**Student's Belief Of Reading Material Used**

**In Vocational High School Textbook**

Mimi Hamidah1\*, Djatmika2, Suparno3

1,2,3 English Education Department, Sebelas Maret University, Indonesia

\*Corresponding Author:

Email: mimi.hamidah707@student.uns.ac.id

|  |
| --- |
| ***Abstract****Reading text is one of the learning materials in English subjects providing information that supports the achievement of learning goals. This study aims to find out students’ beliefs about reading material in a vocational high school textbook. the participants were gained randomly from the fourteen students of a vocational high school in Lampung province. To collect the students’ beliefs, the researcher used a questionnaire adopted from Horwitz (1989) . The results of the questionnaire show that the highest score of student’s belief was “Language Learning and Motivation” (96%), followed by “Language Learning and Communication Strategy” (85%), “Belief of Language Aptitude” (73%), “Belief of Nature Language Learning” (70%), and “Difficulty of Language Learning” (69%).****Keywords****: Students’ belief, reading material and vocational high school.* |

**1.INTRODUCTION**

Reading is a dynamic process of blending information from text and readers' prior knowledge to construct meaning (Nunan, 2003). A reader is required to have the ability to recognize the word combination and a concept of the text to comprehend a text. Compared to reading in one's own language, reading in another language is more difficult (Nation, 2009). This happens due to some things that should be done by readers, such as recognizing the words and sentences, and understanding the text genre purposes. Several samples of text genres in the vocational high school textbook are descriptive, recount, report text, procedure text and many others. As well as research on text recount, narrative text, descriptive (Amartya, D., Nugraha, S. I., & Ridwan, I. ;2022, Mogea, T; 2023, Azizah, R., Syarif, H., & Rozimela, Y.;2018).Learning various text types is important during learning English subject in vocational high school. This is closely related to reading, as one of the four skills in English. Sometimes, choosing learning material, especially reading in the textbook that will be used in the classroom is significant (Kamarudin, K., & Sugianto, N. : 2020). As a consequence, a teacher should take considerate to select a learning material. Materials, as stated by McDonough (1990), are what a teacher uses, while strategies and activities are how she utilizes them. In order to achieve students’ learning objectives, a teacher should manage the material and activities used in the learning process Reading material is any text or paragraph that, via the act of reading, transmits a message or thoughts to the reader. There are 3 criteria for selecting appropriate reading text according to Nuttal (2005), they are suitability, exploitability, and readability. In this study, researcher focuses only on the suitability aspect.

This aspect suggests that the text's content makes learners feel engaged, entertained, challenged, and suitable in achieving the learning goal.As mentioned by Grant (1987) there is no such perfect book. It is indicated that in a textbook, there might be a weakness. According to Cunningsworth (1995), reviewing curricular plays a significant part in the EFL teaching process since it allows teachers to know and comprehend the textbook's strengths and limitations, allowing them to make optimal use of strong areas while covering weaker points with other textbooks. In term of Belief about language learning, Horwitz (1987) described that it is predetermined opinions, or ideas of language learners on a number of topics relating foreign or second language learning. Abdi and Asadi (2015) added that student’s belief is a preconceived understanding or opinion based on the student's experience about how something works or is taught.Research on English textbooks has been widely conducted, such as a content analysis of reading material (Nuraeni, C., Sukyadi, D., & Yusuf, F. N : 2023), need analysis, genre analysis and developing material in the textbook (Lestari, E., & Priyana, J :2020). Among of them, the topic reading material have a massive study in vocational high school. Despite the fact that there has been a lot of study done on reading material, there are still many areas that need to be studied. Therefore, The researcher observes how students perceive the reading material in this study.

**II. METHODS**

A quantitative research design is applied in this study. There are three main designs for conducting quantitative research, according to Klassen,. Et. al (2012), they are experimental, correlational, and survey designs. (temporarily) In this current study, researcher will use a survey design in this study. According to Haughn (2017), To collect the opinions, views, and sentiments of a certain number of individuals using survey research. This study aims to shape the percentage of vocational high schools that read textbook content.

