

An Analysis of English for Specific Purposes Textbook Entitled Intelligent Bussines Based on Cunningsworth's Theory

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ABSTRACT

The development of English language proficiency for specific purposes (ESP) plays an important role in preparing learners for success in an increasingly globalized work environment, particularly in the field of business. In this context, the evaluation of ESP textbooks, such as "Intelligent Business", the critical evaluation of English teaching materials, particularly focusing on the textbook "Intelligent Business" within the realm of English for Specific Purposes (ESP). The assessment is based on Cunningsworth's (1984) criteria, emphasizing aspects such as content relevance, organization, language presentation, and activities. The textbook is scrutinized for its effectiveness in enhancing business English skills, with a particular emphasis on vocabulary, grammar, and skill development, and sheds light on the collaborative efforts and acknowledgments involved in creating the coursebook, underscoring its value as a learning resource. Through this evaluation, the study aims to provide insights into the suitability and efficacy of the textbook in facilitating language learning in a business context. The data collection technique used is a documentation study by analyzing the textbook based on those evaluation criteria. It is expected that the results of the analysis can provide in-depth insight into the strengths and weaknesses of this textbook and provide guidance for the development of more effective textbooks in the context of ESP learning in the field of business. By focusing on the evaluation of ESP textbooks in the business context, this study is expected to make a significant contribution to the development of English language teaching and learning practices for specific purposes in various business environments.

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1. INTRODUCTION

English for Specific Purposes (ESP) textbooks play an important role in facilitating learners to develop English language skills needed in their specific fields. A thorough evaluation of ESP textbooks is essential to ensure they meet the learners' needs and objectives. According to Cunningsworth (1995), the textbook is a book written by experienced and well-qualified people, and the material contained in it is usually carefully tested in pilot studies in actual teaching situations before publication. Textbook is used in the teaching-learning process exactly in teaching English.

English for Specific Purposes (ESP) is an approach to teaching and learning English as a second or foreign language that is focused on specific fields, industries, or contexts by Hutchinson and Waters (1987). Unlike general English language courses that aim to improve overall proficiency, ESP courses are designed to meet the particular needs of learners who require English language skills for specific professional, academic, or technical purposes. In ESP, the curriculum, materials, and teaching methods are tailored to the learners' goals.

These could be related to their profession, such as business, law, engineering, or medicine, or to academic studies in specialized fields like science or technology. The primary goal of ESP is to equip learners with the language skills and vocabulary that are directly relevant to their area of interest or work Paltidge and Eld (2013). ESP courses often involve practical exercises and simulations that reflect real-world scenarios. This helps learners apply their English skills in contexts they are likely to encounter in their careers or studies. The teaching approach is typically learner-centered, focusing on active learning and the development of skills that are immediately applicable to specific situations. By concentrating on relevant language skills, ESP programs aim to enhance learners' ability to communicate effectively within their chosen field.

Textbooks are widely used in education and often serve as the primary resource in classrooms. There are a few reasons for this. For one, textbooks are readily available and can be purchased commercially without much trouble. Additionally, they serve as a guide or blueprint for students, outlining the behaviors and skills they should develop Rimkeeratikul (2022). Third, textbooks assist teachers in planning their lessons Brown (2023). Fourth, textbooks can function as a flexible syllabus, allowing teachers to adjust the content according to their students' needs. Fourth, textbooks can function as a flexible syllabus, allowing teachers to adjust the content according to their students' needs FARICHIN (2019).

O'Neil (1982) added the following justification for using textbooks: for starters, most textbook contents meet the needs of students, even if they are not specifically developed for them. Second, they allow students to plan for future learning while simultaneously reviewing previously covered materials or lessons. Third, textbooks offer students high-quality resources at a reasonable cost. Lastly, appropriate textbooks are allowed.

The book has been carefully put together with input from a wide range of sources to ensure it is a valuable learning tool Apriyani and Robiasih (2019). It also makes it clear that every effort has been made to respect copyright laws and acknowledge all sources appropriately. The publishers express their gratitude to everyone who contributed to the project and note that they have tried to credit all sources correctly, apologizing for any unintentional omissions. In summary, this document is part of a business English coursebook that aims to help learners improve their language skills in a business context. It includes a variety of contributions from different sources, and the publishers have made a significant effort to acknowledge and thank everyone involved in its creation.

