

**AN EVALUATION ON ESP TEXTBOOK ENTITLED “BAHASA
INGGRIS UNTUK MARITIM DAN PERIKANAN”: STUDENTS’
PERSPECTIVES AT SMK ARUNG SAMUDERA BANJARMASIN**

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ABSTRACT

The types of schools in Indonesia are various, as they have their characteristics. Vocational schools, as one of the school types, should get attention from specific materials such as ESP textbooks related to their field. In purpose to determine how successful the role of ESP textbooks is in a particular school, a term called evaluation is needed. It is significant in classroom circumstances because it can help teachers or stakeholders consider the existence and effectiveness of the textbook. To collect the data, a qualitative study was used because the data deals with respondents’ perspectives. The researcher conducted the research in SMK Arung Samudera Banjarmasin, and ten students of 2021/2022 roled as the participants in this study, at the end of their first semester. The instruments were questionnaires as the basis of data and the interview to complete the students’ perspectives. The results indicated satisfying results. From the total of 22 questions in the questionnaire, divided into four criteria, all of them obtained good or excellent scores. The results from the questionnaire are justified by interview results. In addition, the purpose meets students’

needs, content, and language exercise contain ESP real context. Besides, the skills in the textbook are integrated, various, and support their field, and the strategies for the learning process also suitable for students. Even though this study indicated satisfying results, however, it was conducted on a small population, so similar answers and data are likely to appear. The next researcher can investigate the wider population to get various perspectives.

Keywords: Evaluation, ESP textbook, SMK

INTRODUCTION

There are some types of high schools in Indonesia. One of them is a vocational school. As stated by national education purpose, the graduates from vocational schools are prepared to go into workplaces and industries. To attain that purpose, the students must have specific skills to compete. Not only they should master the specific skills related to their field, but also other skills such as communication skills.

Therefore, they need resources to support their learning process. One of the teaching materials is textbooks. They are essential in the learning process, as they aim to support English foreign learners to improve their knowledge or ability to communicate (Sheldon, 1987). In this case, textbooks are significant for students in school. Besides their importance, textbooks also provide some advantages, both for students and teachers.

However, the learning sources in Indonesia itself, especially, are still dominated by general English, and it applies to both senior high school and vocational high school. As a result, related to specific materials as needed by vocational schools, there are still minor publications on how ESP materials succeed in supporting students' progress.

Tomlinson (2003) defined ESP as a term where English is functional for students who are learning a language for a specific job or particular work. For instance, a businessman who wants to sell his product abroad needs to learn a specific language which refers to trade vocabulary, or a doctor who wants to keep updated in his field of English literature. As stated by Basturkmen (2010), ESP does not refer to personal needs, instead, focuses on the users' field and work role.

Tomlinson (2012), stated the purpose of the evaluation is to assess the worthiness of a material and to measure whether the material has an impact on its users. Another expert, Litz (2005), defined evaluation can give teachers a significant feature for the learning process and accustoming them to a large number of instruction materials.

To measure the worthiness of a book, the analyzer needs criteria. There are some criteria for a good textbook as stated by different experts. Cunningsworth (1995) stated evaluation is a process for judging a value on the involved part. Evaluation is a matter of a specific purpose (Hutchinson, 1991). However, it can be subjective and depends on the views of who makes the evaluation.

Textbook evaluation, according to Litz (2005), can also be a valuable component of teacher training programs because it serves the dual purpose of making students and teachers aware of important features to look for in textbooks while familiarizing them with a wide range of published language instruction materials. Thus, Cunningsworth (1995) believes the reason to evaluate a textbook is to identify the weaknesses and strengths of the textbook while it is used. Moreover, the weak area can be strengthened through adaptation or substituting material from other textbooks. Coursebook analyses and evaluation as conclusion by Tok (2010) also help teachers to gain good and useful insights into the nature of the material.

In conclusion, an evaluation of the learning source is needed to measure how the source affects its users and to decide which important features should be maintained. This study aims to determine the suitability of the content of “Bahasa Inggris Maritim dan Perikanan” textbook with the criteria of a good textbook based on students’ perspectives at SMK Arung Samudera Banjarmasin.