**Table 1.** The Aspect of Students' Belief Question

|  |  |  |
| --- | --- | --- |
| Students’ Belief of reading material in the vocational high school textbook | Belief Nature of Language Learning | 1,2,11,12,21,22 |
|  | Belief on Language Aptitude | 3,4,13,14,23,24 |
|  | Belief the Difficulty ofLanguage Learning | 5,6,15,16,25,26 |
|  | Belief on Language Learning& Communication Strategy | 7,8,17,18,27,28 |
|  | Belief on Language Learning& Motivation | 9,10,19,20,29,30 |

 Microsoft Excel was used to evaluate the questionnaire results. Based on the students' questionnaire responses, the data analyzed were percentages of each component of reading difficulty.To get the necessary information for this study, it needed subject of study. The subject of this research is 14 twelfth-grade accountant students of a vocational high school in Lampung province. they are all from one of the state vocational high schools in East Lampung Regency. The twelve participants were females while the other two were males. The data were obtained through a questionnaire. The questionnaire items were written in Indonesia in order to minimize student confusion. To identify students’ perception of the English textbook they use, they were asked to answer the questionnaire by choosing the Likert scale (strongly disagree, disagree, agree, strongly agree). The statement “strongly disagree” counts as 1 point representing the lowest score while the highest score which states strongly agree counts as 4 points. There were 30 questions that covered the five aspects of students’ beliefs. The table below shows the description of the question.

**III. RESULT AND DISCUSSION**

The results of the questionnaire show that the highest score of students belief was “Language Learning and Motivation” (96%), followed by “Language Learning and Communication Strategy” (85%), “Belief of Language Aptitude” (73%), “Belief of Nature Language Learning” (70%), and “Difficulty of Language Learning” (69%). More information will be presented in the section that follows.

**Table 2.** The Students' Belief Toward Reading Material

 in Vocational High School Textbook Percentages

|  |  |  |
| --- | --- | --- |
| **Aspect of students’ belief** | **Agree** | **Disagree** |
| Belief of Nature Language Learning | 70% | 30% |
| Belief of Language Aptitude | 73% | 27% |
| Language Learning and Communication Strategy | 85% | 15% |
| Language Learning and Motivation | 96% | 4% |
| Difficulty of language Learning | 69% | 31% |

Following table 2, The highest percentage (96%) was found among the five aspects of students' belief was “Language Learning and Motivation”. It is indicated that most students agreed that such statements of motivation (“I get motivation from my teacher to learn English subject diligently”, “ I believe that I learn English diligently and have the capability to communicate English well will be useful in the future”, “I am aware that the more I am skilled English subject, the bigger opportunity I have to get the job”, “I will get a nice job if a can communicate English well”) give them the willingness to learn English more. In the learning process, motivation has a big role since Astuti (2013) mentioned that one of the factors that encourage students to study a foreign language is motivation. It is in line with the statement by Wen (2021) and Walsh (2006) that learners' motivation is usually a major aspect that influences their reading comprehension; nevertheless, this has not yet been identified. These statements show that motivation is an initial point for students before starting a learning. Thus, it is essential to sustain a high motivation of the students to learn English diligently.The second aspect of students’ belief is “Language Learning and Communication Strategy” (85%). The students felt that those statements (“By diligently practicing reading English texts”, “I feel my confidence in English has increased”, “The frequency of practice reading English texts is important”, “By diligently practicing reading English texts, I believe if I can comprehend the text well”, “The more I practice, the more I will understand about a text”, “I believe that practice & repeat material is important in the English language learning process”).

