

# Language Feasibility in Indonesian Language Textbooks for Grade X Vocational High School (SMK/MAK)

Original Article

**Afriana Marisa<sup>1\*</sup>, Memet Sudaryanto<sup>2</sup>, Bivit Anggoro Prasetyo Nugroho<sup>3</sup>**

<sup>1-3</sup>Indonesia Language Education, Faculty of Humanities, Universitas Jenderal Soedirman, Purwokerto, Indonesia

Email: <sup>1)</sup> [afriana.marisa@mhs.unsoed.ac.id](mailto:afriana.marisa@mhs.unsoed.ac.id), <sup>2)</sup> [memet.sudaryanto@unsoed.ac.id](mailto:memet.sudaryanto@unsoed.ac.id), <sup>3)</sup> [bivit.anggoro@unsoed.ac.id](mailto:bivit.anggoro@unsoed.ac.id)

**Received : 25 November - 2025**

**Accepted : 27 December - 2025**

**Published online : 30 December - 2025**

## Abstract

Language is one of the important aspects in determining the feasibility of textbooks. This is because language quality determines the effectiveness of textbooks in delivering material. The use of inappropriate language can cause the learning process to become less optimal. As the main learning resource, textbooks need to present language that conforms to linguistic rules. This research aims to describe the language feasibility contained in Indonesian Language textbooks for SMK/MAK class X published by Ministry of Education, Culture, Research, and Technology (Kemendikbud) and Erlangga. The type of approach used is descriptive qualitative with content analysis research method. Meanwhile, the data collection techniques used are documentation and sampling, as well as conducting data analysis with an interactive model. The results of language feasibility research show that both textbooks obtained a very feasible category with a slight percentage difference. The Kemendikbud textbook received a percentage of 94%, while the Erlangga textbook showed a percentage of 92%. Overall, both textbooks show findings that are in accordance with the assessment indicators. Thus, this study is expected to be beneficial for teacher and students in using textbooks according to their needs. The findings may also contribute to the development of higher-quality textbooks in the future.

**Keywords:** BSKAP, Indonesian Language, Language Feasibility, Textbook, Vocational High School.

## 1. Introduction

Textbooks still hold an important role as the main learning resource in the learning process. According to Abdullah et al. (2022), textbooks are used by teachers and students as a guide in directing learning activities in a structured manner. Through textbooks, the learning process becomes more systematic and directed because conceptual understanding is developed gradually and continuously (Satang, 2024). Ginanjar et al. (2025) complement this explanation by elaborating that textbooks contain concepts, examples, and exercises that help students understand the competencies that must be achieved. Thus, textbook quality becomes an aspect that needs to be considered because it determines the achievement of student competencies.

One aspect that is an important indicator in determining textbook feasibility is language. According to Agency for Educational Standards, Curriculum, and Assessment (BSKAP) (2022), textbook feasibility standards consist of four aspects including material, presentation, design, and graphics. The presentation standard contains two components including the delivery of book content according to students' language development and the use of appropriate and communicative language. In line with this, National Education Standards Agency (BSNP) also conveys views regarding language feasibility consisting of three



components, namely (1) language conformity with students' intellectual development, (2) language conformity with students' social-emotional development, and (3) coherence and integration between parts of the book content. Thus, language becomes an important aspect in the textbook compilation process.

In textbooks, language has an important role as the main means of delivering material to students. In order for information to be received clearly, the language used must be well-organized, not cause multiple meanings, and be able to help students follow the learning flow (Zulfa et al., 2022). The principle of language feasibility emphasizes the importance of word accuracy, sentence structure simplicity, and adjustment of language level to students' abilities and development. Kosasih (2021) explains that textbooks need to use language that is simple, polite, and still interesting. Meanwhile, Sholihin (2024) adds that language requires consistency in delivery style so that information is not confusing. If these principles are applied properly, the language used will form effective sentences and paragraphs so that material is easily understood and supports the learning process optimally.

Currently, several textbooks are still found that do not meet language feasibility standards. Research by Rihanah & Irma (2022) in Indonesian Language textbooks for class XII reveals that there is still word usage that does not conform to linguistic rules. In addition, research by Yuwanti et al. (2019) also shows that there are still spelling errors in Indonesian Language textbooks for class X. This is also strengthened by the results of the researcher's preliminary observations in Indonesian Language textbooks for class X proving the existence of language use that is less appropriate to student development. From these problems, a study of language feasibility in textbooks is important to conduct.

