



# The match between reading-writing materials for office administration students

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Office Administration students at Vocational High School(VHS) require English reading-writing materials to assist them acquiring competencies as stated in the Indonesian National Work Competency Standards (*Standar Kompetensi Kerja Nasional Indonesia*, hereinafter referred to as SKKNI). The present study aimed to evaluate the existing materials and seek their relevance to SKKNI. The evaluation involved three English textbooks entitled *Bahasa Inggris SMA/MA/SMK/MAK* for Grade X, XI, and XII through checklist method. The authors used an evaluative checklist adapted from [Cunningsworth \(1995\)](#) and focused on three aspects — learning objective, language content, and text type. The results show that learning objectives in all assessed textbooks mismatch with the competencies defined in SKKNI. Likewise, language content (grammar and vocabulary) covered in those textbooks is irrelevant with language knowledge needed as the basics to attain the competencies in SKKNI. Then, the textbooks provide the kind of texts which are distinct from those required by SKKNI that must be business documents. Although one topic in textbook for Grade XII relates to office administration (about job application), it remains insufficient. To put it simply, the findings indicate that the three textbooks do not correspond to the national standards, so they are inappropriate for Office Administration students. Therefore, designing reading-writing materials based on SKKNI is the future action in response to the results of this study.

**Keywords:** evaluation, reading-writing materials, office a administration, SKKNI

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## INTRODUCTION

Students studying Office Administration at VHS have been prepared to get involved in working life after graduation. To them, the competencies required to graduate from school include not only how to manage administration, but also include understanding and using English as the means of communication. As stated in SKKNI for office administration, students are required to be able to speak, read, and write in English at a basic operational level. It means that learning English related to their field of study is very important to meet the work competency standard. To facilitate students learning English, the materials used in the classroom play an important role.

Materials are advantageous to promote the quality of teaching and learning only when they are appropriately prepared based on the needs of the teaching-learning process and when they provide easy-to-follow procedures for the teacher and students ([Mukundan, Nimehchisalem and Hajimohammadi, 2011](#); [Damayanti, Fauzi and Inayati, 2018](#)). It implies that being selective about materials for classroom use is a necessity since different groups of learners have different needs, and the process of selecting appropriate materials is known as materials evaluation. Materials evaluation is a process assessing the usefulness and effectiveness of learning materials using particular criteria as the evaluation standard to figure out whether or not they can facilitate the users to carry out teaching and learning practice ([Tolinson, 2013](#); [Tajeddin and Alemi, 2018](#)). It is beneficial to find information about the fit between the content of materials and the context of a certain program by comparing the materials to the context ([Brown, 1995](#); [McGrath, 2002](#)).

Doing materials evaluation is pivotal because there are many cases where materials are well-suited in one condition, but they are highly inappropriate in another condition (Richards, 2001). Previous studies conducted in different fields (Office Administration, Management, Hotel Accommodation, and Maritime and Fisheries) revealed that the existing materials are incompatible with the students' needs of learning English. The content covers General English (Ronaldo, 2016; Yolanda, 2018), then the language content, language skills, and topics in the materials are inappropriate (Nurhamsih and Syahrial, 2018). Moreover, some parts of the materials are usable for self-study and the activities enable students to practice English related to their future professional work, but the other parts are irrelevant and thus need adaptation (Azarnoosh and Ganji, 2014; Mella, 2018).

This indicates that no one-size-fits-all materials can be provided for English students, particularly those with specific purposes. Due to this reason, the present study attempted to seek empirical evidence of the suitability of materials for teaching English to SMK students majoring in Office Administration. This study would evaluate reading and writing materials in the textbooks by relating them to the competencies stated in SKKNI. The rationale to focus on reading and writing is that Office Administration students will dominantly use these skills in the workplace (Evans, 2010).

## METHODS

The present study applied qualitative document analysis method. Bowen (2009) defines document analysis as "a systematic procedure for reviewing or evaluating documents – both printed and electronic (computer-based and Internet-transmitted) material" (p.27). As the definition implies, document analysis enables the researchers to conduct well-planned evaluation or review upon particular documents needed to gain understanding about issue being research. Similarly, this method allows the researchers to gain substantive information which is useful to evaluate and describe phenomena or practices in educational settings (Best and Kahn, 2006).

Research instrument used in this study was an evaluation checklist. Checklist is the method widely used to appraise ELT textbooks or other instructional materials and is created based on particular aspects of classroom instruction and teacher-students interaction (Mukundan, Nimehchisalem and Hajimohammadi, 2011; Byrd and Schuemann, 2014).