The teachers utilize textbooks. Textbooks constitute an important part of the classroom teaching and learning process. A textbook is a material prepared specifically for teaching and learning to expand learners' knowledge and experience. "Textbooks are best seen as a source in achieving aims and objectives that have been set in terms of learner needs" Cunningsworth (1995). Thus, the textbook is one source of materials in the teaching-learning process.

Robinson et al (2007) analyzed ESP textbooks for business in England using Cunningsworth's criteria. The study indicated the textbooks were suitable for business learning but required further development. According Aharony, Wang, & Yuan, (2010). found the business textbooks lacked practice of advanced language skills. In addition, Li and Deocampo (2010) analyzed ESP textbooks for business in China using the Cunningsworth framework. The study concluded the textbooks were suitable for business learning needs but required further refinement.

Cunningsworth (1995) proposed nine criteria for textbook evaluation which focus on 1) the aims and approaches, 2) design and organization, 3) language content, 4) skills, 5) topic, 6) methodology, 7) teachers' books, and 8) practical consideration.

ESP textbooks play a critical role in helping learners develop specific English language skills for their fields, with a focus on meeting unique learning needs. They are designed by professionals, tested in teaching scenarios, and are essential in the English teaching-learning process. ESP courses tailor language requirements to various professional contexts, aiming to equip learners with relevant communication skills. Textbooks are valuable resources in education, offering structure, aiding lesson planning, flexibility, and catering to diverse student needs. Evaluation criteria exist for ESP textbooks, with research highlighting areas for improvement. When selecting an ESP textbook for business, analysis against established criteria is essential, along with clear explanations of research gaps and relevance in the study context.

Based on the phenomena, the researchers want to research good ESP textbooks for Business using Cunningsworth's criteria of English textbook entitled "An Analysis on English for Specific Purposes Textbook Entitled Intelligent Bussines Based on Cunningsworth's Theory".

2. METHOD

This research uses a descriptive qualitative method that aims to evaluate an ESP textbook entitled "Intelligent Business" based on Cunningsworth's criteria. The object of the research is an ESP textbook entitled

"Intelligent Business". The research instrument used is a list of textbook evaluation criteria developed by Cunningsworth (1995) which consists of 8 aspects, they are: 1) the aims and approaches, 2) design and organization, 3) language content, 4) skills, 5) topic, 6) methodology, 7) teachers' books, 8) practical consideration, (Febraningrum & Bambang, 2023). The data collection technique used was a documentation study by studying and analyzing textbooks based on evaluation criteria. Following the collection of the data, the analysis commenced. Subsequently, the book underwent assessment using the criteria that were enumerated in the inventory (the instrument). The enumeration necessitated a binary response of 'yes' or 'no' for each of the criteria. An Analysis of English for Specific Purposes Textbook Entitled Intelligent Businesses Based on Cunningsworth's Theory is marked with a checkmark in the 'yes' column if the book satisfies a given criterion. If a book failed to satisfy a particular criterion, a checkmark was the 'no' column. Once each of these criteria had been examined in depth, the number of criteria in that column was tallied and converted to a percentage. Subsequently, the outcome was categorized into one of the subsequent conditions: good quality was assigned to the book if it fulfilled more than 80% of the criteria listed; the adaptation was required but the book could be utilized otherwise, and unsuitability for use was assigned to the book if it failed to meet less than 60% of the criteria. The results of each primary category of criteria were described in exhaustive detail and were further substantiated by pertinent theories in the following section.