Several previous studies have discussed language feasibility in textbooks. Research by Zulfa et al. (2022) in Indonesian Language textbooks for class VII examining language feasibility. The research results show that the language used is in accordance with the intellectual and social-emotional level of students. In addition, no sentences were found that deviated from the discussion so they already represent the message or information content. Other research by Yuwanti et al. (2019) examining content feasibility, language, presentation, and graphics in Indonesian Language textbooks for class X published by Ministry of Education, Culture, Research, and Technology (Kemendikbud) and Tiga Serangkai. The findings show that textbooks published by Kemendikbud obtained higher results compared to Tiga Serangkai. Overall, in the language aspect, it is appropriate according to assessment indicators. Although some errors are still found.

Lastly, research on language feasibility is essential to ensure that instructional materials are conveyed clearly, accurately, and in accordance with students' developmental levels. Therefore, this study focuses on examining the language feasibility found in the Indonesian Language textbooks for SMK/MAK class X published by Kemendikbud and Erlangga. The findings of this study are expected to provide benefits for teacher, students, and future researcher as a useful reference. In addition, the results are anticipated to offer empirical insights into the alignment of the textbooks with curriculum standards and to support improvements in the development of teaching materials in the future.

## 2. Methods

### 2.1. Type and Approach of Research

The type of approach used is descriptive qualitative. The descriptive qualitative approach is suitable for use in this research because the data is in the form of writing and the research results will describe the object in detail (Sugiyono, 2022). Meanwhile, the research

method used is content analysis. This method is used to analyze and understand writing in textbooks that conforms and does not conform to the assessment instrument.

### 2.2. Data Collection Techniques

The data collection techniques used in this research include documentation and sampling. The documents used in this research are Indonesian Language textbooks for class X published by Kemendikbud and Erlangga. The sampling technique used is purposive sampling, which is based on specific purposes (Suwandi et al., 2024). The samples taken are texts that conform to the language feasibility instrument.

The research instrument is compiled based on several theories. First, referring to components proposed by BSKAP (2022) including (1) delivery of book content according to students' language development, and (2) use of appropriate and communicative language. Second, supplemented with components proposed by BSNP including (1) language conformity with students' intellectual development, (2) language conformity with students' social-emotional development, and (3) coherence and integration between parts of book content. Thus, the instrument used is the result of modifications from several experts and adapted to the needs of this research.

### 2.3. Data Analysis Techniques

The research procedure was conducted in several stages. The steps taken in this research refer to the interactive analysis model (Miles et al., 2014) consisting of:

- 1) Data condensation, data condensation is done by selecting writing in Indonesian Language textbooks for SMK/MAK class X published by Kemendikbud and Erlangga according to the language feasibility instrument.
- 2) Data display, data presentation is done in the form of excerpts, brief descriptions, and graphs. The use of graphs will make it easier for readers to see the data as a whole. At the data presentation stage, researchers also calculate the percentage score of each aspect.

$$\text{Percentage Feasibility} = \frac{\text{Answer Score}}{\text{Maximum Score}} \times 100\%$$

- 3) Conclusion drawing/verification, drawing conclusions is done by categorizing the results of feasibility percentages according to the assessment guideline table (see table 1) and explaining them descriptively.

**Table 1. Assessment Guidelines**

| Percentage | Category        | Description   |
|------------|-----------------|---|
| 85-100%    | Very feasible   | Language feasibility analysis results are in the very feasible category   |
| 65%-84%    | Feasible        | Language feasibility analysis results are in the feasible category        |
| 55-64%     | Fairly feasible | Language feasibility analysis results are in the fairly feasible category |
| 40-54%     | Not feasible    | Language feasibility analysis results are in the not feasible category    |

The data validity used is theory and technique triangulation. Theory triangulation refers to various academic literature for comparison. Meanwhile, technique triangulation is conducted through interviews with Indonesian Language teachers at the SMK/MAK level. In essence, triangulation is one of the data validity techniques by comparing it from various sources or other information to minimize research bias (Sugiyono, 2022). Through triangulation, it is expected that research results become more credible and accurate.

### 3. Results and Discussion

Figure 1 present the results of language feasibility research in Indonesian Language textbooks for SMK/MAK class X published by Kemendikbud and Erlangga. The findings in Figure 1 show percentage that have a slight difference between the two. The analysis process is based on research instruments consisting of three components, namely (1) delivery of book content according to students' language abilities, (2) use of appropriate and communicative language, and (3) coherence and integration between paragraphs.