METHODOLOGY

The respondents of this study were ten students of grade X at SMK Arung Samudera Banjarmasin as the total number of tenth-grade students in the school. The researcher selected ten-grade students because they are considered new users of the ESP textbook, and they are suitable with some criteria used to analyze the textbook.

The instruments in this study are a questionnaire and an interview. The questionnaire consisted of twenty-two items focused on students' answers, by applying close-ended questions with Likert-scale ranging from very weak to excellent. It was used for investigating the quality of the textbook through students’ perspectives. The results

came in form of percentages in even numbers from google Forms as the medium of the questionnaire.

The interview consists of eight questions in form of a semi-ended question. This model can assist the researcher in stating the learners' perceptions toward the textbook following the criteria offered. Kusumastuti (2019) stated structured interview is conducted when the researcher gives some of the questions to every respondent based on specific categories. In this study, the criteria are specifically arranged by the researcher. It aims for discovering the quality of textbooks according to determined criteria.

This research aims to evaluate an ESP English textbook from students' perspectives, to decide does the textbook is worth being a learning source. This study used a qualitative approach since the results were deal with respondents' perspectives. Kothari (2014) stated a qualitative approach is an approach that exploring behaviour or point of view of the research object. The researcher analyzed all the data collection through six steps based on Creswell (2009), starting from organizing and preparing the data, reading the data, coding them, constructing a description, advancing the description, then interpreting as the final step.

FINDINGS AND DISCUSSIONS

a. Purposes of The Textbook

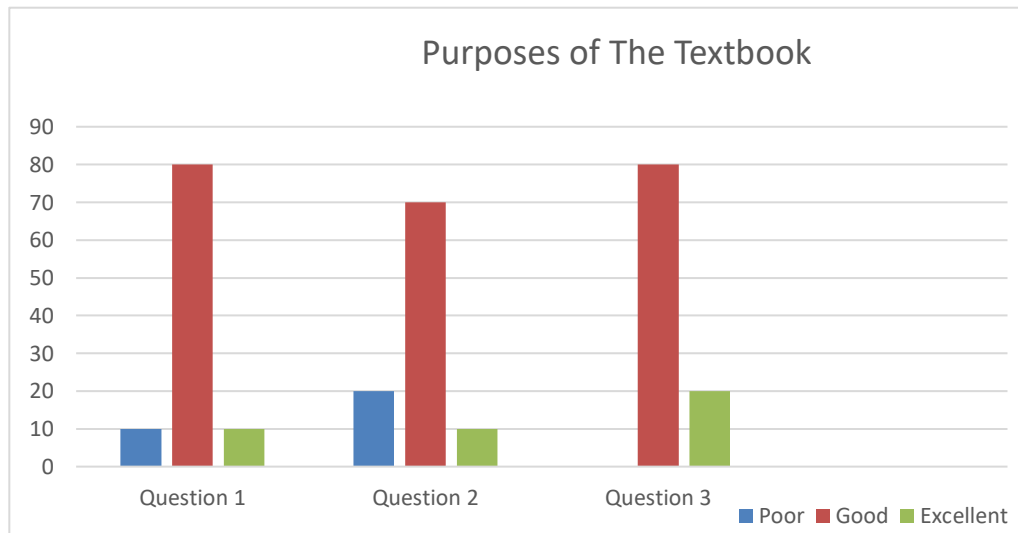


Figure 1. Percentage of textbook criteria related to the purposes

The suitability between the textbook and the students' knowledge is reached 80%, with the highest score is good. Meanwhile, poor option reached 10% and excellent are 10%. The predominantly answer showed if the textbook offered the material which considers students' level of English, as well as all of the results, showed a high percentage of positive behavior. Related to interview findings, some of the students stated good responses, which referred to positive results.