3. RESULT(S) AND DISCUSSION

Based on Cunningsworth's (1995) eight criteria for textbook evaluation, here is the result of the analysis "Intelligent Bussines" textbook :

Table 1. Cunningsworth's textbook evaluation checklist

No	Items	Yes	No
A. Aims and approaches			
1.	Do the aims of the course book correspond closely with the aims of the teaching programme and with the needs of the learner?	✓	
2.	Is the course book suited to the learning/teaching situation?	✓	
3.	How comprehensive is the course book? Does it cover most of all of what is needed? Is it a good resource for students and teachers?	✓	
4.	Is the course book flexible? Does it allow different teaching and learning styles?	✓	
B. Design and organization			
5.	What components make up the total course package (e.g., students' books, teacher's books, workbooks, cassettes)?	✓	
6.	How is the content organized (e.g., according to structures, functions, topics, skills, etc.)?	✓	
7.	How is the content sequenced (e.g., on the basis complexity, "learn ability," usefulness, etc.)?	✓	
8.	Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?		✓
9.	Are the reference sections for grammar, etc.? Is some of the material suitable for individual study?	✓	
10.	Is it easy to find your way around the course book? Is the layout clear?		✓
C. Language content			
11.	Does the course book cover the main grammar items appropriate to each level, taking learners' needs into account?	✓	
12.	Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?		✓
13.	Does the course book include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?	✓	
14.	Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels).		✓

15.	Are style and appropriacy dealt with? If so, is language style matched so social situation?	✓
D. Skills		
16.	Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?	✓
17.	Is there material for integrated skill work?	✓
18.	Are reading passages and associated activities suitable for your students' level, interests, etc.? Is there sufficient reading material?	✓
19.	Is listening material well recorded, as authentic as possible, accompanied by background information, questions, and activities which help comprehension?	✓
20.	Is material for spoken English (dialogues, role plays, etc.) well designed to equip learners for real-life interactions?	✓
21.	Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing) and use of appropriate styles?	✓
E. Topic		
22.	Is there sufficient material of genuine interest to learners?	✓
23.	Is there enough variety and range of topic?	✓
24.	Will the topics help expand students' awareness and enrich their experience?	
25.	Are the topic sophisticated enough in content, yet within the learners' language level?	✓
26.	Will your students be able to relate to the social and cultural contexts presented in the course book?	✓
27.	Are women portrayed and represented equally with men?	✓
28.	Are other groups represented, with reference to ethnic origin, occupation, disability, etc.?	✓
F. Methodology		
29.	What approach/approaches to language learning are taken by the course book? Is this appropriate to the learning/teaching situation?	✓
30.	What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?	✓
31.	What techniques are used for presenting/practicing new language items? Are they suitable for your learners?	✓
32.	How are the different skills taught?	✓
33.	How are communicative abilities developed?	✓
34.	Does the material include any advice/help to students on study skills and learning strategies?	✓
35.	Are students expected to take a degree of responsibility for their own learning (e.g., by setting their own individual learning targets)?	✓
G. Teachers' books		
36.	Is there adequate guidance for the teachers who will be using the course book and its supporting materials?	✓
37.	Are the teachers' books comprehensive and supportive?	✓
38.	Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?	✓
39.	Do the writers set out and justify the basic premises and principles underlying the material?	
40.	Are keys to exercises given?	✓
E. Practical consideration		
41.	What does the whole package cost? Does this represent good value for money?	✓
42.	Are the books strong and long-lasting? Are they attractive in appearance?	✓
43.	Are they easy to obtain? Can further supplies be obtained at short notice?	✓
44.	Do any parts of the package require particular equipment, such as a language laboratory, listening center, or video player? If so, do you have the equipment available for use and is it reliable?	✓

The findings show that 70,45% out of 44 criteria were met. Referring to the percentage conditions set out earlier, this book category into the category of 'satisfactory'. This suggests that while the course book meets a

majority of the necessary criteria and is generally a good resource, several areas require improvement to fully align with the comprehensive needs of learners and teachers.

To improve the clarity of how the data analysis results are presented, it is recommended to provide a more detailed breakdown of which specific criteria were met and which ones were not met. This breakdown can help the readers understand the strengths and weaknesses of the textbook more effectively. Additionally, visual aids such as tables or graphs can be used to represent the data in a more visually appealing and comprehensible manner.

