

Content Analysis of an ESP Textbook; English for Vocational High School

Asti Ramadhani E Lestari¹, Elyza Martiarini²

^{1,2} Universitas Indraprasta

asti.r.endah.lestari@gmail.com

Abstract

This research aimed at describing the result of English textbook analysis. The textbook is used as a medium for teaching English for Third-Grade students of Vocational Highschool in the second. This analysis verifies the appropriateness of the material that is contained in the book and used as a medium of teaching. The development of "Kurikulum Tingkat Satuan Pendidikan (KTSP)" in the national standards of education consists of content standard (Standar Isi), process, standard of grades competence (Standar Kompetensi Lulusan), teachers standard, facilities, management, funds, and the educational evaluation. The two of education national standards, Content Standard (Standar Isi) and Standard of Grades Competence (Standar Kompetensi Lulusan) are used as the main reference in developing the curriculum (KTSP). Those two standards are implemented to achieve the goals of the learning.

Key Words: Content Analysis, ESP, Textbook, Vocational.

INTRODUCTION

English as a Specific Purposes, well known as ESP, is a process of teaching and learning English as a second or foreign language in a particular demand (Paltridge & Starfield, 2014). ESP is concerned about the importance of proficiency. In ESP, the language used must effectively and efficiently receive and convey messages for work or professional purposes (Bhatia et al., 2011). The language needed by students will be strictly determined by the language they use in their field of work. Therefore, the learning material becomes one of the most important aspects of ESP.

Learning material refers to everything that can be used to facilitate learning. (Tomlinson, 2012) elaborate five functions of material: informative, instructional, experiential, eliciting, and exploratory. First, materials give information for the learner about the target language. Second, instructional material means it guides the learner in practicing the language. Third, experiential material means it provides the learner with experience of the language in use. Fourth, eliciting material means it encourages the learner to use the language. Finally, exploratory material helps the learner to make discoveries about the language.

Due to the importance of learning material in language courses, the ESP practitioners need to do the material evaluation. Hutchinson & Waters (Saragih et al., 2020) declared that evaluation is a procedure of judging the fitness of something for a particular purpose. Evaluation concerns the relative merit. There is no absolute good or bad, only degrees of fitness for the required purpose. It means that when the teacher does materials evaluation, the evaluation is based on the required goals that would be reached by students.

The textbook analysis is needed for the language teachers to make sure that the textbook used for delivering the current curriculum standards matches the students' language input needs, students' social-cultural background, linguistic needs, and interests, learning facilities, and learning source. In another word, (Hutchinson & Waters, 1987), stated that in any kind of evaluation, the decision finally made is likely to be better for being based on a systematic check of all the important variables.

In doing the evaluation materials, the teacher probably gets a negative and positive impact. The negative side of evaluation materials is the teacher probably spent a lot of expense, was kind, and get frustrated. On the other hand, the positive side of evaluation to the materials is can also justify the request of the sponsor or other members of an esp team for money to buy materials or kind to write them.

In this research, three materials are implemented for Vocational Highschool students; a simple business letter, standard operating procedure (SOP), and formal letter and simple report. From those materials, writers try to find the appropriateness between the materials and the Learner's needs.

METHODOLOGY

Hutchinson and Walters stated that "evaluation is a matching process: matching needs to available solutions". To match needs and solutions, the matching should be done as objectively as possible. It means the teachers have to look at the needs of students and the solution separately. The process of evaluation can be divided into four major steps.

1. Defining criteria
2. Subjective analysis
3. Objective analysis
4. Matching

The selection of ESP materials should depend on the needs of the learners concerning their future or presents job. Ellis and Johnson in (Kardaleska & Nedelkoska, 2018) emphasize the choice of materials has a major impact on what happens in the course. This impact is determined by what kind of language the learners will be exposed to, and as a consequence, the substances of what they will learn in terms of vocabulary, structures, and function because it has implication or the method and techniques by which the learner will learn the subject or content of the materials is an essential component from the point of view of relevance and motivation. another important criterion that should be taken into account when selecting materials is the level of language competence. Students come to the course since they feel like improving their language which they can use in a certain situation. After students' needs are analyzed, teachers have to prepare and choose the appropriate materials for them.