“Since English is an international language, it is important to learn English. Moreover, for someone who is looking for work in a foreign country.” (Student 9)

That is to say, all the positive answers refer to how the book fulfilled the students' needs and matches with students' aim in learning ESP.

b. Content and Language Exercises

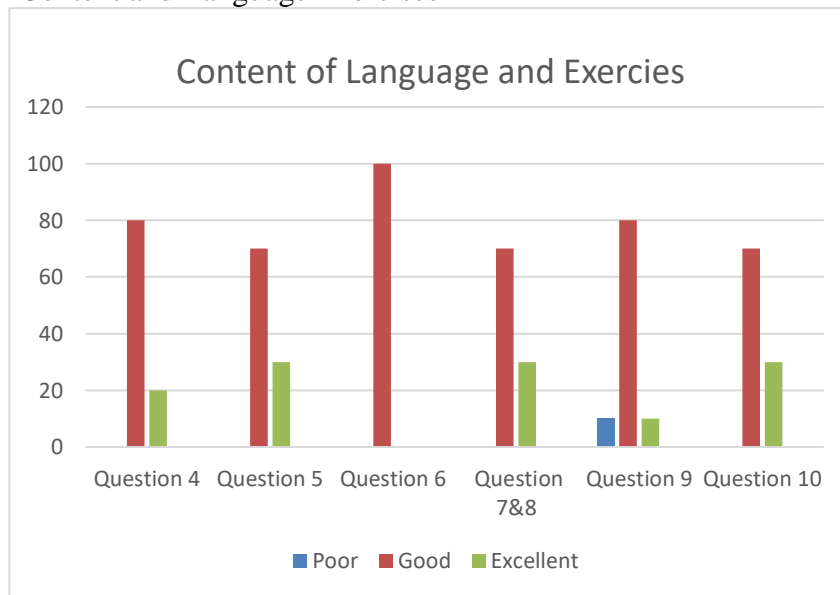


Figure 2. Percentage of textbook criteria related to the language and exercises of the textbook

The students find out many new vocabularies related to their major in the textbook. All of the students answered in positive perspectives, as 80% answered good and the rest 20% chose excellent and specific vocabulary related to maritime context. This high percentage showed related to vocabulary, the textbook contains vocabulary those are particular to Maritime context.

Next, the text and exercises also encouraged them to visualize how the sentences are uttered later, and topics in the textbook help them to visualize the topics related to the work field, seeing the highest percentage gotten by positive behavior.

This percentage is also supported by the interview result, as follows:

“Yes, it is different. I found ESP and English that I had learned in school are different. For example, the term bridge. In Indonesia, it means “jembatan”. In textbook, it means “anjungan”. (Student 1)

“The meaning between English in general and Maritime English are different. For example, if someone heard “mushroom, it will be “jamur” but if we speak it in Maritime, it means “kamar” in a ship.” (Student 9)

Both of percentage and script of the interview showed that the content and language exercises in this textbook are fascinating and suitable for what students’ aim for learning English.

c. Skills in the Textbook

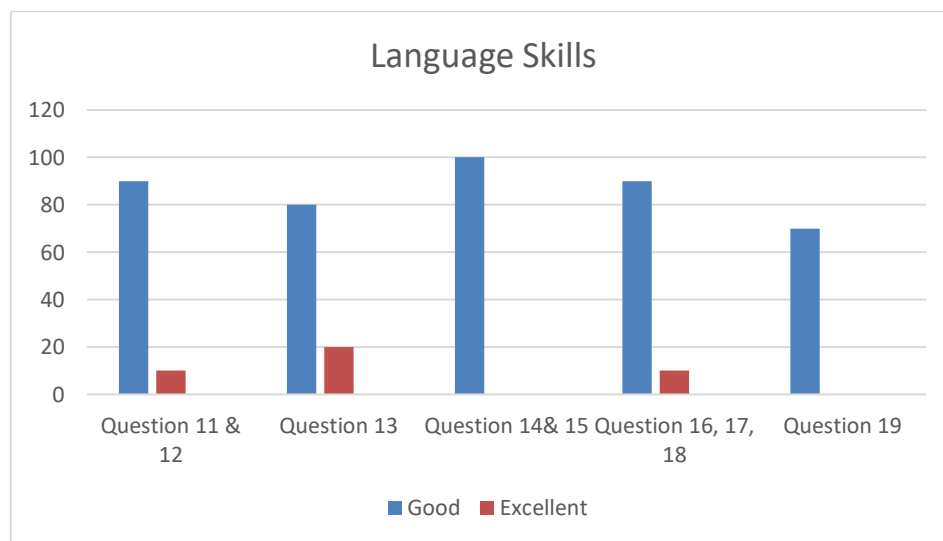


Figure 3. Percentage of textbook criteria related to skills contain in the textbook

There are four skills in English that need to include in the textbook. In reading and listening, the results refer to students' satisfaction with how skills, especially receptive skills, are represented in the textbook.

