syllabus. It also provided explanation, example and interesting task in practice section.

Ninth, the unit is matched to the syllabus because it discusses factual report. It gave explanation and related practice section, but it did not provide example of the text.

Tenth, the unit discusses analytical exposition and it is appropriate with the syllabus. The unit has complete content such as explanations, examples, practice and enrichments.

Eleventh, the unit is met with the syllabus and it discusses biography. It provided explanation example and related task in practice section.

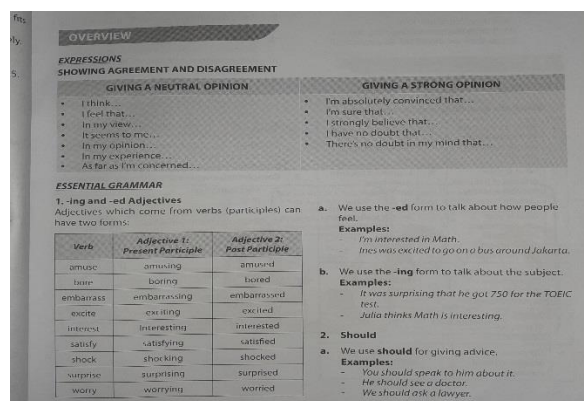
***The fit of material in the textbook to the criteria from Hutchinson and Alan Water (1987)***

Based on the criteria from Hutchinson and Alan water (1987), in subjective and objective analysis. For the first criteria is about language descriptions. In Hutchinson and Alan water first criteria the content has language descriptions, for example it can be structural, notional, functional, discourse based, a combination or more of these. In this study the textbook use structural language description.

Picture 9 the first criteria from Hutchinson and Alan Water

<p>1. What kind of language description is required on the textbook? should it be structural, notional, functional, discourse-based, some other kind, a combination of one or more of these?</p>	<p>1. What type(s) of linguistic description is/are used in the materials?</p>
--	--

Picture 10 example of structural language description from the textbook (page 11)



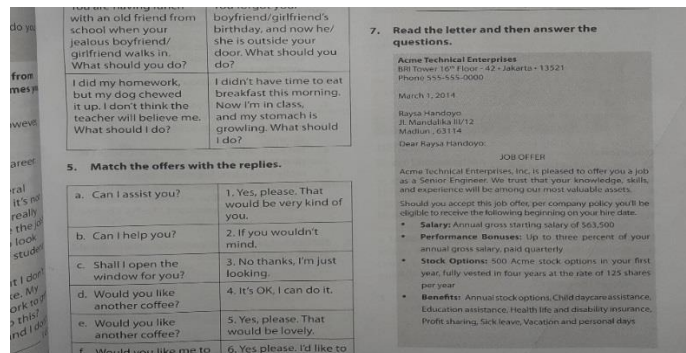


Then, for the second and third criteria is about macro and micro skill. For this criteria whether the content has macro skill of four skills in language. From the criteria, a good content should include macro skill such as reading, speaking, listening and writing. Based on the theory about macro skill there are many discussions about macro skill briefly (in chapter II). In the Hutchinson and Alan water criteria, the material of tour guiding has to contain macro skill. as well as micro skill in the language is also important alongside macro skill. Both of them support each other to master of teaching and learning English. The textbook provided all skill mentioned above. Each skill is separated and integrated.

Picture 11 the second and third criteria from Hutchinson and Alan Water

2. What proportion of work on each macro-skill (e.g. reading) is desired? Should there be skills-integrated work?	2. What is the proportion of work on each skill? Is there skills-integrated work?
3. What micro-skills is needed on the textbook? (e.g. deducing the meanings of unfamiliar words	3. What micro-skill are covered in the material?

