

DEVELOPING ESP TEXTBOOK FOR CULINARY SKILLS PROGRAM OF VOCATIONAL HIGH SCHOOL USING TASK-BASED LANGUAGE TEACHING

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ABSTRACT

This research aims at developing English for Specific Purposes (ESP) textbook to fulfil the students' need toward the material at vocational high school using Task-based Language Teaching (TBLT). It was conducted to investigate (1) the quality of the existing course book used in vocational high school, (2) the development of the ESP textbook using TBLT in vocational high school in Pacitan, East Java. The research design used in this research is Research and Development (R&D) proposed by Borg and Gall. This study was oriented to the product development in the form of procedural model and was conducted in two main phases namely (1) exploration phase and (2) product development phase. The exploration phase revealed: (1) the description of the existing course book used in vocational high school and (2) the need analysis of the ESP learning material. While the product development phase explained; (1) the description of the draft of ESP textbook, (2) the result of the trial of the draft, and (3) the final draft of ESP textbook. The data in the exploration stage were collected through conducting document analysis, and having interview. It was carried out to reveal the quality of existing course book used at vocational high school and the learner's need toward material. The findings show that the course book used at the vocational high school students contains general English material and it is less specific to be used for the students of culinary skill program. Hence, the findings imply the ESP textbook was needed to be developed by considering the need of the teacher and the students. The ESP textbook was developed by considering some aspects. It contains theoretical theories of ESP and TBLT. Then, it was validated and reviewed by some experts on English language teaching and implemented in class. Through conducting observation, distributing questionnaire, and having focus group discussion that involved the researcher, the teacher, the expert and the students, the draft was revised to be the final draft of ESP textbook. Therefore, after going through the stages, it could be said that the draft is feasible to be applied as supplementary material to teach students of culinary skills program in vocational high school.

Keywords: ESP, TBLT, textbook, research and development study

INTRODUCTION

As stated in article 15 of National Educational System Act Number 20/2003, a vocational school is one of the educational units that prepare their students to work on specific skills. It means that they work on one specification due to the skill program they are taking. What the students get

from the school is everything related to their future profession that will help them cope with the real working situations.

Pusdiknakes (2006) conducted a study that shows that most of graduate students of SMK cannot adapt with the developing of science and technology easily. The finding also shows that many

of the graduate students of SMK cannot be employed in working place because they do not have good competence which meets the job demand. BNP2TKI (2010) also states that many of them cannot be formal TKI overseas because they do not have good competence in English. The realities in the field also show that there are some problems occurred in the teaching and learning process in SMK. The student's ability in English subject is still low moreover when they have to deal with the clients or customer.

Lo (2012) states that the research on English for Specific Purposes (ESP) has been attracting a great deal of attention in English language education over the past two decades. However, most studies focus on ESP learners at the university or in the workplace, while little attention has been paid to vocational education learners. He adds that that in Taiwan, vocational high school (VHS) students have long been considered low achievers in English, lacking Basic English proficiency and motivation for learning English. That condition is the same with in Indonesian vocational high school.

The recent English teaching in the vocational high school does not yet lead to the application of specific English mastery for its learners. The English teaching mostly learn about general English. Based on the interview with the

English teachers in a vocational high school in Pacitan, East Java, it was found that the students of culinary skills program still learn General English whereas it cannot fulfil their needs to have good competence in English to support their future job.

Recently, there are many English course books for the students of vocational high schools. Some books that are often used by English teacher are Global Access, English for Vocational High School, Interchange, and Get Along with English. Those books have their own strengths and weaknesses. Each of them promotes different approach and also interesting topic and display. Although there are many course books published with different kinds of approach offered, language practitioners often choose a course book based on cursory impressionistic evaluations (Tomlinson, 2008) and practical factors unrelated to pedagogy. As the result, the course books sometimes are not appropriate exactly with the students' need. Cunningsworth (1995) says that there is no course book designed for a general market will absolutely match with specific learners. Therefore there will never be perfect teaching/learning materials that can be used anywhere, anytime for the same level of students. Consequently, English material should

be more specific based on the students' need.