For the speaking and writing activity, the results show these two skills, 100% students answered if either the speaking and writing activity in the book is good. These results also showed that students' also think the productive skills delivered well in the book.

From the interview result, the skills in this book refer to fascinating results. As stated by the students:

“In my opinion, all of the skills are important because they support each other. (Student 4)

“The most important skill is speaking because it helps us to communicate between crew to crew, and to give instructions or ask help from others.” (Student 5)

This result indicated that the textbook contains four skills in English, even though students answer the most important skill is speaking, sometimes the activity asked the students to speak. Not only speaking, but the textbook also provided other activities and exercises focus on another skill.

d. Learning Strategy

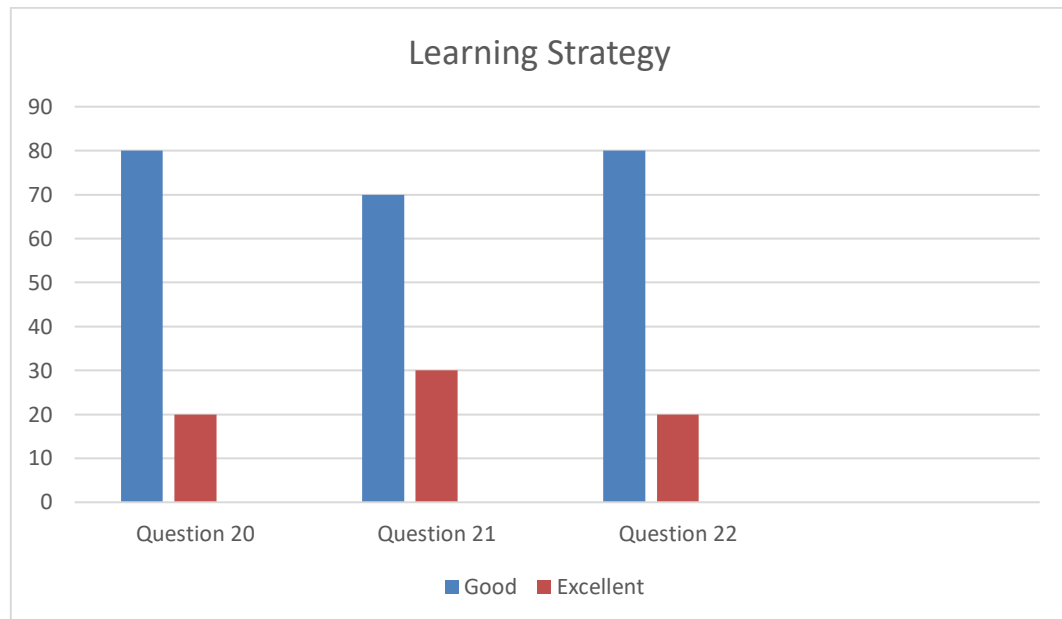


Figure 4. Percentage of textbook criteria related to strategies in the textbook

The strategy of learning in the textbook showed positive results. After using the book, they feel the difference in their English skills. The difference here is the focus on how they felt before and after they learned with the book with the teacher's guidance. The results showed that the students felt satisfied because the application of the book help them to discover their learning strategy. The contents also encourage them to learn. They knew about their own learning strategy, then it made them feel confident to study in their own style.

It is supported by interview results where the students stated if the textbook helps them to study it accordance with their learning strategy.

"I actually can learn by myself, but I prefer to get an explanation by the teacher because it helps me to understand what I don't understand. The textbook still gives direction and qualified materials (Student 1)

"My learning strategy is memorizing new words on the textbook. The textbook supports me in memorizing new words because it provides many vocabularies" (Student 2)

The results actually divided the students learning style into two categories: teacher and student-centered. However, their learning style is, the textbook reached good impression because can fulfilled what students need.

CONCLUSIONS

There are some conclusions of this study related to students' perspectives on how they evaluate the book they have used during a semester, as follows:

1. The textbook is suitable and fulfilling the criteria of textbook evaluation including purposes of the textbook, content and language exercises, skills in the textbook, and learning strategy.
2. The textbook is worthy to be learning source for Maritime students at SMK Arung Samudera Banjarmasin.

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