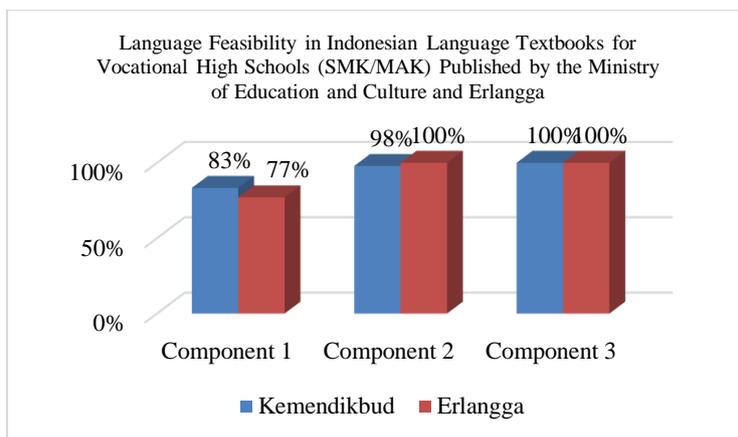


Figure 1. Language Feasibility Analysis Graph

#### 3.1. Delivery of Book Content According to Students' Language Abilities

The component of delivering book content according to students' language abilities has two subcomponents, namely (1) delivery of book content according to students' intellectual aspects, and (2) delivery of book content according to students' emotional aspects. Based on figure 1, both textbooks obtained the feasible category with different percentage. The Kemendikbud published textbook received a percentage of 83%, while Erlangga received 77%. From the percentage results, it can be concluded that language feasibility in the Kemendikbud published textbook is higher compared to Erlangga.

Table 2 present the analysis results for the component of delivering book content according to students' language abilities in the Kemendikbud textbook. Overall, the language used in each chapter has met the subcomponents. According to Table 2, Chapter 1 on observation report text material shows a score of 6, which means most of it is in accordance with the assessment indicators. The description of the analysis results is as follows.

Table 2. Component 1 (Kemendikbud)

|                | Chap 1 | Chap 2 | Chap 3 | Chap 4 | Chap 5 | Chap 6 | Total | Overall |
|----------------|--------|--------|--------|--------|--------|--------|-------|---------|
| Subcomponent 1 | 3      | 3      | 4      | 4      | 4      | 4      | 92%   | 83%     |
| Subcomponent 2 | 3      | 3      | 3      | 3      | 3      | 3      | 75%   |         |

In subcomponent 1 as shown in Table 2, namely the delivery of book content according to students' intellectual aspects, the indicator is the use of foreign, scientific, and regional languages accompanied by meanings. In Chapter 1 of the Kemendikbud textbook, the use of foreign and scientific language was found. Data card 1 shows the use of English in reading material. However, the foreign language used does not meet the indicator because it does not have an explanation. Most of the language used in Chapter 1 is actually scientific language or technical language in certain fields of study, as in data card 2. Scientific language is often found in examples of observation report texts because it is one of the language characteristics.

Therefore, Chapter 1 also provides activities to search for scientific word meanings in online dictionaries to facilitate student understanding. The following are data cards showing the use of foreign and scientific language.

Data Card 1. Foreign Language

“Bunga tabebuya juga dapat digunakan sebagai **imun booster** agar manusia tidak mudah terserang penyakit.” (p. 30)

“Tabebuya flowers can also be used as an **immune booster** so that humans are not easily infected with diseases.” (p. 30)

Data Card 2. Scientific Language

“**Hymenatus coronapus** adalah salah satu jenis belalang sentadu atau belalang sembah yang hidup di Indonesia dan kawasan Asia tenggara lainnya.” (p. 6)

“**Hymenatus coronapus** is one type of praying mantis that lives in Indonesia and other Southeast Asian regions.” (p. 6)

“Misalnya, kunang-kunang Malaysia (**pteroptyx tener**), yang terkenal karena panjangnya ...” (p. 14)

“For example, the Malaysian firefly (**pteroptyx tener**), which is famous for its length ...” (p. 14)

In subcomponent 2 as shown in Table 2, namely the delivery of book content according to students’ emotional aspects, the indicator is the use of motivational sentences, such as invitational sentences and positive encouragement. In Chapter 1 of the Kemendikbud textbook, there is positive encouragement in the form of congratulations. The word congratulations found in the textbook will motivate students to be enthusiastic in completing tasks. The context of congratulations on page 28 is that students will do the task of converting an observation report text into a scrapbook. The phrase “Have fun creating!” will motivate students to create a good scrapbook. Meanwhile, the motivational sentence on page 37 gives appreciation that students have learned the material in Chapter 1 so they can continue to the next chapter. The following is a data card showing the use of positive encouragement sentences.

Data Card 3. Motivational Sentences

“**Selamat** berkreasi!”

