



Analysis Of English Students' Book For XI Grade Of Tourism Vocational School Students

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ABSTRACT

Textbooks play a crucial role in English language teaching, particularly in vocational schools where materials are expected to support students' professional and communicative needs. However, many textbooks still provide general English content without sufficient attention to specific vocational contexts. This study aimed to evaluate the English textbook used by eleventh-grade tourism vocational students and to analyze its relevance to learners' academic and workplace needs. This research employed a descriptive qualitative design using a triangulation of instruments: a textbook evaluation checklist, student questionnaires, and teacher interviews. The data were analyzed thematically and descriptively to identify the strengths and weaknesses of the textbook in relation to the 2013 Curriculum and the requirements of English for Specific Purposes (ESP). The findings revealed that the textbook was only partially aligned with the needs of tourism students. While it covered general language skills, it lacked listening activities, contained insufficient tourism-related vocabulary, and offered limited authentic tasks relevant to the tourism industry. Teachers reported supplementing the textbook with authentic resources to bridge the gap between classroom learning and workplace demands. In conclusion, the study highlights the urgent need for vocational English textbooks that are based on systematic needs analysis and that integrate authentic, domain-specific tasks. It is recommended that future textbook development for vocational schools focus on industry relevance to better prepare students for employability and career success in tourism.

INTRODUCTION

Vocabulary mastery is a fundamental aspect of foreign language learning. Wilkins (1972) famously stated that without adequate vocabulary, communication cannot take place—even with perfect grammar, meaning is lost without words. Zeng (2025) emphasizes that a strong vocabulary foundation is not only essential for literacy development but also for effective communication and access to complex academic texts.

The problem of limited vocabulary significantly affects students' reading ability. Brooks et al. (2021) found that variations in vocabulary knowledge are more decisive in second language reading comprehension than other factors such as reading fluency or decoding skills. Therefore, vocabulary instruction is not an option but an urgent necessity in the context of English as a Foreign Language (EFL) education.

In practice, junior high school students often struggle to understand academic or descriptive texts due to insufficient vocabulary knowledge. Traditional teaching methods that rely on rote



memorization are not sufficiently effective. McKeown (2019) stresses that vocabulary instruction should encourage not only the learning of word meanings but also their application in higher-order thinking tasks such as critical reading .

In line with advances in educational technology, interactive visual media such as animated videos have emerged as innovative solutions. Ridha (2022) reports that most learners agreed animated videos made understanding easier, increased learning motivation, and enhanced productivity in foreign language learning. Similarly, Muftah (2023) found that animated videos are effective in vocabulary learning, as they boost student motivation and foster active interaction. Another study by Yetti (2024) revealed that animated videos strengthened vocabulary acquisition and enhanced learning motivation, particularly among young learners.

Nevertheless, research on the effectiveness of animated videos in teaching descriptive texts at the junior high school level remains limited. Most studies have focused on elementary or early childhood learners. This highlights an important research gap: how animated videos can be systematically integrated into junior high school classrooms to improve students' vocabulary mastery in descriptive texts.

Based on this urgency, the present study focuses on the use of animated videos to enhance junior high school students' vocabulary mastery in descriptive text learning. The objectives of this study are: (1) to describe how the use of animated videos can improve students' vocabulary mastery in descriptive texts, and (2) to evaluate students' responses toward the use of animated videos as part of their learning experience.

RESEARCH METHODS

Research Approach

This study aims to reveal what is inside the textbook, whether the material is appropriate for tourism vocational school students or not. To achieve the objectives, qualitative research approach was chosen as the most appropriate approach of this study. This statement is supported by the following statement "qualitative research is best suited to address a research problem in which you do not know the variables and need to explore" (Creswell, 2012:16). Inquiring the quality of material is referred to as qualitative research, and this statement is in line with Fraenkel & Wallen (2012:426), "Research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research". Since there are some approaches common in qualitative research, case study is considered as the most suitable approach to this study. In this approach, the object of the research is called cases, and the case in this study is textbook analysis. (Fraenkel & Wallen (2012) emphasized that case study comprises of particular project, individual, classroom or an ongoing process.