This means that students need specific ways to learn English so that they can achieve the aim of study. According to Cohen (1998), learners are conscious of language learning strategies that they use with the intentional purpose of improving their information and understanding of the chosen language. Din (2020) added that Strategy is an important component in the instructional design and execution of any teaching and learning to achieve meaningful learning for individualized learning. The third part of students’ belief was “Belief of Language Aptitude” (73%). Based on the questionnaire results, a large percentage of learners confirmed “the content of the textbook motivates them to learn English in order to get high scores”. However, they also approve that " A number of individuals have exceptional abilities that support them to learn the language. E.g: learning the English language". This shows that they are aware of the ‘initiative’ of a particular person to learn a language easily. Carroll (1990) & Wen (2021) identified language aptitude as certain qualities that permit several persons to obtain a supplementary language more easily, quickly, and effectively than others. Definitions of linguistic aptitude vary widely, ranging from product-oriented to process-oriented perspectives. Language aptitude, as defined by Carroll and Sapon (2002) is a collection of cognitive skills showing how effectively a person in a specific length of time and under specific situations can learn a foreign language compared to other individuals. The process-oriented perspective believes otherwise. Robinson(2005) mention definition of language aptitude is the cognitive capabilities to process information within learning second-language (L2) and show in numerous stages and circumstances.

It shows that to master a language, having initiative ability is a good thing. However, that is not the only thing. There is another factor that supports second language acquisition, such as individual cognitive skills. Therefore, a willingness to learn a language is more important than just having an initiative ability without effort to learn.The next part is Belief of Nature of Language Learning (70%). Of the total respondents, there were 86% of students believed that the content of the book was easy to understand. The same number to the statement that the English textbook used by students provided reading material which easy to understand. On the contrary, there is a high number of disagreements toward the statement that the various texts in the English book are easy to learn. I was able to distinguish various texts in the book even though the types varied. These findings show that even though respondents are able to understand the content of the reading text, it is difficult to distinguish the various types of text in English textbooks.The last aspect of students' beliefs is “Belief of Language Learning Difficulty” (69%). The highest agreement points are the statement “After reading the material, I am confident that I understood its substance” and "I try to convince myself to understand the text well" (79%). Meanwhile, there are 86% of respondents disagreed with the statements that they didn’t find any difficulties in differentiating the types of text in the book which means that they discovered obstacles to differ various texts in the textbook. Most readers struggle because they lack adequate tools to help them understand the meaning of the text (Westwood, 2004). Difficulty is defined as something that is difficult to achieve or understand (Cambridge Dictionary, 2003).

**IV. CONCLUSION**

This study's findings indicate some aspects of students' beliefs in this English textbook. Among the five aspects of students' belief, respondents have strong intrinsic and extrinsic motivation to learn English. In addition, they have a special strategy for learning the content of English texts. Even if they believe that one person can learn a language faster than another, language skills can still be mastered by everyone who practices hard. Furthermore, there are still some students who feel they have understood the content reading of the text but still find it difficult to distinguish the type of text in the book.