“**Have fun** creating!” (p. 28)

“**Selamat!** kalian sudah mempelajari Bab I.”

“**Congratulations!** You have finished studying Chapter I” (p. 37)

Table 3 present the analysis results for the component of delivering book content according to students’ language abilities in the Erlangga textbook. Most of the language used also meets the assessment indicators. According to Table 3, Chapter 1 on observation report text material received a score of 7, which means one subcomponent is not fully met. The description of the analysis results is as follows.

**Table 3. Component 1 (Erlangga)**

|                | Chap 1 | Chap 2 | Chap 3 | Chap 4 | Chap 5 | Chap 6 | Total | Overall |
|----------------|--------|--------|--------|--------|--------|--------|-------|---------|
| Subcomponent 1 | 4      | 2      | 4      | 2      | 3      | 4      | 79%   | 77%     |
| Subcomponent 2 | 3      | 3      | 3      | 3      | 3      | 3      | 75%   |         |

In subcomponent 1 as shown in Table 3, namely the delivery of book content according to students' intellectual aspects, the indicator is the use of foreign, regional, and scientific languages accompanied by meanings. In Chapter 1 of the Erlangga textbook, only the use of foreign language was found. Data card 4 shows the use of English foreign language as an equivalent word in reading material. Some reading materials use foreign language because several words can be explained using languages other than Indonesian. Nevertheless, the use of foreign language is accompanied by meaning, making it easier for students to understand. The following is a data card showing the use of foreign language.

Data Card 4. Foreign Language

“Kue Kering (**cookies**).” (p. 4)  
 “Sistem kontrol ini dapat berupa perangkat masukan (**input**) dan keluaran (**output**).” (p. 7)  
 “Model pembelajaran ini bertujuan untuk meningkatkan keselarasan proses pengembangan pengetahuan (**knowledge**), keterampilan (**skill**), dan sikap (**attitude**).” (p. 11)

In subcomponent 2 as shown in Table 3, namely the delivery of book content according to students' emotional aspects, the indicator is the use of motivational sentences, such as invitational sentences and positive encouragement. In Chapter 1 of the Erlangga textbook, conformity with motivational sentences in the form of invitational words was found. Data card 5 shows the use of the word “*ayo*” (come on) to invite students to study the material. As well as the word “*yuk*” (let's) to invite students to complete exercises or tasks. Both of these words can motivate students to be more enthusiastic in studying the material. The following is a data card showing the use of motivational sentences.

Data Card 5. Motivational Sentences

“**Ayo** menyimak” (p. 3)  
 “**Come on**, let's listen” (p. 3)  
 “**Yuk**, asah literasimu!” (p. 7)  
 “**Let's** sharpen your literacy!” (p. 7)

Based on the analysis results, most of the language used in both Indonesian Language textbooks is in accordance with the component of delivering book content according to students' language abilities. This result is strengthened by the response of the Indonesian Language teacher who stated that although there is still the use of foreign language not accompanied by meaning. However, most other languages already include their meanings. Explained by Kaaffah (2021) that foreign, regional, or scientific languages found in textbooks must be accompanied by meanings. This is done because each student's language knowledge is different; there may be some who do not know the meaning of certain languages. Therefore, every foreign, regional, or scientific language needs to include meaning so as not to hinder the meaning delivery process.

### 3.2. Use of Appropriate and Communicative Language

The component of using appropriate and communicative language has two subcomponents, namely (1) use of standard language according to KBBI VI, and (2) spelling accuracy according to Enhanced Indonesian Spelling System (EYD) V. Based on Figure 1, both textbooks obtained the very feasible category with slightly different percentage. The Kemendikbud published textbook received a percentage of 98%, while Erlangga received 100%. From the percentage results, it can be concluded that language feasibility in the Erlangga published textbook is higher compared to Kemendikbud.

Table 4 present the analysis results for the component of using appropriate and communicative language in the Kemendikbud textbook. Overall, the language used in each chapter has met the subcomponents. According to Table 4, Chapter 1 on observation report text material shows a score of 8, which means it is in accordance with the assessment indicators. The description of the analysis results is as follows.