Research Design

This study adopted qualitative research design to evaluate English textbook students' for XI grade of tourism vocational school students. The objectives of this study were finding out the nature of the textbook, whether the content material is suitable and appropriate for tourism vocational students or not. As a 'case study' research, the information about the findings will be explained through a narrative description. "In certain types of research, such as interviews, ethnographic studies, or case studies, researchers often try to describe their findings through a narrative description of some sort" (Fraenkel & Wallen, 2013:187).

Frankel & Wallen proposed there are three types of case studies, first, intrinsic case study which focused on a specific individual of situation. Second, instrumental case study which focused on larger goals. Third, multiple case study which focused on a multiple case. In this study, the researcher proposed an instrumental case study because the researcher would be analyzed the needs of tourism vocational students and the English textbook. According to Littlejohn (2013) there are three steps in evaluating a textbook, namely: Objective description, subjective analysis, and subjective inference. The following section would explain the process which is used in this study.

Objective Descriptive

- Define the aspects to be analyzed then arrange the checklist
- Analysing what is inside the textbook through a checklist

Subjective Analysis

- Analysing data from document(s) to set the objectives of the study
- Developing a questionnaire to collect data of students' necessity

Subjective Inference

- Match the result of need analysis to the checklist
- Deducing the analysis result
- Triangulate the result through interview

Figure 3.1 Design of learning material evaluation process

Material and Participant

The objective of this study is to discover the textbook content as the main source of the data, and in-depth analysis is needed to gain the information. Textbook entitled “Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 1”, (2024), prepared and published by Educational and Cultural Ministry of Indonesian Republic is chosen as the material for current study. This Textbook is designed to support the implementation of curriculum 2013 in Indonesia. It consist of five chapters with total 112 pages.

The participants in this study are an English teacher and six teachers who teach vocational subjects. The vocational subject teachers are invited as participant who give some information about the needs of tourism employees. It is because some of them are working in tourism industry. So, they have qualifications to give such information. The participants are the teachers of SMK Pariwisata Telkom Bandung.

To validate the analysis data from the textbook, an interview to the English teachers is required to ensure the data analysis's result is valid or not. Therefore, the technique of sampling in this study would be purposive sampling, because the study is conducted to gather rich information from teacher towards the existing textbook based on the objectives of tourism field study. According to Fraenkel and Wallen (2012:100) “Purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available, but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need.”

Data Collection

There are several techniques used to collect data in qualitative research, such as document analysis, checklist, audio analysis, questionnaire, observation and interview. Hence, the techniques of collecting data will be applied in this study are checklist, questionnaire and interview.

1. Techniques of collecting data

a) *Checklist*

The checklist is designed to discover what is inside the textbook. The result of this checklist would be the main source of data to find out the objectives of the study. The aspect that would be analyzed in this study covered four main aspects, those are: aims, principle of selection, principle of sequencing, type of teaching /learning content. There are 40 items that will be analyzed.

b) *Questionnaire*

The questionnaire is used as need analysis instrument and it is targeted to the teachers who taught tourism subjects. It aimed to find out the “necessities” aspects in teaching and learning activity, especially for tourism vocational student. The questionnaire consist of 13 questions which asked about the necessities that should be acquired by the tourism vocational students. The result of this questionnaire would be an indicator to support the assessment.

c) *Interview*

The last technique is interview. This technique is used to justify the result of the checklist which present subjective analysis. By using this technique, the researcher intent to collect information which is need to support researcher’s study “Analysis of English Students’ Book for XI Grade of Tourism Vocational School Students”. The interview is intended to the English teacher in vocational tourism high school.

