

A DESCRIPTIVE CONTENT ANALYSIS OF THE TEXTBOOK USED OF ENGLISH FOR SPECIFIC PURPOSE

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Submitted :
Accepted :
Published :

ABSTRACT

In English foreign language situations, students rarely have chances to use English outside the classroom, consequently English textbook seems to be the only source by which students receive input and the main material for both teachers and students to rely on as well. Every teacher and student needs textbooks to support their teaching and learning process. A textbook is best seen as a source for achieving aims and objectives that have already been set in terms of learners' needs. English for a specific purpose (ESP) program is therefore built on an assessment of purposes, needs, and the functions for which English is required. As a matter of fact, ESP assesses needs and integrates motivation, subject matter, and content for the teaching of relevant skills. The objective of the study is (1) to comprehend the term of textbooks, (2) to excavate the growth and definition of English for specific purposes and (3) to comprehend the textbook of English for specific purposes. The criteria lists of textbook authors have to be an expert, they have to give examples that relate to the student's own experiences. The list of activities to be carried out the aims which providing criteria, guidelines, and recommendations. In conclusion, the Textbook of English for specific purposes the most important aspect for teachers to try to engage students with the content they are going to be dealing with. In this case, the authors could take the example of the book, entitled "English for Careers, Tourism 2" by Robin Walker and Keith Harding to make the explanation clearly.

Keywords: Descriptive Content Analysis, Textbook, English for Specific Purpose

INTRODUCTION

English language teaching (ELT) textbooks play a very important role in language classrooms. Immanuel (2010:5) states that textbooks are a key component in most language programs. According to Richards (2001), textbook is one of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners. In some situations, they serve as the basis for many language inputs that learners receive and language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught, and the kinds of language practice the students take part in. Materials should cover the learners' needs, requirements, and purposes. It should be the resource books for ideas and instructional activities as well as giving teachers rationales for what they do. In addition, materials also should be suitable for learners' needs. Therefore, the textbooks being used in Indonesia for English as a foreign language (EFL) in particular must go along with the EFL learners' needs. According to Dharma and Aristo (2018), textbooks embody conceptions of English and English learning that are communicated through the specific features and organization of a textbook. In EFL situation, students rarely have chances to use English outside the classroom, consequently English textbook seems to be the only source by which students receive input and the main material for both teachers and students to rely on as well, Park (2004:2).

English for a specific purpose (ESP) program is therefore built on an assessment of purposes and needs and the functions for which English is required. ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners. The term "specific" in ESP refers to the specific purpose of learning English. Students approach the study of English through a field that is already known and relevant to them. The experience shows that most ESP classes have limited time to study English. This means that they can use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English since their interest in their field will motivate them to interact with speakers and texts.

ESP assesses needs and integrates motivation, subject matter, and content for the teaching of relevant skills. Moreover, Negova & Umarova (2022).ESP must be (teaching focuses on the importance and role of learners in both course design teaching and learning. It combines subject matter and English language teaching. Such a combination is highly motivating because students can apply what they learn in their English classes to their main field of study. In conclusion, related to

the description above, in this article the author would like to describe particular textbooks used in English in the context of specific teaching situations or specific purposes.

METHOD

This study employed a qualitative method, which is useful to examine the worthiness of situations, relationships, or activities occurring in a certain place and to get a deeper understanding of the subject. Additionally, a qualitative study relies more on pictures or texts rather than numbers (Fraenkel & Wallen, 2009). Thus, this study examined an educational document that aims to provide a good source for text a document consisting of images, pictures, or sounds could potentially help answer and elaborate the data collected and depending on the learners needed (Creswell, 2012).

Since the authors decided to analyze and investigate an educational document used by the teachers to deliver the materials in the classroom, the data were taken from a textbook “English for Careers, Tourism 2” by Robin Walker and Keith Harding used in vocational high schools in Indonesia. The textbook was widely used in Indonesia along with other mandated textbooks. In addition to that, the schools anchored their language learning material on this book by requiring the English teachers, particularly in the eleventh grade, to use and refer to its content.

A description content analysis in which one educational material was used in the classroom during the teaching and learning process was selected to identify the appropriate categories and units of analysis to best describe and answer the three main questions addressed in this study.