**Table 4. Component 2 (Kemendikbud)**

|                | Chap 1 | Chap 2 | Chap 3 | Chap 4 | Chap 5 | Chap 6 | Total | Overall |
|----------------|--------|--------|--------|--------|--------|--------|-------|---------|
| Subcomponent 1 | 4      | 4      | 4      | 4      | 4      | 3      | 96%   | 98%     |
| Subcomponent 2 | 4      | 4      | 4      | 4      | 4      | 4      | 100%  |         |

In subcomponent 1 as shown in Table 4, namely the use of standard language according to KBBI VI, the indicator is the use of standard language in formal, scientific, and academic texts. In Chapter 1 of the Kemendikbud textbook, the material already uses standard language according to KBBI VI. The use of standard words in Chapter 1 can be seen through data card 6. For example, the word “*teknik*” (technique) is standard language that means a way or method of doing something. Meanwhile, the word “*objek*” (object) is often written in non-standard form as “*obyek*”. The word “*memorabilia*” according to (The Great Dictionary of the Indonesian Language) KBBI VI means something to remember. The word “*memorabilia*” is rarely found because it is usually written in foreign language as “*memorable*”. The following is a data card showing the use of standard language.

Data Card 6. Standard Language

|   |
|---|
| <p>“<b>Teknik</b> yang sama tetap dilakukan ...” (p. 23)<br/>                     “The same <b>technique</b> is still applied...” (p. 23)</p> <p>“Tentukan <b>objek</b> apa yang akan diobservasi.” (p. 25)<br/>                     “Determine what <b>object</b> will be observed.” (p. 25)</p> <p>“Selain ... laporan kalian menjadi semacam <b>memorabilia</b> atau sesuatu yang patut dikenang.” ((p. 27)<br/>                     “Besides... your report becomes a kind of <b>memorabilia</b> or something worth remembering.” (p. 27)</p> |
|---|

In subcomponent 2 as shown in Table 4, spelling accuracy according to EYD V has an indicator, namely the use of appropriate punctuation according to EYD V. Chapter 1 of the Kemendikbud textbook has shown the application of punctuation according to EYD V. Data card 7 shows the appropriate use of period and comma punctuation. According to EYD V, period punctuation is used every time ending a sentence. Meanwhile, commas are used in intersentence conjunctions and enumeration sentences. On page 6, intersentence conjunction is shown with “*selanjutnya*” (next). The enumeration sentence is shown after the words

“*terdiri atas*” (consists of). The following is a data card showing spelling accuracy according to EYD V.

Data Card 6. Spelling Accuracy

“**Selanjutnya**, saya akan menjelaskan ciri khas belalang anggrek yang **terdiri atas bagian tubuh, bentuk tubuh, makanan**, dan daur hidupnya.” (p. 6)  
 “**Next**, I will explain the distinctive characteristics of orchid mantises **consisting of body parts, body shape, food**, and life cycle.” (p. 6)

Table 5 present the analysis results for the component of using appropriate and communicative language in the Erlangga textbook. Overall, the language used has met the assessment indicators. According to Table 5, Chapter 1 on observation report text material received a score of 8, which means it meets all subcomponents. The description of the analysis results is as follows.

**Table 5. Component 2 (Erlangga)**

|                | Chap 1 | Chap 2 | Chap 3 | Chap 4 | Chap 5 | Chap 6 | Total | Overall |
|----------------|--------|--------|--------|--------|--------|--------|-------|---------|
| Subcomponent 1 | 4      | 4      | 4      | 4      | 4      | 4      | 100%  | 100%    |
| Subcomponent 2 | 4      | 4      | 4      | 4      | 4      | 4      | 100%  | 100%    |

In subcomponent 1 as shown in Table 5, namely the use of standard language according to KBBI VI, the indicator is the use of standard language in formal, scientific, and academic texts. In Chapter 1 of the Erlangga textbook, overall the language used is standard according to KBBI VI rules. Data card 7 shows the use of standard language in observation report text material. The word “*survei*” (survey) is a standard form that means research or inspection technique. The word “*survei*” is often written in non-standard forms such as “survey” or “*survai*”. Another word that is a standard form is “*salindia*” (slide). According to KBBI VI, *salindia* means text display used for presentations. *Salindia* is often referred to as slide powerpoint as a non-standard form. As for the word “video”, according to KBBI VI it is the standard form of “*vidio*” which means moving picture recording. The following is a data card showing the use of standard language.

Data Card 7. Standard Language

“Contohnya, membaca **survei** (survey reading) ...” (p. 11)  
 “For example, **survey** reading...” (p. 11)  
 “Buatlah **salindia** yang menarik, elegan, dan berisi poin-poin penting yang akan disampaikan.” (p. 21)  
 “Create attractive, elegant **slides** that contain important points to be conveyed.” (p. 21)  
 “Untuk membuat **video** blog, Anda dapat mengikuti langkah-langkah berikut.” (p. 41)  
 “To make a **video** blog, you can follow these steps.” (p. 41)

In subcomponent 2 as shown in Table 5, spelling accuracy according to EYD V has an indicator, namely the use of appropriate punctuation according to EYD V. Chapter 1 of the Erlangga textbook also shows the accuracy of punctuation use according to EYD V rules. Data 8 shows the use of colon and parenthesis punctuation that is correct. According to EYD V, colons are used after words that require specification. Meanwhile, parentheses are used to enclose additional information. In data card 8, parentheses are used to enclose English equivalent words. The following is a data card showing spelling accuracy according to EYD V.