Picture 12 example of reading task of the textbook (page 5)



5. Match the offers with the replies.

a. Can I assist you?	1. Yes, please. That would be very kind of you.
b. Can I help you?	2. If you wouldn't mind.
c. Shall I open the window for you?	3. No thanks, I'm just looking.
d. Would you like another coffee?	4. It's OK, I can do it.
e. Would you like another coffee?	5. Yes, please. That would be lovely.
f. Would you like me to	6. Yes please. I'd like to

7. Read the letter and then answer the questions.

**Acme Technical Enterprises**  
 Bill Tower, 10<sup>th</sup> Floor, 42, Jakarta - 13521  
 Phone 555-555-0000

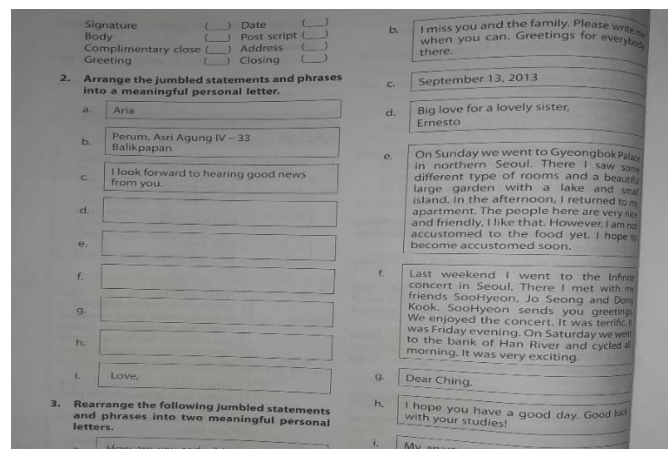
March 3, 2014  
 Raya Handoyo  
 Jl. Mandakila 10/12  
 Midium, 63114  
 Dear Raya Handoyo:

**JOB OFFER**

Acme Technical Enterprises, Inc. is pleased to offer you a job as a Senior Engineer. We trust that your knowledge, skills, and experience will be among our most valuable assets. Should you accept this job offer, per company policy you'll be eligible to receive the following beginning on your hire date.

- **Salary:** Annual gross starting salary of \$63,500
- **Performance Bonuses:** Up to three percent of your annual gross salary, paid quarterly
- **Stock Options:** 500 Acme stock options in your first year, fully vested in four years at the rate of 125 shares per year
- **Benefit:** Annual stock options, Child daycare assistance, Education assistance, Health life and disability insurance, Profit sharing, Sick leave, Vacation and personal days

Picture 13 example of writing task of the textbook (page 40)



Signature ( ) Date ( )  
 Body ( ) Post script ( )  
 Complimentary close ( ) Address ( )  
 Greeting ( ) Closing ( )

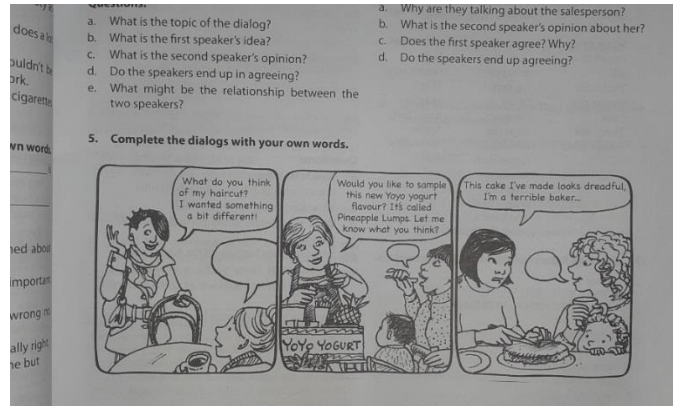
2. Arrange the jumbled statements and phrases into a meaningful personal letter.