RESULT AND DISCUSSION

Textbooks of English for specific purpose looks like

An English textbook has an essential role in English as a Foreign Language (EFL) classrooms, particularly in English for specific purposes. The use of ESP textbooks has a prominent merit for both teachers and students. Harmer (2007) states that the most important aspect of textbook use is for teachers to try to engage students with the content they are going to be dealing with. According to Yulianti (2011), an ESP textbook is an instructional material that consists of content and material on the subject that is well organized in written form and has a great contribution to the teaching and learning process. In sum, an ESP of a textbook is the complete package of English skills and components that helps teachers and learners as their source of materials and exercises in EFL learning. Nevertheless, in ESP it is easier (in theory) to select content that is likely to be useful for the students.

In this era, there are several varieties of ESP textbooks widely used in the school. Those textbooks are published by various publishers. In this case, the writer could take the example of the book, entitled “English for Careers, Tourism 2” by Robin Walker and Keith Harding. This book, English for Tourism is a level series designed to meet the English-language needs of professionals working in

the tourism industry and students of tourism in further education. This book has a highly motivating way for learners to:

- a) Develop language awareness.
- b) Acquire specialized terminology.
- c) Build confidence in professional skills needed in the tourism industry.
- d) Practise language skills in realistic case studies.

The Characteristics of English for Specific Purpose Exist in Textbook

Stevens (1988) decides the characteristics of English for a specific purpose in the textbook in a specific purpose. Here they are;

- a) Designed for specific learners.
- b) Related to specific activities.
- c) On the basis of the language of doing those activities.
- d) Can be limited to specific skills.

Robinson (1991) accepts the importance of needs in ESP, as well. She defines ESP as goal-directed and believes that the course should be based on needs analysis to make the learners reach their needs and aims. Based on the description of the characteristics above, in this term, the writer would like to underline the characteristics which exist in the textbook, particularly in “English for Careers, Tourism 2”. Table 1 provides detailed information including the components of each topic.

Table 1. Contents of the Textbook Used for ESP

Topics	Title/Situation	Source	Total
Designed to specific learners	Arrivals Attractions and events A place to stay On tour Tourist information service Hotel entertainment Holiday Specialized tourism Eating out Business travel Rural tourism Checking out	“English for careers, Tourism 2”.	12 specific topic

Related to specific activities	Example; Unit 1 Arrivals 1. Welcoming 2. Greeting and introducing 3. Car hire 4. Describing arrival service	“English for careers, Tourism 2”.	4 related specific activities in each unit
Based on the language of doing those activities	Language spot	“English for careers, Tourism 2”.	It does exist in each unit
Limited to specific skills	Example; In unit 3 Tourist information service, the specific activity is assesing customer types. The skills can be emphasized in speaking skill, such giving information and directions.	“English for careers, Tourism 2”.	The learners drill their speaking skill in particular circumstances with focus on the information.

To sum up, the textbook of ESP does exists a number of characteristics in the contents of the textbook. It should be on the learner’s needs because it can be understood as the language knowledge that the learner requires for professional development to be added or reincorporated into the learner’s knowledge.

CONCLUSION

Accordingly, based on the introduction and the contents of the discussion. The writer concludes that in an EFL situation, students rarely have chances to use English outside the classroom, consequently English textbook seems to be the only source by which students receive input and the main material for both teachers and students to rely on as well.

The term textbooks can be seen in the two experts. According to Tomlinson (1998:p.9), a textbook is meant to provide the core materials for a course. While Griffin and Marciano (1979:p.35) have claimed that 'Textbooks offer an obvious means of realizing in education. The criteria lists of textbook authors have to be an expert, they have to give examples that relate to the student's own experiences. The list of activities to be carried out aims are providing criteria, guidelines, and recommendations.

The growth of English for a specific purpose from the early 1960s has grown to become one of the most prominent areas of EFL teaching today. Hutchinson et al. (1987:19) state, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". Widdowson (1983) sees the difference between Education and Training as that of creativity versus conformity (in White, 1988: p.18). ESP is for training, that is, the teaching of predetermined skills, whereas education is meant to lead students to an understanding of underlying principles.

A textbook of English for specific purposes is the most important aspect for teachers to try to engage students with the content they are going to be dealing with. In each textbook of ESP does exists a number of characteristics in the contents of the textbook. It should be on the learner's needs because it can be understood as the language knowledge that the learner requires for professional development to be added or reincorporated into the learner's knowledge.

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