

# EVALUATION OF ENGLISH SPECIFIC PURPOSES TEXTBOOK USED IN MANAGEMENT BUSINESS MAJOR IN VOCATIONAL HIGH SCHOOL

Tina Endriani<sup>1</sup>, Isry Laila Syathroh<sup>2</sup>

IKIP Siliwangi

<sup>1</sup> tina\_endriani@student.ikipsiliwangi.ac.id, <sup>2</sup> islaisya@yahoo.com

## Abstract

This study is an attempt to evaluate the suitability of the “Master Your Business Communication Skill” book written by Ismanthono (2017) as an English Specific Purposes (ESP) book for management business major in vocational high school. To meet this aim, the viewpoints of 3 teachers and 22 students of vocational high school are collected through Daoud and Celce-Muria’s (1979) ELT textbook evaluation checklist. The opinions of the ESP teachers toward ESP textbook are positive. Based on the result of the checklist, the teachers and students state that this book is useful in the teaching and learning process, especially vocational high school students majoring in business management. As the conclusion, in terms of subject matter, this book is suitable to be used as a textbook or at least as a complement to existing ESP books. In terms of vocabulary, this book is sufficient and in accordance with the students’ needs of management majors. Then in terms of exercises, a half of the participants agree that the exercises in the book can help increase understanding of the materials. While in terms of illustration, the participants think that the illustration in this book is interesting and easy to understand. Finally, in terms of physical make-up such as cover and title, this book is attractive enough. The cover reflects the content of the book and also provides the prospective readers at the first look.

**Keywords:** ESP, Textbook Evaluation, Checklist

## INTRODUCTION

People in the world use English as an international language for different purposes. In the field of English Language Teaching (ELT), English Specific Purposes (ESP) has been a distinct activity since 1960s. Due to several events, such as the rise of science and technology, the second world war in 1945, the rapid expansion of science, the increased economic influence of some oil-rich countries and the increased number of foreign students studying in English-speaking countries, ESP was recognized (Rahman, 2015).

The primary definition of ESP is to teach some of the English vocabulary directly applicable to students with specific objectives, fields of study, or profession, such as business administration, nursing, architecture, etc. According to Tous & Haghighi (2014), there are four steps that should be considered in designing an ESP course, namely:

- 1) Need analysis. It refers to all the activities used to gather information about the students’ learning needs, want, whims, desires, etc.
- 2) Syllabus. It serves as a contract between the teacher and the students, serving as a shared reference point for learning during the course.
- 3) Curriculum design. It focuses on the development of the overall course blueprint, including how to create a course outline and build the course, as well as how map curriculum to learning goals.
- 4) Assessment or evaluation. It is defined as the structure that provides the information needed to answer each of evaluation questions.

In the 2013 curriculum syllabus, there are materials on administration, finance, trade system and social work. In the book being evaluated, there are also similar materials. It means that this book can help students get more specific materials according to their majors. The “Master Your Business Communication Skill” book written by Ismanthono (2017) contains about how people are involved in the business management sphere communicate English well in their activities. Textbooks often play an important part in education, though nowadays attention is turning to use of digital or printed textbooks in the classrooms (Dang & Seals, 2018). ESP textbooks are important because learners do not have any interaction with English speaker in the context of international languages (Ahour et al, 2014). The purposes of this study are to determine whether the content of the book, such as topics and exercises are based on the instructors and learners’ needs. To reach the aims of the study, one research question is posed: “Is the “Master Your Business Communication Skill” book based on instructors and learners’ needs?”

## METHOD

The participants of this study were 3 EFL teachers who teach in ESP classes at the time of the study, and 22 students who seemed capable enough in understanding the items of the questionnaire. All of the teachers and learners who participated in this study were selected to provide relevant informations required to evaluate the book. The textbook appraisal was done qualitatively using an adapted checklist from Daoud and Celce-Murcia (1979). Checklist is one of three approaches that can be used to evaluate textbooks. The checklist technique is a mechanism that encourages clinicians to test course books efficiently and functionally (Jusuf, 2018). The questionnaire in the checklist was administered to gather the perception of both teachers and students on the material of the textbooks.

## RESULTS AND DISCUSSION

### Results

This section presents the analysis of the result of the research which target to discover teachers’ and students’ perceptions toward the “Master your Business Communication Skill” ESP book. The checklist of Daoud and Celce-Murcia (1979) for textbook evaluation consisted of five aspects. They were subject, vocabulary and structures, exercises, illustration and physical make-up. The total item of the five aspects are 25 points. The checklist can be seen in Table 1 below.

Table 1: Daoud and Celce-Murcia ELT Textbook Evaluation Checklist (1979)

No.	Items	Responses				
		SD	D	U	A	SA
A. Subject matter						
1.	Is the subject matter diverse enough to appeal to the interest of the learners who will be using the textbook (urban or rural, male or female, child or adult learners)?	5%	20%	20%	45%	10%
2.	Is it possible to order materials by theme or by logically organized topics?	3%	15%	15%	50%	17%
3.	Is the material assessed according to the needs of students or the criteria of the current syllabus (if one exists)?	0%	15%	10	45%	30%
				%		