Three aspects were evaluate din order to figure out the suitability of English reading and writing materials for Office Administration students i.e., learning objective, language content, and text type. Patel and Jain (2008) assert that good-quality learning materials must be in line with the goals of teaching English. Learning objective is like a navigation tool that show learners the steps to gain their desired outcome (Mahajan and Singh, 2017).

Then, language content is also important to be examined. As stated by Tajeddin and Alemi (2018), the evaluation

form used to assess materials should enable the analysis of conformity between instructional materials and the target-situation use which includes the language that students will use in the target situation. Moreover, text type turns into pivotal aspect to be evaluated, particularly when evaluating reading and writing materials. The reason is that texts serve as models providing students with good examples of how certain texts are structured and what language should be used (Hyland, 2013).

Although assessing three aspects seems to be superficial, the absence of the aspects will affect the efficiency of the materials. Besides, materials evaluation should not be too complicated. Cunningsworth (1995), Dudley-Evans and St John (1998) state that there are a lot of aspects to consider when evaluating instructional materials and having all of them to be explored must be exhausting. For that reason, it is suggested to limit the number of criteria by giving priority to what most important based on the context where the materials will be used since involving numerous criteria within lots of aspects seems unfeasible, so working on two or three of the kind is certainly more practical.

The following table shows the checklist adapted from Cunningsworth (1995) for evaluating materials (see TABLE 1).

TABLE 1. Textbook Evaluation Checklist

<input type="checkbox"/>	Do the materials correspond to the aims and objectives of teaching English in a program?
<input type="checkbox"/>	What grammar and vocabulary items are included? Do they correspond to students' language needs?
<input type="checkbox"/>	What text types (genres) are used? Are they appropriate?

The researcher evaluated three English tetbooks generated by Indonesian Ministry of Education and Culture entitled *Bahasa Inggris SMA/SMK/MA/MAK* for Grade X, XI, and XII. The instrument to evaluate the textbooks was an evaluative checklist adapted from Cunningsworth (1995). The evaluation was conducted in three months and focused on reading and writing materials with the following steps: 1) reading all chapters of English textbooks entitled *Bahasa Inggris SMA/SMK/MA/MAK* for Grade X, XI, and XII; 2) highlighting and selecting the reading and writing materials in the textbooks; 3) making judgment of the materials based on the determined standard – in this case, SKKNI. In analyzing the data, the researcher matched the reading and writing materials with the qualifications framework to assess the conformity of materials to the required standards. The process is represented in the following figure 1.

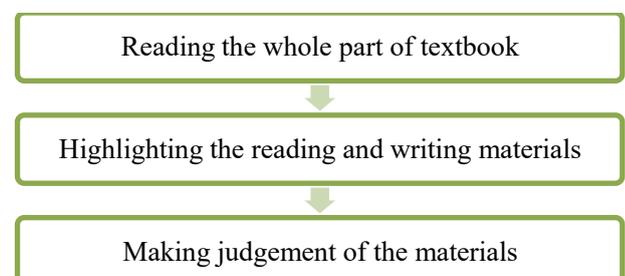


FIGURE 1. The process of materials evaluation

## RESULTS AND DISCUSSION

The findings, in general, reveal that *Bahasa Inggris SMA/MA/SMK/MAK* for Grade X, XI, and XII (the three textbooks) mismatch with SKKNI in terms of learning objective, language content, and text type. This accepts the outcomes of previous studies inferring that published textbooks have always failed to address ESP students' need for learning English (Azarnoosh and Ganji, 2014; Ronaldo, 2016; Mella, 2018; Nurhamsih and Syahrial, 2018; Yolanda, 2018). Further details of the results are presented and discussed in the following sub-sections.

### Learning Objectives

The posed question for evaluating this aspect is "Do the materials correspond to the aims and objectives of teaching English in a program?". The aims and objectives of English for Office Administration students should be based on English competencies stated in SKKNI because having the competencies are the requirements to graduate from school and to perform well in the workplace. The competencies in SKKNI require students to be able to: 1) recognize commonly used punctuation and abbreviations in the industry, 2) read short office documents and instructional texts, 3) identify the purpose of writing, and 4) check the sentences in writing. Meanwhile, as shown in Table 2, learning objectives for reading skill in English textbooks for Grade X, XI, and XII require students to identify, understand, explain, interpret, differentiate, and analyze the content, social function, text structure, and language feature of interactional transactional texts, interactional interpersonal text, short functional text, and functional texts. Then, for writing skill, students are required to be able to apply and compose the mentioned texts by using appropriate social function text structure, and language feature of the texts.