Data Card 8. Spelling Accuracy

|   |   |
|---|---|
| Title   | : Learning to be a Content Creator                                  |
| Objective   | : Improving digitalization skills in presenting observation reports |
| Project Nature  | : Individual  |
| Time  | : 2 weeks (p. 41)   |
| “Contohnya, membaca survei ( <b>survey reading</b> ), membaca sekilas ( <b>skimming reading</b> ), membaca dangkal ( <b>superficial reading</b> ).” (p. 11) |   |

Based on the analysis results of the component of using appropriate and communicative language, overall, both textbooks have met the subcomponents. Although in the Kemendikbud textbook some errors in using standard language are still found. This result is strengthened by the agreement of the Indonesian Language teacher who also stated that there are still some non-standard words in the material. However, the number is very small. As for the punctuation accuracy subcomponent, it is also in accordance with EYD V rules. Sari (2024) explains that in oral communication, punctuation accuracy is very important because incorrect placement can change sentence meaning. Therefore, the communicativeness of a message can be seen through standard language and appropriate punctuation.

### 3.3. Coherence and Integration Between Paragraphs

The component of coherence and integration between paragraphs has three subcomponents, namely (1) each paragraph consists of one main idea, (2) use of intrasentence and intersentence conjunctions, and (3) relationships between paragraphs are interrelated. Based on Figure 1, both textbooks obtained the very feasible category with the same percentage. The Kemendikbud and Erlangga published textbooks received a perfect percentage of 100%. From the percentage results, it can be concluded that language feasibility in the Kemendikbud and Erlangga published textbooks is balanced.

Table 6 present the analysis results for the component of coherence and integration between paragraphs in the Kemendikbud textbook. Overall, the language used in each chapter has met the subcomponents. According to Table 6, Chapter 1 on observation report text material shows a score of 12, which means it is in accordance with the assessment indicators. The description of the analysis results is as follows.

**Table 6. Component 3 (Kemendikbud)**

|                | Chap 1 | Chap 2 | Chap 3 | Chap 4 | Chap 5 | Chap 6 | Total | Overall |
|----------------|--------|--------|--------|--------|--------|--------|-------|---------|
| Subcomponent 1 | 4      | 4      | 4      | 4      | 4      | 4      | 100%  |         |
| Subcomponent 2 | 4      | 4      | 4      | 4      | 4      | 4      | 100%  | 100%    |
| Subcomponent 3 | 4      | 4      | 4      | 4      | 4      | 4      | 100%  |         |

In Chapter 1 of the Kemendikbud textbook, coherence and integration between paragraphs are in accordance with the indicators, as shown in Table 6. Data card 9 shows paragraphs in Chapter 1 that are appropriate. The paragraphs contain one main idea, namely the first paragraph about how to make a scrapbook, while the second paragraph is about how to publish it.

The use of intrasentence and intersentence conjunctions is also shown in the bolded words. The words “*atau*” (or), “*dan*” (and), “*dengan*” (with) are intrasentence conjunctions. Meanwhile, the words “*selain itu*” (besides that) serve as intersentence conjunctions.

The relationship between the two paragraphs is also interrelated, namely adding explanation from the previous paragraph. Both paragraphs have in common that they discuss scrapbooks. The first paragraph is about how to make it and the second paragraph adds how

to publish the work. The following is a paragraph data card showing coherence and integration between paragraphs.

Data Card 9. Coherence and Integration

“Untuk membuat buku tempel peralatan yang kalian butuhkan adalah buku tulis **atau** buku gambar sebagai media tempel. Kalian juga dapat membuatnya dari kertas karton atau kardus. Tempelkan foto-foto hasil observasi kalian di media dasar tersebut **dan** beri keterangan secukupnya.

Selesai dibuat, kalian dapat memublikasikan buku tempel tersebut **dengan** mengirimkannya ke penerbit. Cara lain adalah memublikasikannya secara digital di media sosial, blog, atau situs web sekolah kalian. **Selain itu**, kalian juga dapat mengunggah cara pembuatan buku tempel kalian dalam bentuk video ke berbagai kanal digital.” (p. 28)

“To make a scrapbook, the equipment you need is a notebook **or** drawing book as the pasting medium. You can also make it from cardboard or carton paper. Paste your observation photos on the base media **and** provide sufficient captions.