2. Instruments

a) *Checklist*

In learning material analysis, checklist is the most popular instrument for collecting data. “It allows a more sophisticated evaluation of the textbook in reference to a set of generalizable evaluative criteria” (Mukundan, 2011). The checklist is an instrument that helps practitioners in English Language Teaching (ELT) to do evaluations. For the schedule of analysis of content, the checklist items are drawn from Nazeer and Shah’s (2015) study “Evaluation of Oxon English Textbook Used in Pakistan Public Schools for 6th & 7th Grade” and have been modified to meet the objectives of this study. The checklist has main categories each with a number of items, those are: (1) Aims, (2) Principle of selection, (3) Principle of sequencing, (4) Type of teaching /learning content.

b) *Questionnaire*

Questionnaire is a device that used to collect the information orderly. Another definition about questionnaires were delivered by the experts, like Brown (2001) which is cited in Dornyei (2003:6) is “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”.

c) *Interview*

Kvale (1996) define interview as “An Interview is literally an inter view, an inter change of views between two persons coversaying about a theme of mutual interest” (Kvale, 1996:2). It is implied that interview is a process of finding out another perspective of a phenomena and it is used to support the issues. Another instrument used in this study is data recording protocols. Data recording protocols are forms designed and used by qualitative researchers to record information during interviews. (Creswell, 2012:225).

3. Validity and Reability

Fraenkel and Wallen (2012: 147) propose validity as “the appropriateness, meaningfulness, correctness and usefulness of the inferences a researcher makes. Reability refers to consistency of

score or answer from one administration of an instrument to another, and from one set of items to another”.

In order to ensure the instrument used is valid, it is important to check its validity and reliability. Validity of the instruments was assessed by the lecture whose an expert in English. The lecture was giving the corrections to the content, whether the question was unambiguous or not. Conducting a pilot study is done to check the reliability of the instruments. This pilot study involved some teachers as participants to determine whether the questions were clear and understandable.

In qualitative approach, corroborating the result of questionnaire, data analysis checklist and interview is a technique to ensure data validity and reliability. This process is called triangulation data. This is in line to Creswell statement.

Data Analysis

Finding out the potential performance of the textbook, the process of data analysis is crucial. In order to find out the result, there are three steps which carried out. The first step revealed the content material of the textbook using checklist as the instrument of objective description analysis. The second step is analyzing the needs of English in tourism industry, questionnaire is used as need analysis and this questionnaire is intended to the vocational tourism subject which taken from *Standar Kompetensi Kerja Nasional Indonesia* or Indonesian National Working Competency Standard. The questionnaire also discovered the needs of language skill in tourism vocational students. The third step is matching the questionnaire result and checklist to find out the appropriateness of the textbook towards the objective of tourism field study. Then established subjective inference which is supported by data triangulation through an interview with the English Teacher.

RESULTS

Pilot Study

After the questionnaire conducted, a pilot study was held for the teacher in SMK Pariwisata Telkom from different vocational program. Based on the pilot study result, there were modification needed. The result shown that the direction in section 3 was unclear, so, the participant confused to answer. Another modification is on the use of punctuation in section 3. When the modification was made and the questionnaire is ready to use, the researcher asks the respondent for becoming the participant of this research. The respondents were tourism vocational teachers in SMK Pariwisata Telkom. As the researcher has mentioned earlier, the distribution of the questionnaire is distributed through the email, it is because of school holiday periods and teachers' other activities outside.