Although it seems that there is no significant difference between learning objectives in the evaluated textbooks and the competencies in SKKNI, the content to be learned is highly distinct. Since learning objective is the step-by-step guideline to gain the desired outcomes (Mahajan and Singh, 2017), then both key abilities and content should be in line with the standards that have been stated for Office Administration students. Therefore, the answers for the match between learning objectives in the evaluated textbooks with SKKNI are all negatives which means that the textbooks provide learning objectives of reading and writing that fail to match reading and writing competencies stated in SKKNI for office administration.

Other researchers (Yolanda, 2018; Fatimah and Purbasari, 2019) also discovered that the textbooks used for textbooks used for teaching English to students of Office Administration program encompass learning objectives which do not accord with the goals of English learning required by students. Although they analyzed different textbooks and used other references to evaluate the suitability of the textbooks, the findings prove that students are not provided with materials that align with their objective for learning English.

TABLE 2. Learning Objectives of *Bahasa Inggris SMA/SMK/MA/MAK*

Grade X	By the end of the lessons, students are expected to be able to: <ol style="list-style-type: none"> <li>1. identify the meaning, social function, structure, and language feature of interactional transactional texts, interactional interpersonal text, short functional text, and functional texts</li> <li>2. explain the content of short functional text and functional texts</li> <li>3. compose interactional transactional texts, interactional interpersonal text, short functional text, and functional texts by applying appropriate social function, structure, and language feature of the texts</li> </ol>
Grade XI	By the end of the lessons, students are expected to be able to: <ol style="list-style-type: none"> <li>1. apply the social function, structure, and language feature of transactional interaction texts</li> <li>2. differentiate social function, structure, and language feature of short functional texts and functional texts</li> <li>3. understand the social function, structure, and language feature of short functional texts and functional texts</li> <li>4. interpret the social function, structure, and language feature of short functional texts</li> <li>5. compose transactional interaction texts, short functional texts, and functional texts by applying appropriate social function, structure, and language feature of the texts.</li> </ol>
Grade XII	By the end of the lessons, students are expected to be able to: <ol style="list-style-type: none"> <li>1. analyze the social function, structure, and language feature of transactional interaction texts, short functional texts, and functional texts</li> <li>2. understand short functional texts and functional texts</li> <li>3. produce transactional interaction texts, short functional texts, and functional texts by applying appropriate social function, structure, and language feature of the texts.</li> </ol>

### Language Content

The criteria or posed question for evaluating this aspect is "Do What grammar and vocabulary items are included? Do they correspond to students' language needs?". In English textbooks for Grade X, XI, and XII, the language content to learn includes the list of grammar and vocabulary related to topic in each chapter.

In term of grammar, students are taught pronouns, simple past, present perfect, present perfect continuous, singular and plural, would like and be going to, noun phrases, adjectives, adverbs, verbs to describe, passive voice, derivatives (nouns from verbs), adverbial clauses, adverbial phrases, reported speech, and past continuous, modals, mental verbs, saying verbs, causal conjunctions, future simple, imperatives, if clauses, modal verbs of necessity, relating verbs, gerund, suffix – ion, and time sequencers.

Furthermore, in term of vocabulary, students are taught the words related to person’s name, family relationship, friend, congratulating, complimenting, names of recreational facilities and holiday, school activities, ecotourism destinations, historical building, announcement, meeting an idol, biographies, folktales, invitation to formal and social events, viewpoint expression, gratitude, advice, good and bad news, cause and effect, songs, poems, fairy tale, bullying, short stories, captions, asking for attention, facts, surprises, necessity and expectations, types of job, job application letter, job advertisement, description (animals, natural phenomena, social phenomena), manufacturing processes, daily news, and how to make something.

Meanwhile, SKKNI states that students must have knowledge to read and write business documents in English. Having knowledge here means that students must have mastered a range of grammar and vocabulary items that they need to understand business documents written in English as well as write those documents using English. Although it does not elaborate the lists of language content by which Office Administration students should learn, the statement is clear that students should have English knowledge related to documents to be read and written in the office.