**REFERENCES**

1. Abdi, H., & Asadi, B. (2015). A synopsis of researches on teachers’ and students’ beliefs about language learning. ***International Journal on Studies in English Language and Literature***, *3*(4), 104-114.
2. Amartya, D., Nugraha, S. I., & Ridwan, I. (2022). Recount Text in EFL Vocational School: A Thematic Structure Analysis. *Elsya:* ***Journal of English Language Studies***, *4*(3), 290-297.
3. Azizah, R., Syarif, H., & Rozimela, Y. A Study of Vocational Students. (2019) ‟ Ability in Writing Report Text in Painan, Indonesia.
4. Harahap, Arman ,2018, Macrozoobenthos diversity as bioindicator of water quality in the Bilah river, Rantauprapat, Medan. ***J. Phys***.: Conf. Ser. 1116 052026.
5. Cabaroglu, N., & Roberts, J. (2000). Development in student teachers' pre-existing beliefs during a 1- year PGCE programme. *System*, *28*(3), 387-402.
6. Carroll, J. B. (1981). Twenty-five years of research on foreign language aptitude. *Individual differences and universals in language learning aptitude*, *83*(117), 867-873.
7. Carroll, J. B. (1990). Cognitive abilities in foreign language aptitude: Then and now. *Language aptitude reconsidered*, 11-29.
8. Carroll, J., & Sapon, S. (2002). *Modern Language Aptitude Test*. Washington, DC: Second Language Testing Incorporated
9. Cohen, A. D. (1998). *Strategies in learning and using a second language*. London: Longman
10. Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Macmillan Heinemann.
11. Din, R. (2020). Notes from the chief editor: on universal design and agile development. ***Journal of Personalized Learning***, *3*(1).
12. Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom. ***The modern language journal*,** *78*(3), 273-284.
13. Elaine K. 1988. “The Beliefs about Language Learning of Beginning University Students.” ***Modern Language Journal*** 72,3:283-94.
14. Grant, N. (1987). *Making the Most of Your Textbook*. New York & London: Longman.
15. Harmer, J. (1998). How to teach English: An introduction to the practice of language teaching. *England: Longman Hou*.
16. Harmer, J. (2001). The practice of English language teaching. *London/New York*, 401-405.
17. Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. ***The Modern Language Journal***, *72*(3), 283-294.
18. Harahap, A. P. Hrp, N.K.A.R. Dewi, Macrozoobenthos diversity as anbioindicator of the water quality in the River Kualuh Labuhanbatu Utara, ***International Journal of Scientific & Technology Research***, 9(4), 2020, pp. 179-183.
19. Klassen, A. C., Creswell, J., Plano Clark, V. L., Smith, K. C., & Meissner, H. I. (2012). Best practices in mixed methods for quality of life research. *Quality of life Research*, *21*, 377-380.
20. Kamarudin, K., & Sugianto, N. (2020). A Readability Level of Reading Materials for Vocational High School Students in Lombok, NTB. ***Jurnal Paedagogy***, *7*(4), 265-274.
21. Lestari, E., & Priyana, J. (2020). Developing English reading and writing materials for Automotive Engineering program in vocational high school. ***Jurnal Pendidikan Vokasi***, *10*(2), 167-176.
22. Mogea, T. (2023). Improving Students’s Reading Comprehension Through Group Discussion Technique. ***Jurnal Pendidikan dan Sastra Inggris***, *3*(1), 91-102.
23. Nation, P. (2009). Reading faster. ***International Journal of English Studies***, *9*(2).
24. Nunan, David. (2003). *Practical English Language Teaching*. New York:
25. Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers, 7625 Empire Dr., Florence, KY 41042-2978.
26. Nuraeni, C., Sukyadi, D., & Yusuf, F. N. (2023). Reading Material-Based Content Analysis in Senior High School English Textbooks in Indonesia. ***Metathesis: Journal of English Language, Literature, and Teaching*,** *7*(1), 97-109.
27. Nuttall, C. (2005). *Teaching Reading Skills in a Foreign Language*. Oxford: Macmillan.
28. Robinson, P. (2005). Aptitude and second language acquisition. *Annual Review of Applied Linguistics, 25*,46-73.
29. Seymour, S., & Walsh. L. (2006). *Essentials of teaching academic reading*. Boston: Houghton Mifflin Harcourt.
30. Harahap, A. et, all, Macrozoobenthos diversity as anbioindicator of the water quality in the Sungai Kualuh Labuhanbatu Utara, AACL Bioflux, 2022, Vol 15, Issue 6.
31. Wen, Z. (2021). Language aptitudes. In T. Gregersen & S. Mercer (eds.), *The Routledge Handbook of Psychology of Language Learning and Teaching* (pp. 389-403). Routledge.
32. Wen, Z., & Skehan, P. (2021). Stages of acquisition and the P/E Model of working memory: Complementary or contrasting approaches to foreign language aptitude? *Annual Review of Applied Linguistics, 41*(2), 6-24.
33. Wenden, A. L. (1999). An introduction to metacognitive knowledge and beliefs in language learning: Beyond the basics. *System*, *27*(4), 435-441.
34. Westwood, P. (2004). *Learning and Learning Difficulties*. Victoria: Acer Press.