Once finished, you can publish the scrapbook **by** sending it to a publisher. Another way is to publish it digitally on social media, blogs, or your school’s website. **In addition**, you can also upload how to make your scrapbook in video form to various digital channels.” (p. 28)

Table 7 present the analysis results for the component of coherence and integration between paragraphs in the Erlangga textbook. Overall, the language used has met the assessment indicators. According to Table 7, Chapter 1 on observation report text material received a score of 12, which means it meets all subcomponents. The description of the analysis results is as follows.

Table 7. Component 3 (Erlangga)

|                | Chap 1 | Chap 2 | Chap 3 | Chap 4 | Chap 5 | Chap 6 | Total | Overall |
|----------------|--------|--------|--------|--------|--------|--------|-------|---------|
| Subcomponent 1 | 4      | 4      | 4      | 4      | 4      | 4      | 100%  |         |
| Subcomponent 2 | 4      | 4      | 4      | 4      | 4      | 4      | 100%  | 100%    |
| Subcomponent 3 | 4      | 4      | 4      | 4      | 4      | 4      | 100%  |         |

In Chapter 1 of the Erlangga textbook, coherence and integration between paragraphs are in accordance with the indicators, as shown in Table 7. Data card 10 shows paragraphs that are appropriate. Each of these paragraphs already contains one main idea located at the beginning and end. The first paragraph discusses the definition of reading, while the second paragraph is about its types.

The paragraphs also use intersentence and intrasentence conjunctions, namely in the bolded words. The intersentence conjunction is located in the word “*sebelum*” (before). Meanwhile, the intrasentence conjunction is the word “*dan*” (and). The relationship between the two paragraphs also complements each other. The first paragraph explains the definition of reading, then the second paragraph adds to it with types of reading. The following is a paragraph data card showing coherence and integration between paragraphs.

Data Card 10. Coherence and Integration

“Agar dapat menemukan informasi dengan tepat, salah satu aktivitas yang dapat Anda lakukan adalah membaca. Membaca adalah suatu proses yang dilakukan **dan** digunakan oleh pembaca untuk memperoleh pesan yang disampaikan penulis melalui media bahasa tulis. Pada kegiatan pembelajaran kali ini, Anda akan menilai akurasi informasi yang terdapat dalam teks laporan hasil observasi.

**Sebelum** menilai akurasi dan kualitas data teks laporan hasil observasi, Anda harus menemukan informasi dalam teks secara tepat terlebih dahulu. Menurut Tarigan (2008: 12-13), berdasarkan tujuannya membaca dibagi menjadi dua jenis berikut.” (p. 10)

“In order to find information accurately, one activity you can do is read. Reading is a process done **and** used by readers to obtain messages conveyed by writers through written language media. In this learning activity, you will assess the accuracy of information contained in observation report texts.

**Before** assessing the accuracy and quality of observation report text data, you must first find information in the text accurately. According to Tarigan (2008: 12-13), based on its purpose, reading is divided into the following two types.” (p. 10)

Based on the analysis results of the component of coherence and integration between paragraphs, overall, the language used has met the subcomponents. The research results show that no paragraphs were found that deviated in terms of main ideas, use of conjunctions, or relationships between paragraphs. Explained by Telaumbanua (2023) that coherence and integration between paragraphs helps the process of writing logical sentences that are interconnected and have a consistent flow of ideas. In addition, Prasetyo & Asmara (2024) also stated that coherent and integrated paragraphs will facilitate the meaning delivery process, making it easier for students to understand. Therefore, coherence and integration become subcomponents contained in language feasibility.

#### 4. Conclusion

From the analysis results, it can be concluded that the language feasibility contained in textbooks published by Kemendikbud and Erlangga has obtained the very feasible category. Overall, the Kemendikbud textbook received a percentage of 94%. Meanwhile, the Erlangga textbook obtained a percentage of 92%. From the average percentage results, both textbooks have a very slight difference. The Kemendikbud textbook obtained higher results compared to Erlangga.

From various findings, there is one component that obtained a perfect percentage in both textbooks, namely coherence and integration between paragraphs. In the coherence and integration between paragraphs component, both textbooks received a perfect percentage of 100% with the very feasible category. Meanwhile, in the component of using appropriate and communicative language, only the Erlangga textbook received a percentage of 100%. Whereas the Kemendikbud textbook has a percentage of 98% in the very feasible category. As for the component of delivering book content according to students' language abilities, it obtained the feasible category. The Kemendikbud textbook with a percentage of 83%, while Erlangga with a percentage of 77%.