As listed by [Lowe and Pile \(2008\)](#), business documents are usually written using grammar items such as present tenses, past tenses, will and going to, modals, conditional – *ing* forms and infinitives, comparatives and superlatives, relative clauses, articles, determiners, passives, and reported speech. Then, the vocabulary includes essential words about companies and office, finance, human resources, logistics, meetings and conferences, people and places, planning, production and processes, projects and teams, sales and marketing, telephoning and emailing, and training

As can be seen that grammar items in the evaluated textbooks is similar to those needed for Office Administration students, and this is not to say that items are incorrect. The problem is that those items are not situated in business context as illustrated in [Figure 2](#).

Likewise, vocabulary items taught in the textbooks are inappropriate because the items include vocabulary used in daily life situation. Although one chapter in English textbook for Grade XII provides words and phrases that are useful to write job application letter (see [Figure 3](#)), students need to learn more words and phrases in various types of business documents such as letters, email, announcements brochures, and reports.

to appear	: termuat di koran
enclosed	: terlampir
qualification	: jenis keterampilan/ kepribadian pengalaman yang membuat seseorang cocok untuk suatu pekerjaan tertentu
in order to	: agar
requirement	: persyaratan
colleagues	: kolega
consideration	: pertimbangan
be suited	: cocok untuk
resume	: daftar riwayat hidup/curriculum vitae (CV)

FIGURE 3. Job Application-Related Vocabulary

Since the items of grammar and vocabulary in the evaluated textbooks do not meet Office Administration students’ language needs as the basics to read and write business documents in English. Thus, the answers for the checklist in term of language content are negatives for all evaluated textbooks. Prior studies also discovered similar results. [Ayutami, Harahap, and Syahril \(2018\)](#) assessed the same English textbook for Grade X, and they found that the items of grammar and vocabulary are irrelevant with students’ field of study (Culinary Program). Likewise, [Nurhamsih and Syahril \(2018\)](#) found that the same English textbook for Grade XI cover grammar and vocabulary items which are inappropriate for the target students taking Hotel Accommodation program.

The criteria to evaluate this aspect is by asking: “What text types (genres) are used? Are they appropriate?”. In the evaluated English textbooks, text types taught to students include dialogue, announcement, email/letter, recount text, narrative text, card, caption, play script, analytical exposition text, song lyrics, poem, explanation text, brochure, factual report text, news item, procedural text, and speech text. For reading materials, detailed texts can be seen in [Table 3](#)

TABLE 3. Reading Texts of Bahasa Inggris SMA/SMK/MA/MAK Grade X, XI, and XII

Dialogue	Congratulating, Complimenting, Expressing Intention, Interview with the Wright Brothers, Suggesting, Offering, Giving Opinions, Causes and Effects, Asking for Attention, Expressing Surprise
Announcement	Concert Cancellation, McMaster Mini-Med School Registration
Descriptive text	Tanjung Puting National Park, Taj Mahal, Visiting Niagara Falls
Email and letter	An Email from Hannah, A Letter from Saidah, A Personal Letter about Trip Adventure, Job Application Letters from Handayani and Donaldson,
Recount text	Meeting My Idol, The Battle of Surabaya, B.J. Habibie, Cut Nyak Dhien, Life and Times of Ki Hajar Dewantara
Narrative text	Issumboshi, The Legend of Malin Kundang, Strong Wind, The Enchanted Fish, Letter to God, The Last Leaf,
Card	Charity Dinner Invitation, Wedding Invitation
Caption	Children’s Impoliteness, Nature Quotes, Friendship, Man’s Feeling
Play script	Party Invitation, Vanity and Pride
Analytical exposition text	Global Warming, Bullying: A Cancer that Must be Eradicated
Song lyrics and Poem	Stand by Me, We Shall Overcome, Hero, Invictus, The Road Not Taken, Dreams
Explanation text	Earthquakes
Brochure	Vacancy
Factual report text	Reptiles, Zebras, Tornado, Tsunami, Teenage Bullying, Best Friend Forever, Persian Pottery, Baduy People,
News item	Parents Upset Disappointed with Online School Registration, Indonesia Opens Regional Recycling

PASSIVE VOICE			
	Subject	Verb	Object
Active	Mary	helps	her son
Passive	The son	is helped (to be + V3)	by Mary
Active	People see peace in family as essential for spiritual growth.		
Passive	Peace in family is seen as essential for spiritual growth.		
Active	Muslims perform prayers at least five times a day.		
Passive	Prayers are performed by Muslims at least five times a day.		