- Aria
- Perum. Auri Agung IV - 33  
Balikpapan
- I look forward to hearing good news from you.
- 
- 
- 
- 
- 
- 
- Loves,

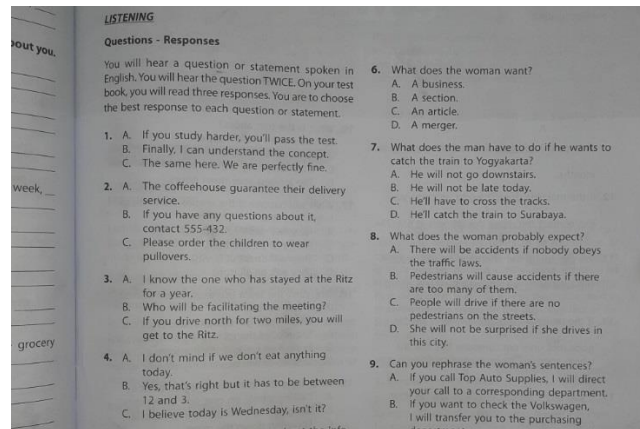
3. Rearrange the following jumbled statements and phrases into two meaningful personal letters.

- How are you today? Is everything OK?
- I miss you and the family. Please write when you can. Greetings for everybody there.
- September 13, 2013
- Big love for a lovely sister, Ernesto
- On Sunday we went to Gyeongbok Palace in northern Seoul. There I saw some different type of rooms and a beautiful large garden with a lake and small island. In the afternoon, I returned to my apartment. The people here are very nice and friendly, I like that. However, I am not accustomed to the food yet. I hope to become accustomed soon.
- Last weekend I went to the Infinite concert in Seoul. There I met with my friends Soohyeon, Jo Seong and Dong Kook. Soohyeon sends you greetings. We enjoyed the concert. It was terrific. It was Friday evening. On Saturday we went to the bank of Han River and cycled all morning. It was very exciting.
- Dear Ching,
- I hope you have a good day. Good luck with your studies!
- My apartment is very nice.

Picture 14 example of speaking task of the textbook (page 13)



Picture 15 example of listening task of the textbook (page 69)



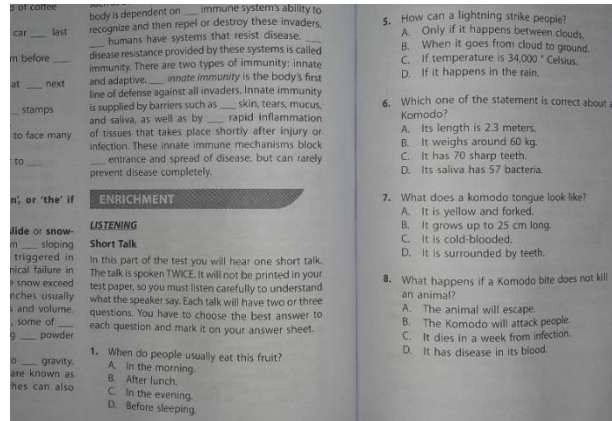
The next fourth discusses text-types which should be included in the material. For example, it can be manuals, letters, dialogues, experimental report, visual text, or listening text. Text types are needed on the syllabus is covered by the English textbook, such as letters, dialogues, listening text and so on.

Picture 16 the fourth criteria from Hutchinson and Alan Water

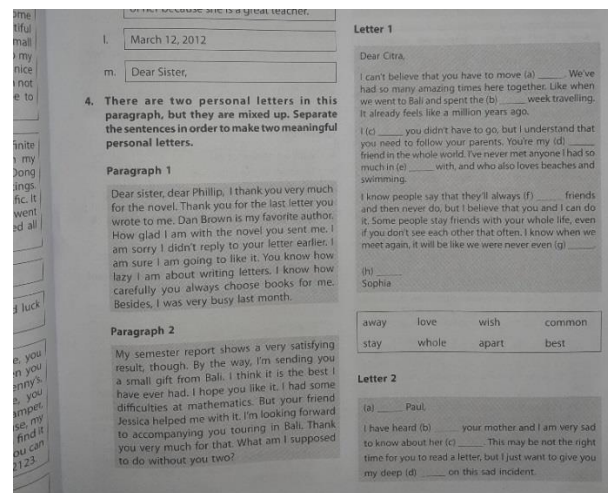
<p>4. What text-types should be included?                  e.g.                  - manuals?                  - Letters?                  - Dialogues?                  - Experimental reports?                  - Visual texts (pictures, diagrams, charts, graphs, cartoons etc.)?                  - Listening texts                  - Any other kind?</p>	<p>4. What kind of texts are there in the materials?</p>
---	--

Picture 17 example of listening text of report text (page 76-77)





Picture 18 example of letter text (page 41)



The next criteria is about relation with subject matter area. It should be required during teaching and learning. The subject matter area in this research is tourism class. The textbook does not provide special material for tourism class. The textbook can be used by other class, not only tourism class.