As stated in the Rule of Minister of National Education No. 22 Year 2006, English is an adaptive lesson which is aimed at preparing the students with English communication skill in communication material context which is needed for their skill program in written or spoken form. Consequently, the teachers should plan, conduct, and manage the learning of English in order to meet their specific needs. In this case, the teacher should know how to develop a lesson and appropriate materials meeting the criteria of the students of the culinary skill program. They do need to have some understanding of the subject area and the ability to actively integrate students' knowledge about the subject matter because an appropriate material is one of important aspects to reach the goal of education. From those reasons, it is necessary for teachers to develop their own specific material for the students of vocational high school. The writer is interested to discuss the developing ESP textbook for culinary skills program in of vocational high school.

In this research, the writer wants to describe how to develop ESP textbook for students of vocational high school. First of all the writer discusses about the literature review of the topics. There are some topics which are discussed

such as some theories about ESP, TBLT, and material development. Second, the procedure how to develop ESP textbook are described through some steps.

Teaching ESP is aimed at developing students' skills of professional communication in English depending on the area of their professional field. It means that such teaching should be connected to students' particular specialization. Therefore, English for specific purpose includes specialized programs which are designed to develop the communicative use of English in a specialized field of science, work, or technology. Hutchinson and Waters (1987) define that ESP is an approach to language learning which is based on learner's need which means that all contents and methods are based on the needs of the students. Dudley-Evans and John (1998) also describe ESP as an approach that concerns not only learners' language issues, but also the design of the methodology and activities related to students' disciplines. Most importantly, ESP views students' needs as the first priority.

There are many definitions of task-based language teaching offered by the language scholars. Prabhu in Harmer (2001) considers that students were just likely to learn language if they were thinking about non-linguistic problem as they were concentrating on particular language forms. As opposed to language

structure, students are presented with a task they have to perform or a problem they have to solve. It is clear that the task-based language teaching puts the core of teaching and learning process into the task as they also have to solve it like the real problem they have in the real situation.

Richards and Rodgers in Brown (2001) state that Task-based Language Teaching refers to an approach based on the use of task as the core unit of planning and instruction in language teaching which views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve, the purposes of which extend beyond the practice of language for its own sake. In line with the experts before, Richards (2006) states that "Task-based instruction, or TBI (also known as task-based teaching), is another methodology that can be regarded as developing from a focus on classroom processes". From that definition, it can be seen that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks.

Learning material is one of the important factors in most language programs. Nunan (2003) states that teaching materials is often the most substantial and observable component

of pedagogy. He adds that material development is basically dealing with selection, adaptation, and creation of teaching materials. In practice, it focused on evaluation, adaptation of published materials and creation (development of teaching materials by teacher in line with the existing syllabus). Tomlinson (1998) insists that materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to make use of those sources in ways which maximize the likelihood of intake: in other words the supplying information about and/or experience of the language in ways designed to promote language learning. In doing so, materials developers, including teachers, may bring pictures or advertisements in the classroom, compose a textbook, design a student worksheet, read a poem or an article aloud. Therefore, whatever they do to provide input, they also take into account any related principle to make the learners able to learn the language effectively.

In this research, the researcher develops learning material for culinary skills program. Since the research focuses on developing specific material for specific people, it belongs to ESP learning material. The researcher specifies the ESP learning material into ESP textbook because it consists of

material and practice bound into a book. Harwood (2005) says that textbooks in the field of English for academic purposes can help teachers develop but only when they are properly based on research, and contain what they should.

Textbook is a key component in most language programs. There are some experts who define textbook in different ways. Cunningsworth (1995) says that textbooks are an effective resource for self-directed learning, an effective resource for presenting materials by the teachers, a source of ideas and activities, a reference source for students, a syllabus that reflects pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence. In line with him, Hedge and Whitney (1996) claim a textbook as 'an organized and pre-packed set of teaching- learning material' and it is the basis for the language input and practice learners receive. In addition, Tarigan and Tarigan (2009) add that textbook is a book for certain subject which is designed by some experts to achieve some instructional goals equipped by learning media so it can be easily understood by the school users and therefore it can support a teaching program.

ESP textbook is one of learning materials used to achieve the goal of a program, in this case, the culinary skills program in vocational high school.