4.	Is the material up-to-date and accurate?	5%	20%	25%	35%	15%
<b>B. Vocabulary and structures</b>						
5.	Is the vocabulary (the number of new words added per lesson) enough for the students at that level?	10%	25%	25%	30%	10%
6.	Is it possible to monitor the vocabulary objects to ensure a systemic progression from basic to complex?	10%	25%	25%	30%	10%
7.	Is the new vocabulary repeated in subsequent lessons for reinforcement?	15%	20%	15%	45%	5%
8.	Does the sentence length seem to be appropriate for the students in that level?	5%	15%	15%	55%	10%
9.	Is the number of grammatical points, as well as the order in which they are presented, appropriate?	5%	15%	25%	50%	5%
10.	Does the structure gradually increase in complexity to suit the growing reading ability of the student?	10%	25%	15%	40%	10%
11.	Does the writer use modern slang, and sentences structure that obey a standard word order?	10%	25%	15%	40%	10%
12.	Do the sentences and paragraphs flow together in a logical order?	5%	20%	30%	40%	5%
13.	Are linguistic items added in appropriate contexts to aid comprehension and ensure assimilation and consolidation?	5%	10%	35%	35%	15%
<b>C. Exercises</b>						
14.	Do the test improve comprehension by putting the understanding of facts, key concept, and order of ideas to the test?	0%	10%	25%	55%	15%
15.	Do the exercises have constructs and terminology that help learners expand their repertoire?	5%	10%	20%	45%	20%
16.	Do the exercises provide practice in different types of written work (such as spelling and dictation, sentence completion, and directed composition)?	5%	15%	10%	65%	5%
17.	Does the book provide a pattern of review within lessons and cumulatively test new material?	10%	15%	15%	55%	5%
18.	Do the exercises promote meaningful communication by referring to realistic activities and situations?	10%	20%	30%	35%	5%
<b>D. Illustrations</b>						
19.	Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?	10%	10%	30%	45%	5%
20.	Are the illustrations straightforward, and devoid of any needless information that might cause the learner to become confused?	10%	10%	25%	50%	5%
21.	Are the illustrations printed close enough to be able to the extent and directly related to the content to help the learners understand the printed text?	0%	5%	10%	65%	20%
<b>E. Physical make-up</b>						
22.	Is the book's cover sturdy enough to survive use?	5%	5%	15%	60%	15%
23.	Is the text attractive (i.e., page appearance, cover, binding)?	5%	20%	10%	50%	15%
24.	Does the book's size seem to be enough for the student to handle?	0%	10%	10%	65%	15%
25.	Is the type size appropriate for the intended learners?	0%	10%	10%	55%	25%

SD: Strongly Disagree D: Disagree U: Undecided A: Agree SA: Strongly Agree

## Discussion

According to the table of *Subject Matter*, it was found the average score for SD=3.25 D=17.5 U=16.25 A=43.75 SA=18 which means subject matter in this book is acceptable and in accordance with the student needs especially students in business management majors. The number 43.75 in the “agree” statement shows that this book is suitable to be used as a complement to existing ESP books. As it is for being a textbook, it would suggest more numbers in the “strongly agree” statement as a reference. Aspects of expression are strengthened by a robust vocabulary: hearing, chatting, reading and writing (Mohammadi& Abdi, 2014). For this factors, vocabulary is important to the development all areas of communication. The number of *vocabulary* in this questionnaire result is SD=8.3 D=20 U=22.2 A=40.5 SA=9, which means that vocabulary in this book is sufficient and in accordance with the student needs in management majors. It also allows this book to be used as a guidebook in learning.

For better understand the learning materials, students need repetition and exercises. They are also useful for knowing the extent to which students understand the material which have been learnt, therefore the objective of learning can be achieved (Mukundan et al, 2011). In terms of *exercises*, the questionnaire result is SD=6 D=14 U=20 A=51 SA=9. Half of the participants agree that the exercises in the book can help increase understanding of the learning materials. In term of *illustration*, the questionnaire result is SD=6.6 D=8.3 U=21.8 A=53.3 SA=10. The response of strongly agree in this part shows how much the participant is interested in the illustration of the book. They thought that the illustration in this book was interesting so it was easy to understand. According to Sarem et al (2013), illustration of a textbook plays an important role in the learning process for students of a visual form, where the presentation of letters and illustration will reflect the substance of the materials. Letters and pictures also can easily give good interpretation. In term of *physical make-up*, the result of the questionnaire shows that SD=2.5 D=11.25 U=11.25 A=57.5 SA=17.5. The cover and title of the book are interesting enough. From marketer’s perspective, a great book cover makes the book easier to sell and that is why publisher these days focus more on the quality of the book covers. A cover is basically the face of book. A book cover reflects the content of the book and also provides the prospective readers with a first look. The concept of a book cover is therefore one of the most critical aspects of selling a book. A successful book ‘feel’ the manuscript rather than ‘tell’ about it (Wuttisrisiriporn & Usaha, 2019)

## CONCLUSION

This study tried to evaluate the “Master Your Business Communication Skill” ESP book by considering both teachers’ and students’ perceptions using Daoud and Celce-Muria’s (1979) ELT textbook evaluation checklist. The result of this study showed that in terms of the subject matter, this ESP book could be used as a textbook or at least as a complement to the current ESP books. In terms of vocabulary, this book was satisfactory and in line with the needs of students majoring in management. In terms of the activities in the book, half of the participants believed that the exercises in the book made them understand the content better. In terms of illustration, the participant was interested in the illustration of the book. They believed that the illustration of this book was attractive and simple to comprehend. Finally, in terms of physical make-up such as cover and title, the cover of this book was attractive enough. The quality of the book was reflected in the title, which also served as the first impression for potential readers.

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