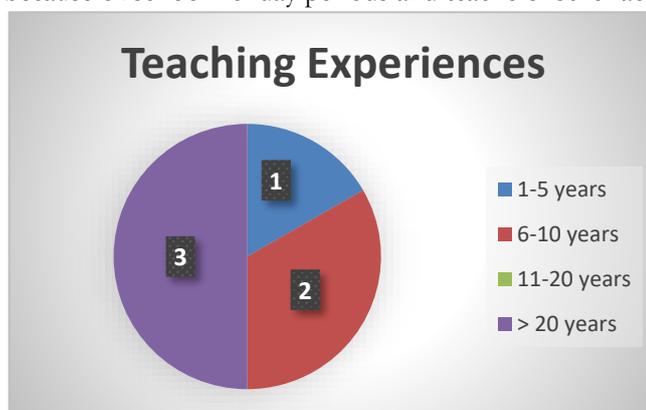


Chart 4.1 Teaching experiences

Based on the questionnaire result, tourism vocational teachers in SMK Pariwisata Telkom Bandung is experienced. This statement is illustrated by the chart, three teachers have been teaching for more than 20 years, two teachers has been teaching for six to ten years and the rest has been teaching for one to five years.



Chart 4.2 Teaching subjects varieties

To convince result of the analysis, the researcher discovered what subject they taught. The chart shown that there was one teacher who taught ticketing and pricing subject, equal to tour planning subject, there only one teacher who taught the subject. For reservation subject and tour guiding subject, were taught by two teachers. So, there were six teachers who took this questionnaire as participants.

In the following chart, the researcher would describe about teachers working experiences. Based on the questionnaire result, it's shown that the respondents have another activity.



Chart 4.3 Teacher working experiences

Beside became a teacher, some of the respondents have another job in the field of tourism. As shown in this chart, five of the respondent gave “yes” answer which mean they work in other places, while only one teacher answer that she doesn’t work in other places or she choose “no”. From five teachers who answered “yes”, there is a teacher who specifically said that he was teaching in other school institutions. Another is a Director of a Travel while the others are working in travel industry as employer and freelancer.

From the data above, it can be concluded that the teachers are understand how the tourism industry as well because they see directly what happened in the industry. They were qualified to become the resource person for this research, and they could provide valid information about what is needed by the students to work in tourism industry.

After finding out teachers’ working background, the following chart described what kind of language skill which is needed by tourism staff. It is known that language skill divided into four major

aspects, namely, listening skill, speaking skill, reading skill and the last is writing skill. The first items to be describes in this section is language skill.

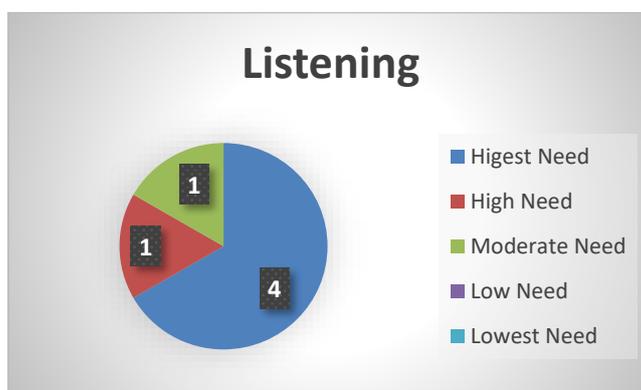


Chart 4.4 The needs of listening skill

According to the following data, four of the respondents says that listening skill is considered as the highest need and one of respondent assume that listening skill is considered as high need and the one another, assume it is considered as moderate need.

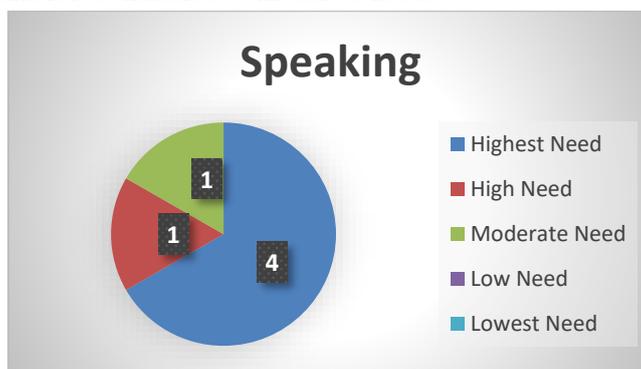


Chart 4.5 The needs of speaking skill

The next language skill to be discussed is speaking skill. After the data was collected, it is found that four of respondents assume that speaking skill is considered as the highest need. One of respondent assumes that speaking skill is considered as the high need, and the rest assumes that speaking skill considered as moderate need.