For the level of the knowledge it must be for secondary school. It because the textbook for Vocational High School and the level matches to be assumed by students of vocational high school.

Then, it also discusses treatment should the topics given. It can be 'straightforward, factual; 'human interest' angle; humorous; unusual perspective; taking into account issues, etc. The treatment of the topics on the textbook is straightforward, factual, human interest angle. The treatment is covered by the textbook.

The sixth criteria is content organized throughout the course for tourism class. It can be decided by subject-matter, around language points or so on. In this research, the contents on the textbook are general, it does not focus on subject matter (tourism class) as it should be. A textbook is better if the content discusses about the material appropriate with the subject matter. The content of the textbook is organized throughout the course using around language points.

The seventh criteria is about organizing of the content within the course unit. According to Hutchinson and Alan water, organizing of the content within the course unit it can be by a set pattern of components, by a variety of patterns, by some other means, to allow a clear focus on, and a communication task. In this study, the textbook is organized by set pattern of components.

The eighth and ninth criteria is about organization. In these criteria, it also mention about sequencing of the content throughout the course and within the course a unit. Criteria of content sequencing throughout the course it can be from easier to more difficult, to create variety, to provide recycling, or there is no obvious sequence. It has to decide if the teacher want to create their own materials. The sequencing is going to make the teacher easier to teach the course in the class. Then, teacher also concern about sequencing of content within a unit. There are some forms of sequencing within a unit such as from guided to free, from comprehension to production, accuracy to fluency or there is no obvious sequencing. The textbook use sequence from easier to more difficult throughout the course and sequence from comprehension to production within a unit.

## CONCLUSION AND SUGGESTION

### Conclusion

After analyzing the English textbook based on the syllabus and the criteria of content analysis by Hutchinson and Alan Water (1987), the researcher comes to conclusion (1) the English textbook used by Vocational High School grade XI (SMKN 4 Banjarmasin) match with the syllabus for grade XI. (2) The criteria of content analysis by Hutchinson and Alan Water (1987) is fulfilled by the English textbook for 7 criteria from 9 criteria.

The textbook is matched to the syllabus for tourism class (grade XI of SMKN 4 Banjarmasin). The textbook provides topics mentioned on the syllabus for tourism class. From unit I of the textbook to unit XI is matched to the topics of the syllabus. For activity in the textbook (overview, practice section and enrichment) cannot be said matched with the syllabus. But, the most of all (the activity) is matched to the syllabus. For some activity which is not matched, it is not a big problem, because the teacher can lead the learning process appropriate to the syllabus.

Then, the criteria of content analysis by Hutchinson and Alan Water (1987) is fulfilled by the English textbook for 7 criteria from 9 criteria. It means two criteria do not meet with the English textbook. The criteria are subject-matter and organization of the content throughout the course. The subject-matter of the English textbook is general for vocational high school. Then, the content should be organized by subject-matter throughout the course, but it is only using around language points. It means the textbook can be used by other class of vocational high school grade XI.

### Suggestion

Based on the result of research, the researcher gives some suggestions as follows:

1. For the criteria of content analysis by Hutchinson and Alan Water (1987). The criteria from the book can continue to analyze material for specific purposes as criteria for ESP content analysis
2. For the English textbook used by Vocational High School grade XI (SMKN 4 Banjarmasin), the book can still be used as an English textbook of teaching and learning process.
3. For English teachers of Vocational High School grade XI (SMKN 4 Banjarmasin) can continue to use the English textbook. For suggestion, the teacher should conduct the teaching and learning process to subject-matter.
4. For the readers and the next researchers. You can continue, develop this research and give some critics this research. The researcher suggests to the next researcher who wants to analyze ESP content analysis can continue searching and finding the methodology aspect by Hutchinson and Alan Water criteria.