Materials are an important element within the curriculum and the most tangible and visible aspect of it (Nunan, 1991). This is in line with Richards' statement (2001) that instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom. In short, materials are everything used by teacher or learners in the teaching and learning process that give students' opportunities to practice the language and improve their language knowledge. It means that materials play important role in teaching learning process, especially English teaching.

Riazi (2003) believes that "textbooks play a very crucial role in the realm of language teaching and learning and they are considered the next important factors in the second/foreign language classroom after the teacher". In line with the Riazi, Noordin and Samad (2003) say materials and textbooks are the important resources for teachers in assisting students to learn English. Textbooks survive because they are the most suitable means of providing the inputs for a teaching-learning system. A textbook demanded by the curriculum must satisfy the needs of students as learners of English. Cunningsworth (1995) mentioned that the connection between textbooks and teachers would be

efficient for language classrooms when their objectives could respond to the teachers' goals and answer the learners' needs.

The information on course book selection is useful since it is sometimes part of the ESL/EFL teacher's responsibility to select the course book she/he will use in a given class. Sometimes they do not consider the usefulness of the material to the students. If it is regarded useful, sometimes the students find many difficulties in understanding and implementing for their daily life. Hersulastuti (2012) says that teacher should have critical analysis and be accurate in selecting the appropriate book used for students in teaching and learning process. If a teacher has to use a course book for some reason, still she has to adjust it with the target learners.

RESEARCH METHOD

In education field, R&D usually develops a learning product that relates to curriculum, syllabus, and learning material. Gall, Gall and Borg (2003) describe the purpose of R&D as "...to design new products and procedures, which then are systematically field tested, evaluated and refined until they meet specified criteria of effectiveness, quality, or similar standard". The product is developed by considering to the strength and weakness of existing

material and relevant principal theories in order to produce an appropriate learning material based on user context. Actually there are ten steps proposed by Borg and Gall (1983). However, the steps proposed by Borg and Gall is modified into two big stages namely exploration and developing stage.

Exploration Stage

The purpose of this stage was to set up a base of theory, to analyze the existing condition related to the study in this case, the learning material especially course book in vocational high school in Pacitan, East Java and to conduct need assessment related to the model proposed by the researcher. The strategy used in this exploration stage is explanation descriptive study. This study got result about the description about existing problem and finally the researcher interpreted it into general conclusion.

The research in this phase was conducted at in vocational high school in Pacitan, East Java. It has six skills program classes that focus on tourism and technology. The research in this stage was carried out from January to August 2013. The data in this stage are some information about English course book used in vocational high school, the features on the book, and need assessment of learner's need. The data were collected through conducting some

collecting techniques such as having interview twice with the English teacher, observing the teaching and learning process once, and analyzing document, in this case, course book.

The technique of triangulation is used to make the result valid. Burns (1999) states that triangulation is a way of arguing that if different methods of investigation produce the same result then the data are likely to be valid. It is conducted through collecting the same kind of data from different resources. From this research, the researchers obtained qualitative. Qualitative analysis used is an interactive analysis model developed by Miles and Huberman in Moloeng (2005), which consists of 3 components namely: data reduction, data display, and verification.

Developing Stage

The time of the research in this stage was on September-November 2013. The place of the research in this stage is in vocational high school in Pacitan, East Java. The try out was conducted at class XI JBG 1 that consisted of 33 students.

The purpose of the study was to get feasibility of model draft developed in previous stage. The question that should be answered was whether the model can be applied well in the field. The feasibility can be gained from practical side, time, students' response,

and the impact to the teaching and learning process. Draft model is prototype that should be tried out and tested in the field empirically to get constant model. After prototype of ESP textbook for culinary skills program of the eleventh grade in vocational high school in Pacitan, East Java by using task-based language learning was tried out in the class, some evaluation was resulted then the researcher revised it in order to result a qualified final product. The development was carried out through conducting try out the draft in the class. The trial of the draft was implemented three times. It was carried out based on need both in limited setting or wider setting.

The data resource of this research is the subject where the data taken from and the teaching process when the draft was implemented. There some data resources of this research. The data are collected through same ways such as having focus group discussion with the resources namely English teachers and students of culinary skills program in the end of each trial. It was carried out to get evaluation toward the implementation of the draft in the class, observing the teaching process. It was conducted to know whether the ESP textbook is applicable in the class, and distributing some questionnaires in the end of trial. It was carried out to know

the students' response to the draft implemented.