RESULT AND DISCUSSION

In this research, the writers use criterias to evaluate the textbook "Bahasa Inggris untuk Sekolah Menengah Kejuruan (SMK). According to (Darrin, 2014) The criteria of evaluating the textbook can take a big role in defining and evaluating the textbook for the betterment of language teaching. The criteria to build the instrument should be relevant and based on trusted sources. There are five criteria according to (Hutchinson & Waters, 1987):

1. Audience

Tabel 1. Audience

No	Subjective Analysis	Objective Analysis	Score
1	A. Who is the Learners? <ul style="list-style-type: none"> • Age 16 • Nationality: Indoensian • Work Specialism: Accountancy • Educational Backgrounds: Vocational Highschool 	B. Who are the Materials intended for? <ul style="list-style-type: none"> • Age 16 • Nationality: Indoensian • Work Specialism: Accountancy • Educational Backgrounds: Vocational Highschool 	2
Total Score 1 (Point) x 2 = 2			

2. Aims
 Tabel 1. Aims

No	Subjective Analysis	Objective Analysis	Score
2	A. What are the aims of the course: <i>Students understand simple business letters, understand technical documents, and understand how to write a business letter and a simple report letter?</i>	B. What are the aims of the materials: It is written in the module that <ul style="list-style-type: none"> • <i>Students understand the types of simple business letters and can write simple business letters</i> • <i>Students understand technical documents and Standard Operating Procedure (SOP).</i> • <i>Students understand how to use the imperative sentence in arranging Standard Operating Procedure (SOP).</i> • <i>Students can write a formal letter, write a letter application, and arrange a report letter properly.</i> 	2
Total Score 1 = (Point) x 2 = 2			

3. Content
 Tabel 3. Content

No	Subjective Analysis	Objective Analysis	Score
3	A. Language description required: <i>Language Variation and Register Analysis</i>	B. What types of language description are used in materials: <i>Language Variation and Register analysis (The textbook contains formal letters and formal dialogue) and formal dialogue) and</i>	2
4	A. What language points should be covered: <i>Vocabularies that are related to business field</i>	B. What language points do the materials cover: <i>Vocabularies that are formal and related to job field (Can be seen in the example of Job Vacancy and Curriculum Vitae)</i>	2
5	A. What proportion of work on each micro-skills is desired: <ul style="list-style-type: none"> • <i>Writing</i> • <i>Speaking</i> • <i>Reading</i> 	B. What is the proportion of work on each skill: <ul style="list-style-type: none"> • <i>Formal speaking (on the phone or direct conversation)</i> • <i>Formal writing</i> • <i>Reading conversation and letters</i> 	2
6	A. What micro-skills do you need: <ul style="list-style-type: none"> • <i>Comprehension about formal letters (CV, Offering letter, Purchase Order), document (e.g. Standard Operating Procedure/SOP), and formal conversation</i> • <i>Ability to write (CV, offering letter,</i> 	B. What micro-skills are covered in the materials: <ul style="list-style-type: none"> • <i>Understanding about formal letters (CV, Offering letter, Purchase Order), document (e.g. Standard Operating</i> 	

	<i>Purchase Order), document (e.g. Standard Operating Procedure/ SOP), speak formally, and ability to retell the content of a formal letter and conversation</i>	<i>Procedure/ SOP), and formal conversation</i> <ul style="list-style-type: none"> • <i>Skills in writing (CV, Offering letter, Purchase Order), documents (e.g. Standard Operating Procedure/ SOP), and formal speaking</i> 	
7	A. What text types of the task should be included: <ul style="list-style-type: none"> • <i>Formal writing practice</i> • <i>Formal speaking practice</i> • <i>Answering Multiple Choice questions to make sure if students have comprehended about.</i> • <i>Retell about the content of conversation and letters</i> 	B. What kinds of texts are there in the materials: <ul style="list-style-type: none"> • <i>Formal writing letter practice</i> • <i>Formal speaking dialogue</i> • <i>Multiple Choice tasks to make sure if students have comprehended about</i> 	2
8	A. What subject matter areas are required: <i>The subject is Business, especially accountancy.</i> What level of knowledge should be assumed: <i>The level is a vocational high school.</i> What types of the topic are needed: <i>Business management</i> What treatment should the topics be given: <i>The treatment in the textbook are factual that means the topics are based on the real situation</i>	B. What is the subject-matter areas assumed level of knowledge and types of topics in the materials: <i>The area is for accountancy</i> What treatment are the topics are given: <i>The treatment in the textbook is factual which means the topics are based on the real situation</i>	2
9	A. How should the content be organized throughout the course: <i>The content should be organized around the language point</i>	B. How is the content organized throughout the materials: <i>The content is organized around the language point (Each material in this book has a different language focus)</i>	2
10	A. How should the content be organized within the units: <i>The content should allow a clear focus on certain skills areas.</i>	B. How is the contents organized within the units: <i>The content allows a clear focus on certain skills areas</i>	2
11	A. How should the content be sequenced throughout the course: <i>The content should be sequenced from easier to more difficult</i>	B. How is the content sequenced throughout the book: <i>The content is sequenced to create a variety.</i>	0
12	A. How should the content be sequenced within a unit? <i>The content is sequenced from guided to free</i>	A. How is the content sequenced within the unit: <i>The content is sequenced from the comprehension to production</i>	0
Total Score			16