---

## REFERENCES

- Arida, sa'diah. 2013. *The Second Semester Student's Mastery in English for Mechanical Engineering at Mechanical Engineering (Automotive Class) of Banjarmasin State Polytechnic Academic Year 2012/2013*. Banjarmasin: IAIN Antasari Banjarmasin.
- Arikunto, S. 2013. *Prosedur Penelitian (Suatu Pendekatan Praktik)*. Jakarta: Rineka Cipta
- Ashikuzzaman. 2014. *Textbook : Definition and Meaning*. Accessed on September 12th 2019 from <http://www.thegorbalsla.com>
- Brown, H, Douglas. 2001. *Teaching by Principle and Interactive Approach to Language Pedagogy*. New York: Longman Inc.
- Cambridge Dictionary. 2019. *Meaning of Syllabus in English*. Accessed on August 14th 2019 from <http://www.dictionary.cambridge.org>
- Creswell, J. W. 2009. *Research Design: qualitative, quantitative, and mixed methods approaches*. USA: Sage Publication.
- Devi Prasad, B. 1994. *Content Analysis. A method of Social Science Research. CSS. the Journal of Content Analysis: 1-20*.
- Fredericks, Anthony, D. 2007. *Textbook: Advantages and Disadvantages*. Accessed on December 18th 2018 from <http://www.teachevision.com>
- Gay, L.R. 1992. *Educational Research (Competencies for Analysis and Application) Fourth Edition*. New York: Macmillan Publishing Company.
- Hamdanah, Nurul. 2016. *The Analysis of English for Tour Guiding Material in Tourism Major at State Vocational High School 3 Banjarmasin*. Banjarmasin: IAIN Antasari Banjarmasin.
- Herlinda, Riana. 2014. *The Use of Textbook in Teaching and Learning Process (A Case Study of Two EYL Teachers)*. Bandung: Indonesia University of Education.
- Hutchinson, and Alan Water. 1987. *English for Specific Purpose: A Learning-Centered Approach*. Cambridge: Cambridge University Press.
- Hutchinson, Tom and Torres, Eunice. 1994. *The Textbook as Agent of Change*. Oxford: Oxford University Press.
- Kerlinger, Fred, N. 1986. *Foundation of Behaviour Research*. New York: Holt, Rinehart and Winstons.
- Mahmudah, Neng. 2011. *Descriptive Study on Content Analysis of English Textbook "Let's Talk" for Second Grade of Junior High School Published by Pakar Raya*. Tulungagung: STAIN Tulungagung.
- Master, Peter. 1998. *Responses to English for Specific Purposes*. San Jose State University.
- Muniroh. 2016. *A Content Analysis of the English Textbook entitled "When English Rings a Bell" for grad VII Junior High School Published by Ministry of Education and Culture of Indonesia in the Year of 2016*. Semarang: Walisongo State Islamic University.
- Oxford Learner's Pocket Dictionary. Fourth Edition*. 2010. Oxford: Oxford University Press.
- R, R, Purnomowulan. 2014. *Content Analysis of an English Textbook*. Bandung: Indonesia University of Education.
- Salim, Sayidah. 2008. *Content Analysis on the Textbook "Informational English for SMA Grade X" (Textbook used at SMA Islam Harapan Ibu Jakarta Year 2006-2007)*. Jakarta: Syarif Hidayatullah State Islamic University.
- Setiawati, Fatima. 2010. *A Content Analysis on "Wonderful World", an English Textbook for Eleven Graders of Senior High School*. Malang: State University of Malang.

Widiyati, Elok. 2017. *Analyzing The Need of Prospective Tour Guides in Acquiring English to Communicate with Foreign Tourists in Desa Menari as Tourism Village*. Semarang: Sultan Agung Islamic University.