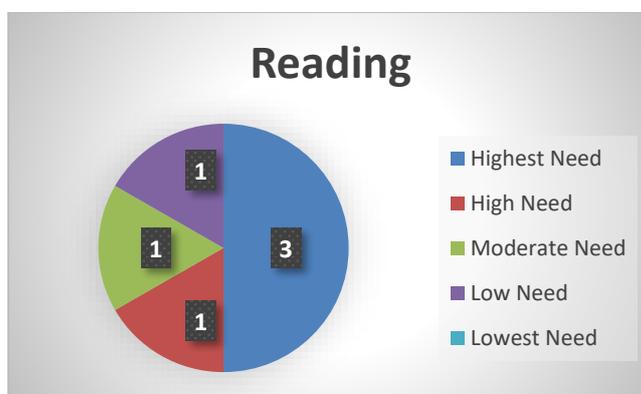


Chart 4.6 The needs of reading skill

Continue to the next result, from the chart above, it is found that three of respondents assume that reading skill is considered as the highest need. One of respondent assume that reading

skill is considered as the high need, one respondent assumed that reading skill is considered as moderate need, and the rest assume that reading skill considered as low need.

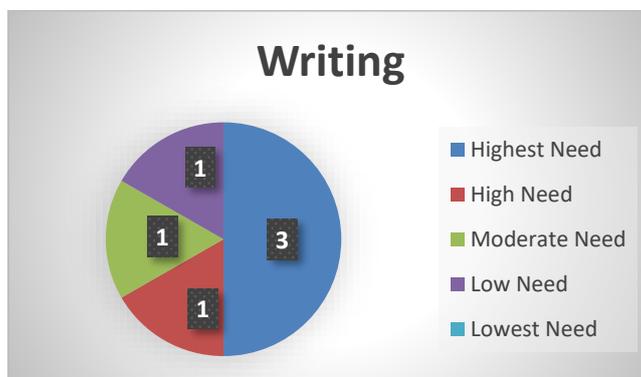


Chart 4.7 The needs of writing skill

The last language skill is writing. Based on the data, it is found that three respondents assume that writing skill is considered as the highest need. One respondent assume that writing skill is considered as the high need, the other one assume that writing skill is considered as moderate need, and the rest assume that writing skill considered as low need.

Briefly, the data shown above is illustrate which one is the most needed skill of English language, it can be conclude that listening skill and speaking skill is considered as the most needed skill in English language. It is implied that students of vocational school need a communicative language teaching which focused on speaking and listening. The next section asks about the activity which is common in tourism industry.



Chart 4.8 English language use of tourism employee

As illustrated by the chart, the respondents are contended that, as a reservation employee the ability for having conversation in general and giving information is considered as the highest need. Then, the next aspects are providing services, offering help and asking for cooperation. And the last aspect is answering question and solving problem.

Based on the questionnaire result, it is found that listening and speaking skill is considered as the most needed skill in tourism industry. It is because tourism employees are the front liner who communicate with the customer directly, they should be able to have a general communication, giving the information, providing services, offering help, asking for cooperation, answering question and solving a problem.

Interview Result

To triangulate the data, researcher used interview as the third instrument of the research. The interview was designed based on the items of checklist. There some questions asked by the researcher to the English teacher in SMK Pariwisata Telkom Bandung. Based on the interview result, the similarities to the researcher analysis is found in some aspects. The first aspect is about content material which is relevant to 2013 curriculum which reflected in syllabus.

In: What is your opinion about the primary English textbook used in XI grade? Is it matched the curriculum?