Triangulation is used to make the instrument can be called valid. It was conducted by collecting the same kind of data from different resources. Triangulation is carried out by having discussion with the experts, the teachers, and the students. It was expected that the data would have a high trustworthiness from different resources.

RESEARCH FINDINGS AND DISCUSSION

Exploration Stage

Based on interview and observation, it was found out that the teachers and the students of culinary skill program use course book "Get Along with English. Therefore the course book which is analyzed in this chapter is "Get Along with English". Cunningsworth model was used to evaluate the book. Generally, the course book used is too general and therefore it is less appropriate to be used by the students of culinary skills program.

Need analysis refers to activities to collect the data related to previous condition in the field and the expected need to solve the problem (Borg and Gall, 1983). In this research, need analysis was conducted to know whether the stakeholders need the material or not and find out the specific

product which they need. The researcher conducted interview and observed in the class to know whether the stakeholders need the material or not. In addition, the researcher also distributed questionnaire to students of culinary skills program to know the specific material they need in teaching and learning process. The following is the result of need analysis.

The researcher conducted interview with some English teachers. It was done to get the information about the need toward material, whether they need the material or not in teaching and learning process. It is useful to enforce the background of the problem in the research. The researcher interviewed the English teachers and found out that the book is not effective to teach students for all skill programs. The book content is not relevant with the students' need. In adapting material in order to be relevant the students' skill program, the teacher sometimes relates the material to the skill program field. It was conducted spontaneously in the class.

Developing Stage

The background of developing the product is based on theoretical review and the findings in previous field study. The problem found in this study is there is no specific English learning material for each skills program of Vocational High School especially for the culinary

skills program in vocational high school in Pacitan, East Java. "Get Along with English" is used as the course book for all skill programs. Based on book evaluation; it was found out that the content of the course book is too general. It does not meet the students' need toward English material. From those reasons the researcher develops ESP textbook for the students of culinary skill program.

The book title is "Culinary Zone". This book is written for eleventh graders of culinary skills program in vocational high schools in the first semester. The writers are the researcher herself and the consultants, Novitasari, with guidance of two consultants; Prof. Joko Nurkamto, M.Pd. and Dra. Diah Kristina, M.A., Ph.D. The draft was reviewed by Dr. Ngadiso, M.Pd. and Dra. Dewi Rochsantiningasih, M.Ed., Ph.D. This book consists of three units. Each unit contains 17 task and 19 pages. The total page of the book is 65 pages.

Expert validation was conducted to get some advice and suggestion for the draft material. That evaluation is very important as input to revise the draft material. The consultation was done in several times. It started from 2nd until 22nd of October, 2013. The first time was delivering the draft concept enclosed with the validation form. The next activity was revising the draft based on

the input from the experts until it was approved by the experts.

There are two experts who reviewed the ESP supplementary draft namely Dr. Ngadiso, M.Pd. and Dra. Dewi Rochsantiningasih, M.Ed., Ph.D. Dr. Ngadiso, M.Pd. is an English lecturer at Teacher Training and Service of Pascasarjana of UNS while Dra. Dewi Rochsantiningasih, M.Ed., Ph.D. is an English lecturer at Teacher Training and Service of UNS as well and she is a secretary of English Education Department program at Pascasarjana UNS right now. The result of expert validation is summarized in the table below.

Table 1 Summary of Expert Validation

Experts' Evaluation	Revision
Expert 1	
1. Provide pictures that are suitable with Indonesian culture.	1. All pictures were replaced with the pictures that are suitable with Indonesian culture.
2. Use specific vocabularies in culinary field.	2. Some vocabularies were revised into specific vocabularies in culinary context.
3. Revise some underlined incorrect sentences.	3. Some underlined sentences which are grammatically incorrect were revised.
4. Provide more model texts in writing activity.	4. Model texts were added in writing activity.
Expert 2	
1. Redesign the cover brighter and colored.	1. The cover were changed into brighter and colored.
2. Enlarge some pictures.	2. Some pictures were enlarged.