From the percentage results of each component, it shows that overall, the language contained in both textbooks is feasible to use. These findings contribute to the development of textbook studies related to the linguistic quality of vocational textbooks, particularly those used in grade X Indonesian Language courses. In addition, the results of this study have practical implications for the teacher, authors, and curriculum developers, as they can serve as a reference in selecting, designing, and refining textbooks to ensure their more effective use in the learning process.

## 5. References

- Abdullah S, A. S., Susilo, S., & Mulawarman, W. G. (2022). Analisis Kelayakan Buku Teks Bahasa Indonesia untuk Siswa Kelas VIII Sekolah Menengah Pertama. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 5(3), 707–714. <https://doi.org/10.30872/diglosia.v5i3.433>
- GINANJAR, A. A., Kartadireja, W. N., & Astriani, A. S. (2025). Analisis Isi Buku Ajar Bahasa Indonesia Cerdas Cergas Berbahasa dan Bersastra Indonesia untuk Kelas X SMA. *Stilistika: Jurnal Pendidikan Bahasa Dan Sastra*, 18(1), 217–228. <https://doi.org/10.30651/st.v18i1.24583>
- Kaaffah, R. R. S. (2021). Buku Teks Bahasa Indonesia SMP Kelas VIII: Tinjauan Isi, Bahasa, dan Teknik Penyajian. *Journal of Language Learning and Research (JOLLAR)*, 4(1), 24–36. <https://doi.org/10.22236/jollar.v4i1.7707>
- Kosasih, E. (2021). *Pengembangan bahan ajar*. Bumi Aksara.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis A Method Sourcebook*. SAGE Publication, INC.
- Prasetyo, R., & Asmara, R. (2024). Kohesi dan Koherensi Teks Bacaan dalam Buku Bahasa Indonesia SMP Kelas VII Kurikulum Merdeka. *MABASAN*, 18(2), 345–364. <https://doi.org/10.62107/mab.v18i2.968>
- Rihanah, A., & Irma, C. N. (2022). Kelayakan Isi dan Bahasa pada Buku Teks Bahasa Indonesia di SMA Negeri 1 Sirampog. *Hasta Wiyata*, 5(1), 32–42. <https://doi.org/10.21776/ub.hastawiyata.2022.005.01.03>
- Sari, R. M. (2024). *Telaah Buku Bahasa Indonesia SMP & SMA*. Literasi Nusantara Abadi Grup.
- Satang, S. (2024). Improving Students' Reading Comprehension through Rehearsal Strategy. *REVIEW OF MULTIDISCIPLINARY EDUCATION, CULTURE AND PEDAGOGY*, 3(2), 168–178. <https://doi.org/10.55047/romeo.v3i2.1137>
- Sholihin, M. R. (2024). *Strategi Penulisan Buku Ajar* (M. R. S. ompnavita (ed.)). Media Kunkun Nusantara. <https://omp.mediakunkun.com/index.php/book/catalog/book/2>
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suwandi, S., Ulya, C., Wardani, N. E., Zulianto, S., & Setiyoningsih, T. (2024). Representasi Pengetahuan dan Keterampilan Berpikir Aras Tinggi dalam Modul Bahasa Indonesia Sekolah Menengah Pertama. *Indonesian Language Education and Literature*, 9(2), 282–296. <https://doi.org/10.24235/ileal.v9i2.15410>
- Telaumbanua, A. (2023). Analisis Unsur Kohesi dan Koherensi dalam Karangan Eksposisi yang Ditulis oleh Siswa Kelas VII SMP Negeri 4 Mazo T.A. 2021/2022. *KOHESI : Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 3(2), 44–55. <https://doi.org/10.57094/kohesi.v3i2.866>
- Yuwanti, I. R., Mahsun, M., & Sudirman, S. (2019). Comparative Study Between Bahasa Indonesia Textbook for X Grade Published by The Ministry of Education and Culture and Tiga Serangkai Private Publisher. *AKSIS: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 3(1), 23–31. <https://doi.org/10.21009/AKSIS.030103>
- Zulfa, M., Mukhlis, M., Raudaturrahmah, N., Ananda, N. T., Nurwahyuni, & Raihan, M. (2022). Analisis Kelayakan Bahasa dalam Buku Teks Bahasa Indonesia Kelas VII untuk SMP/MTS Kurikulum 2013 Edisi Revisi 2017. *Sajak: Jurnal Penelitian Dan Pengabdian Sastra, Bahasa, Dan Pendidikan*, 1(2), 84–90. <https://doi.org/10.25299/s.v1i2.8783>