R: I think the textbook is good, and it's appropriate with the curriculum, but it's tend to be used by Senior High student rather than vocational high students which is need a practical English language.

From the interview quote above, it is implied that the textbook is unrelated to vocational school. It enriched with the wide range and board content, therefore, it is in contrast with the objective of vocational school which need specific learning materials. By providing the other learning sources or supplementing material, teaching activity would be more effective because the materials in line with the study program. The following interview quote is supported that issue.

In: You already mention earlier that there are many textbooks which is used for teaching, why?

R: Yes, that is right. Just like I said before, the content of primary textbook is too broad. So, I used several specific textbooks to cover it. Like "English for Travel", "English for Hotel", "English for vocational school" etcetera.

Through this session, the researcher also found that the English teacher used the other sources to cover the listening activity which is unavailable in the textbook.

In: Oke mam. I have analyzed the textbook, and I found that listening activity is missing. How do you solve it?

R: Yes, you're right. It is missing from the textbook. But, that is not a big deal. I used another source to cover the situation.

In: What source is it? Can you mention?

R: Sure, it is "Hello America" English course.

After examine the textbook, finding out the problem and also its solution, the following session was finding out the difficulties that confront by the teacher in teaching vocational students.

In: Oke mam. Oke next, I want to know, do you cope with any difficulties in teaching English for vocational school?

R: Hmm, yes, but not too much. The problem that commonly appear is vocabulary and language use in every department. There are many different terms which used in every department, for example the word "steward" which has several meanings. In tourism industry department, steward known as flight attendant, but in culinary art department, steward known as dishwasher. The word itinerary also used to replace "rundown, tour schedule" in tourism industry department. And so on.

From the statement above, it is implied that the role of teaching material is important because it can help the teacher to give more references for students. It also can help the student to enrich their understanding in some perspectives. Not only textbook, but another source such as audio material also considered as the main media for teaching and learning activity.

For the last session, finding out the suggestion that may useful for further study. The teacher said that English teaching hour is insufficient, so, it is better if there were additional hours after the class. The student can explore their creativity if they had sufficient time for practice.

In: Do you have any suggestions to enhance teaching and learning activity in SMK Pariwisata Telkom Bandung, especially in tourism department?

R: Suggestions? Well, I think adding time teaching of English subject in class. Applying “English Day” so the student got used to English. Because in tourism industry, the ability to communicate in English is a must.

Based on the result of interview, the researcher conclude that the textbook is inappropriate for tourism vocational students. There also some deficiency of activity, especially in listening activity. To cover the insufficiency, the teacher used the other sources, therefore, she can provide what is missing from the textbook. Besides the problem of the textbook, the lack of teaching hours is considered to affect the effectiveness of learning activity.

DISCUSSION

The findings of this study revealed that the English textbook used by XI grade tourism vocational school students was only partially aligned with their specific language needs. Although the textbook generally followed the 2013 curriculum, the content tended to resemble materials designed for senior high school students rather than for vocational learners. This supports Richards’ (2014) argument that textbooks must be evaluated not only for their linguistic accuracy but also for their relevance to learners’ needs and contexts.

Analysis of the checklist indicated gaps in the sequencing and selection of materials. The absence of listening activities was a major drawback, considering that listening is essential for students in the tourism field, where real-time communication with customers is critical. Tomlinson (2011) emphasizes that textbooks should provide balanced coverage of the four skills, particularly in ESP contexts. The lack of listening materials highlights the inadequacy of the book in preparing students for real communicative tasks.

The questionnaire results confirmed that listening and speaking skills are the most essential for tourism professionals, as students are expected to interact with international clients in real-world situations. This finding aligns with Hutchinson and Waters (1987), who noted that ESP materials should be based on target situation analysis. In this case, the target situation clearly demanded oral communication skills, which were insufficiently addressed by the textbook.