<u>Experts' Evaluation</u>	<u>Revision</u>
3. Revise the grammar and capital font.	3. Some incorrect grammar mistakes were revised.
4. Exploit more on listening task.	4. The listening task were exploited more
5. Provide preface and table of contents.	5. Table of contents was included

After revising the draft and it was approved by the experts, the trial was conducted by implementing the draft of ESP textbook in the class. It was conducted to get the feasibility of the product. The result of the trial was the data about the feasibility of ESP textbook in English teaching and learning process.

There are three techniques in collecting data; observation, FGD, and questionnaire. Data about the teaching learning process was collected by using passive participant technique. During the implementation, the researcher observed the classroom activities. The teaching learning process was observed and analyzed to be evaluated. FGD with the teacher, the expert and students was conducted to reflect the implementation of each try out. This discussion aimed to evaluate the implementation of the draft draft in the class. The evaluation of try out 1 until 3 can be summarized as follows.

Table 2 Summary of Try-out

<u>Try-out</u>	<u>Evaluation</u>	<u>Revision</u>
Try-out 1	1. Task 2 was too difficult. 2. Task answer for task 4 was too long. 3. The vocabulary in task 6 was too difficult and the situational context was not clear.	1. Task 2 should be provided by the text. 2. The audio was replaced with video. 3. The vocabularies were replaced with the easy ones and the dialogue was given a situation.
Try-out 2	1. The students got difficulty on grammar (direct and indirect speech). 2. Task 7 was confusing. It was no based on example given.	1. The teacher explanation could be supported by the explanation from video. 2. Task 7 was revised into task that is similar with the example given.
Try-out 3	The video of job interview had not been appropriate with culinary.	The video still can be adapted to culinary field and therefore it can still be used.

After the draft was implemented in the development stage for three times, there are some strengths and weaknesses that can be identified. The following are the strengths of the ESP textbook book:

- a. This book can develop the communicative competence because it provides some tasks that give the students opportunities to learn four language skills and practice them in real world context. Authentic inputs were given and the students also have to be engaged in real world

activities related to the inputs. For instance, when the students were given curriculum vitae, they had to write them as what they do in the real life.

- b. Different learning techniques can be applied in this book because it is quite flexible to accommodate them. The tasks in this book can be exploited more based on students' ability and teaching situation in the class. It can also be supported by video or other authentic materials.
- c. Tasks in the ESP textbook can make the students active in participating in the learning process. They will be more motivated because what they learn is something that they do in real life and what they need in the future job.
- d. ESP textbook can be used as supplementary book because the course book used is too general. It was developed by using learners' needs as well as the learning needs toward the English teaching and learning process, and then proposing the effective English learning materials based on the needs.

The ESP textbook does not only have strengths but also have some weaknesses. The weaknesses of this book can be described as follows:

- a. It needs more preparation to use this book such as media and

properties. Those media and properties are useful to support the students' understanding toward the material.

- b. The teacher also needs to have good knowledge about culinary field, master the material and has good ability in managing the class. She should play good role as learning resources, facilitator, motivator, supervisor, etc. The students and the teacher have the inseparable roles in the class. The roles for them are interchangeable; when the students are being active in the task, then the teacher comes with the control to the students and so on.
- c. This book was developed based on KTSP whereas since this year the government has been applying Kurikulum 13 for the first grade students and therefore it has out of date curriculum if it is used for the later second grade students. However, the teacher still can adapt the book because the content of the book does not have a big different from the new curriculum.
- d. It does not contain all materials for the first semester. Actually there are five indicators of basic competence to be achieved but the book only contains three of them.

There was no review test in the end of the unit and thus the teacher

should make by herself a test to review the material in each unit.

CONCLUSION, IMPLICATION, AND SUGGESTION

Conclusion

There are many teaching components for the successful of English learning such as method, material, media, teacher, students, etc. All of them become synergy to support each other in the teaching learning process. Course book is one of teaching components that plays important role to provide materials for students which can be used to achieve the goal of English teaching and learning process in the class. Based on the research findings, the researcher found out that the course book used in vocational high school in Pacitan, East Java has not provided appropriate material needed by the vocational students especially for culinary skills program. The English teacher uses "Get Along with English" as course book for all skill programs in that school. After the course book was analysed based on some guideline, it was found out that the content of book contains general English material and therefore it is not appropriate with the students' skills program. Based on that problem, there should be an effort to improve the quality of English teaching and learning. Therefore the researcher developed ESP textbook to provide

supplementary material for second grade students of culinary skills program in vocational high school in Pacitan, East Java. It was expected that the material can support the existing course book used at that school.