FIGURE 2. Grammar Lesson

Conference	
Procedural text	How to Make Chocolate Dipped Strawberries, Wet Combing, How to Breed Leopard Geckos,
Speech text	President Soekarno of Indonesia

The text types in the three textbooks are not only provided for students to read, but also to write. Any writing materials in the textbooks involve students to write, edit, rewrite, and paraphrase the texts as can be seen in [Table 4](#).

**TABLE 4.** Materials of *Bahasa Inggris SMA/SMK/MA/MAK* Grade X, XI, and XII

Dialogue	Writing dialogues about suggestions and offers, personal opinions (education privilege, money, wildlife conservation), causes and effects (flood, corruption, bully)
Announcement	Editing and paraphrasing announcement about regional games
Descriptive text	Editing and paraphrasing "Cuban Rondo" text, independent and collaborative writing about favorite place
Email and letter	Responding to Hannah's email or Saidah's letter, writing personal letters, writing a job application letter
Recount text	Writing, peer-editing, rewriting, collaborative writing recount texts (holiday, historical event, national hero, idol) and a reflective journal
Narrative text	Writing narrative texts about local legend and self-made story, writing reflective journals
Card	Writing congratulation cards and formal invitation cards (wedding, school events)
Caption	Writing the caption meanings and captions for the pictures
Play script	Writing a reflective journal about the given play script
Analytical exposition text	Writing analytical exposition texts (recent issue, animal conservation) and a reflective journal
Song lyrics and Poem	Paraphrasing song verses, making poems, writing discussion notes about songs and poems
Explanation text	Writing explanation texts about rainbow formation, tsunami, and animal life cycle
Brochure	None
Factual report text	Writing factual report texts about animal, natural disaster, social phenomenon people's life
News item	Summarizing, paraphrasing, and writing news item texts interesting school events and news
Procedural text	Writing and paraphrasing procedural texts about pottery and recipe
Speech text	Writing a reflective journal about the speech

Both reading and writing materials in the evaluated English textbooks provide text types exploring daily life topics. Meanwhile, SKKNI requires Office Administration students to understand and use English business documents such as mails (printed and electronic), reports, brochures, and announcements. There are some reading and writing materials which are appropriate for Office Administration students. The students are provided with brochure about job

vacancy and job application letters to read and write where these materials are useful to prepare for applying for a job. Reading and writing email/letter can be appropriate as well, but the content and format are not aimed for business. Moreover, SKKNI also mention announcement to be read and written at work, but the content of announcements in the available textbook are not for workers.

Students cannot simply learn reading and writing job vacancy and job application letter. They need to be provided with other types of business-related documents. Because the text types in the evaluated textbooks are completely different from business documents that Office Administration will deal with at work in the future, then the answers for the checklist are negatives. This indicates that the text types taught to students majoring in Office Administration do not match with the ones required by SKKNI. The mismatch between text types provided in the existing materials and ones needed by vocational school students was also discovered by previous researchers. Ronaldo (2016) found that reading texts in teacher-generated materials are not contextualized to students' field of study. Then, a study by [Sukarni \(2019\)](#) revealed that 75% of the respondents disagree if reading texts in the evaluated textbooks are relevant with students background study. It proves that text types in the existing materials used in any field of study often dissatisfy students' need to be familiar with the kind of texts that relate to their future jobs.

## CONCLUSION

This study evaluated the match between reading-writing materials in English textbooks entitled *Bahasa Inggris SMA/MA/SMK/MAK* (Grade X, XI, XII) published by the Indonesian Ministry of Education and Culture and reading-writing competencies stated in SKKNI for Office Administration. The present study measured learning objective, language content, and text type of the materials using checklist method. The findings show that reading-writing materials in the textbooks cover

learning objective, language content, and text type that fail to match there quired standards. It implies that those materials must not be utilized for teaching English to Office Administration student since the materials are not contextualized to their field of study.

This study unfortunately did not assess other aspects such as methodology, activity or task, design and layout, and some others which are also important to examine. Besides, the evaluation is centered on researchers' perspective and the evaluation focused on reading-writing materials. Future work

should concentrate more on other aspects of materials and other language skills and take perspectives of teachers and students into consideration due to their roles as the users of materials. Despite the limitation, this study revealed crucial finding on how the existing materials do not cover what

target students need the most i.e., learning objective, language content, and text type. To fulfill this lack, it is recommended that the Indonesian Ministry of Education and Culture provides English textbook in which the content relates to office administration topics since English competencies are explicitly stated in the national standards.

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