Furthermore, the responses from vocational teachers emphasized that the textbook contained overly general content. Teachers pointed out that terminologies specific to the tourism industry, such as *steward* or *itinerary*, were either missing or inadequately explained. This is consistent with Dudley-Evans and St. John (1998), who argue that ESP textbooks must integrate domain-specific vocabulary to ensure learners acquire the lexis they will use in their professions.

The interview with the English teacher further highlighted that to compensate for the textbook’s limitations, supplementary materials such as *English for Travel* and authentic resources were employed. This reflects McDonough, Shaw, and Masuhara’s (2013) perspective that teachers often adapt textbooks to meet learners’ needs, especially when the prescribed text lacks contextual appropriateness. Such adaptation underscores the dynamic role of teachers as curriculum designers in ESP classrooms.

Interestingly, while the teacher acknowledged the textbook’s broad coverage, she also stressed that it did not sufficiently prepare students for tourism-specific tasks. This supports research by Ahmad and Jusoff (2009), who found that vocational school textbooks in Indonesia often fail to bridge the gap between academic English and workplace communication. Thus, the mismatch between curriculum-driven textbooks and workplace demands remains a persistent issue.

Another important finding was the lack of time allocation for English in vocational schools. The teacher suggested extending English teaching hours and implementing initiatives such as “English Day” to create more opportunities for practice. This resonates with studies by Kusumaningrum and Aisyah (2019), which argue that vocational students require additional exposure to English beyond classroom hours to achieve communicative competence.

The triangulation of checklist, questionnaire, and interview data confirms that while the textbook provides general English materials, it does not adequately support the communicative and professional needs of tourism students. The findings corroborate with Prastyo and Wibowo (2021), who emphasized the importance of tailoring ESP textbooks to the vocational sector to ensure employability and workplace readiness.

The implication of these findings is that textbook developers and policymakers should incorporate needs analysis results into material design for vocational schools. ESP textbooks must embed authentic tasks such as handling reservations, guiding tours, and providing customer service in English, which are directly relevant to tourism contexts. This echoes Long’s (2005) task-based approach, which argues that materials should reflect real-world tasks to be pedagogically meaningful.

Furthermore, the study demonstrates the crucial role of teacher agency in supplementing textbooks. When textbooks fall short, teachers act as mediators by bringing in authentic resources. As Graves (2016) explains, materials development is an ongoing process where teachers critically evaluate, adapt, and innovate to meet learners’ goals.

In conclusion, this research highlights the need for systematic evaluation of textbooks used in vocational schools. The English textbook for XI grade students was found to lack balance in skill integration, inadequacy in vocational terminology, and limited alignment with workplace needs. Therefore, future textbook development should be more context-specific, ensuring that tourism vocational students are better equipped with the language skills demanded by their industry.

CONCLUSION

This study concludes that the English textbook used for grade XI vocational students in the tourism department was only partially aligned with their academic and professional needs. While the textbook followed the national curriculum, it provided materials that were too general and more appropriate for senior high school students rather than for vocational learners. The findings highlighted three major shortcomings: (1) the lack of balanced skill integration, particularly the absence of listening activities that are essential for communicative competence in tourism; (2) insufficient inclusion of tourism-related vocabulary and professional terminology; and (3) limited relevance of tasks to workplace situations such as handling customers, making reservations, or guiding tours. The triangulated data from checklist analysis, questionnaires, and interviews confirmed that the textbook failed to fully address students’ target situation needs. Teachers were therefore compelled to supplement the textbook with authentic resources to bridge the gap between classroom learning and workplace requirements. In light of these findings, it is recommended that future textbook development for vocational schools be based on systematic needs analysis, integrating authentic tasks and industry-specific language. Moreover, policymakers should consider allocating more classroom hours for English or implementing initiatives such as “English Day” to increase exposure. By aligning materials with learners’ professional contexts, vocational students will be better equipped with the language skills necessary for employability and career success in the tourism industry.

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