Need analysis was conducted to know the students' need toward material and what kind of specific learning material is needed. The researcher had interview with the English teacher and distributed the questionnaire to get the information before developing the draft. The result of need analysis shows that the students need English learning material that relates to their skills program. They will use English when they work in the future for handling customers in restaurant or other working places. The specific explanation about the result of need analysis was discussed in the previous chapter.

Based on research findings in the exploration stage, some information was gained to develop the draft of ESP textbook that can be used as supplementary material in order to make the English teaching and learning more effective. TBLT was chosen as approach to be applied in developing the draft. The researcher then analysed the curriculum of the first semester for second grade students of vocational high school. After analysing the SK and KD, the course grid was made to

provide the material content based on SK and KD. It was followed by making unit design. The draft contains 3 units that contain some tasks for four language skills.

After the draft was completed, expert validation was carried out to get some evaluation and suggestion. Two lecturers who are expert in English language teaching became the experts for the draft. The input and suggestion from the experts were used to revise the draft. Based on the expert judgment, the draft developed was categorized into excellent and it has fulfilled the criteria of good material. However, there are some parts that should be revised. The revision of the draft was carried out more than once to get better quality of the draft until it was approved by the experts.

After through expert validation, the draft was implemented out in the class. The draft was tried out until the qualified product resulted. It was implemented three times and each try-out consisted of two meetings. The revision of the draft after it was implemented comes from the result of observation, FGD, and the questionnaire. The result of the try out was the final draft of ESP textbook.

Implication

From the conclusion above, there are some implications drawn after the

research was done. This material developed by the researcher can help the English teacher to improve her role as facilitator, motivator, and manager in the class. The implication gained from the result of the research was found on the students' motivation. The students can be more engaged in the learning activity in the class. The material developed accommodates various kinds of media to support the teaching and learning process. Consequently, media becomes integral part of teaching. The teacher may use multimedia such as pictures, video, power point presentation, web address and other IT tools. The use of media can attract the students' interest to the material given.

Suggestion

There are some suggestions offered by the researcher based on the research and development of the ESP textbook.

1. English teacher of vocational high school may use this ESP textbook as supplementary material to support the use of course book at school. It can provide the students many tasks close to their real life. The students' need based material can improve the students motivation in learning.
2. Educational officers should make a policy to recommend course books that are suitable with the students' skill program. There should be a

specific guideline to select appropriate course book for vocational students. It is better for each skills program to have specific English material and therefore the students will get better English mastery.

3. Considering the lack of English material for vocational students, teachers could be material developers to design appropriate material by prioritizing the students need first. Furthermore, workshop on developing material can be held to give the teacher some skills in developing her own material that is based on the students' need.
4. The other researchers may investigate further and more deeply about the material development in vocational high school in different skills program or other level. There are many problems that can be found in Indonesia education system. Every education unit has different English need and they can be exploited more.

Considering the researchers limitations, further studies are necessary to be conducted. Some suggestions are also offered by the researcher especially based on the findings in the exploration and development phase. The following are the suggestions:

- a. In the exploration stage, it is important to have deep observation and interview to get detailed problem accurately. It should involve relevant informants to gather the data as valid as possible. Material evaluation should be done by having deep analysis to get the strengths and weaknesses of the existing material used in the field. In addition, detail instrument in need analysis will help much to get specific material in designing the material.
- b. In developing stage, developing draft sometimes spends much time. However it can be solved by having detail information gained in the exploration stage. Inputs are very important things to get better improvement to the draft. Therefore it needs some experts to give enough suggestions. Since the research results a product, in this case learning material, the expert of media should be involved to review related to the design and readability of the draft. In addition, when a teaching approach is attached in the product, it is better to have some experts who are expert in English teaching.

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