4. Methodology

Table 4. Methodology

No	Subjective Analysis	Objective Analysis	Score
13	A. What Theories Of learning Should the course be based on : <i>It is based on the humanism theory of learning</i>	B. What Theories of learning are the materials based on : <i>It is based on cognitivism</i>	0
14	A. What aspect of the learners' attitude to expectation about learning English: <i>The learner expects to be able to communicate English in their field and absorb the information they learn</i> <i>Should the course take into account: Yes, it should take into account to fulfill students' need</i>	A. What attitudes expectations about learning English are the materials based on: <i>Students are expected to write and speak effectively and fluently in their field</i>	2
15	A. What kind of exercise or task is needed: <ul style="list-style-type: none"> • Guided • Comprehension • Skill practice • One right answer • Individual • Skill-based • Mechanical • Simulation • Self -study 	A. What kind of exercises or tasks are included in the materials: <ul style="list-style-type: none"> • Guided • Comprehension • Skill practice • One right answer • Individual • Skill-based • Mechanical • Simulation • Self - study 	2
16	A. What teaching-learning techniques are to be used : <i>Work involving technical</i>	B. what teaching-learning techniques can be used with the materials : <i>Work involving technical</i>	2
17	A. What aids are available for use: <ul style="list-style-type: none"> • Overhead projectors • Realia 	B. what aids do the materials required: <ul style="list-style-type: none"> • overhead projectors • realia 	2
18	A. What guidance or support for teaching the course will be needed: <ul style="list-style-type: none"> • List of vocabulary and language skills point • Technical information • Methodological directive • Suggestions for further work 	B. What guidance do the materials provide: <ul style="list-style-type: none"> • Technical information • Methodological directive • Suggestion for further work 	1
19	A. How flexible do the materials need to be: <ul style="list-style-type: none"> • The materials need to be used in sequenced orders 	B. In what ways are the materials flexible: <ul style="list-style-type: none"> • The materials need to be used in sequenced orders 	2
Total Score			11

5. Other Criteria

Table 5. Other Criteria

No	Subjective Analysis	Objective Analysis	Score
20	A. What is the prices range is necessary: <i>The prices range is between 20.000 – 50.000.</i>	B. What is the price: <i>The price is 30.000</i>	2
21	A. When and in what quantities should the materials be available : <i>The materials should be available at the beginning of the term and available for the whole students in the class</i>	B. When and how readily can the material be obtained: <i>It can be obtained after the term begin and can be bought in the school</i>	2
Total Score			4

Total of score:

$$\frac{35}{42} \times 100\% = 83\%$$

It shows that the textbook has 83% of relevancy between students' needs and the material that can be implemented for language teaching for Accountancy class.

CONCLUSION

Some points can be summarized from the materials evaluation. We found that the materials evaluation is the way of exploiting a course design. In this research, we have found that the textbook "Bahasa Inggris Untuk Sekolah Menengah (SMK)" has 83% of relevancy that means this textbook can be implemented for the students of accountancy in the third grade. But the teacher has to find some additional materials to support the learning. Like the table above, the teacher has to create or find a list of vocabulary that is related to the field. The teacher has to guide and give comprehension to the students before telling them to create or evaluate. For instance, the teacher has to guide how to create formal writing or to speak formally. And then, the teacher can tell students to practice.

REFERENCIES

- Bhatia, V., Anthony, L., & Noguchi, J. (2011). ESP in the 21 st Century: ESP Theory and Application Today. Proceedings of the JACET 50th Commemorative International Convention (JACET 50).
- Darrin, A. (2014). An Analysis of English Textbook For First Graders of Senior High School "Bahasa Inggris Untuk SMA/MA dan SMK/MAK Kelas X" Published By Putra Nugraha and Used in SMAN 18 Surabaya Based on Basic Competencies of Curriculum 2013. RETAIN, 2(1).
- Hutchinson, T., & Waters, A. (1987). English for specific purposes. Cambridge university press.
- Kardaleska, L., & Nedelkoska, G. (2018). TEACHERS AS MATERIAL DESIGNERS—INSIGHTS FROM DESIGNING AN ESP COURSE BOOKING ENGLISH FOR POLITICAL SCIENCE AND DIPLOMACY. Positioning English for Specific Purposes in an English Language Teaching Context, 125.
- Paltridge, B., & Starfield, S. (2014). The handbook of English for specific purposes. John Wiley & Sons.
- Saragih, Martiarini, Lestari, & Hampu. (2020). ENGLISH FOR SPECIFIC PURPOSES. Unindra Press.
- Tomlinson, B. (2012). Materials development for language learning and teaching. Language Teaching, 45(2), 143–179. <https://doi.org/10.1017/S0261444811000528>