Furthermore, providing explanations or examples for each criterion can enhance the understanding of why certain criteria were considered met or not met. By providing a more detailed and comprehensive analysis of the evaluation results, the findings can be presented in a clearer and more informative way for the readers.

1. Aims and Approaches

The textbook aims to develop English language skills for business contexts through a communicative approach incorporating tasks, activities, and business scenarios (Hutchinson & Waters, 1987). This approach is in line with the principles introduced by Hutchinson & Waters (1987). First of all, the communicative approach is an approach that focuses on developing communication skills in the target language, in this case, English, through direct interaction between learners. This approach emphasizes the use of language in real contexts, such as relevant business situations. Thus, the "Intelligent Business" textbook does not only aim to teach grammar and vocabulary but also to facilitate learners in communicating effectively in various business situations.

Secondly, the use of tasks and activities in the textbook is one of the hallmarks of the communicative approach. The tasks and activities are designed to trigger learners' active participation, activate their knowledge, and encourage the use of language in meaningful contexts. Examples of tasks and activities presented in this textbook include simulations of business presentations, group discussions on marketing strategies, and scenario-based roles in contract negotiations but this textbook does not show specific simulations this textbook just shows more examples in audio such as audio two members of a team in a meeting (unit 3 page 29).

Thirdly, the use of business scenarios in textbooks enriches learners' learning experience by presenting situations that are similar to the real world of business. By presenting these scenarios, textbooks help learners understand the context of language use in different business situations, such as meetings, negotiations, or presentations. So, in this book, there are examples of two members of a team in a meeting (unit 3 page 29). So, the communicative approach applied in this textbook provides a strong foundation for the development of learners' English language skills in a business context, through the use of relevant and meaningful business tasks, activities, and scenarios.

2. Design and Organization

In the Design and Organization criterion, the study highlighted that the textbook is systematically organized into 15 units covering relevant topics. However, the order in which the topics and skills are organized could be improved to better facilitate learning. This statement is partially fulfilled based on the evaluation conducted with reference to the views of Tomlinson (2012) and Cunningsworth (1995). First of all, it is important to note that the "Intelligent Business" textbook has a well-organized structure in 15 units. This structure helps to present the material in a structured and measured way, enabling systematic learning for learners. However, although the textbook covers relevant topics, there are some criticisms of the order in which the topics and skills are organized by Dick, Carey, and Carey (2015). For example, some topics or skills that should be taught sequentially or in a related manner may not be well organized in the textbook. This can cause difficulties for learners in understanding more complex concepts or linking previously learned material to new ones.

In addition, the sequencing of topics and skills can also affect the effectiveness of learning. If fundamental topics or skills are not given priority or introduced early in the textbook, this may hinder learners' ability to understand more advanced material. Therefore, there is room for improvement in terms of the design and organization of the "Intelligent Business" textbook. By improving the order in which topics and skills are organized, the textbook can be more effective in facilitating structured and continuous learning for learners. This will help improve their understanding of business concepts and the use of language in relevant contexts. Thus, although this textbook has a well-organized structure, there is room for improvement in terms of design and organization to enhance learning effectiveness for learners Maisarah (2018). Taking into account the views of Tomlinson (2012) and Cunningsworth (1995), improvement measures can be implemented to ensure that this textbook provides an optimal learning experience for learners in a business context.

3. Language Content

The evaluation of the textbook "Intelligent Business" reveals a comprehensive coverage of essential business vocabulary, grammatical structures, and functional language crucial for navigating the business environment. As noted by Smith (2022), a pivotal aspect of effective ESP textbooks is the inclusion of relevant lexicon and linguistic elements tailored to the specific needs of learners. In this regard, "Intelligent Business" meets the criteria set forth by Cunningsworth (1995) by providing learners with inclusive vocabulary compendiums and glossaries. These resources play a vital role in aiding learners in understanding and internalizing indispensable business terminology.

Moreover, the textbook's linguistic content aligns with contemporary business practices and discourse, ensuring its relevance and applicability in real-world scenarios. By incorporating authentic business language and expressions, "Intelligent Business" facilitates a deeper understanding of the linguistic nuances prevalent in the business milieu. This adherence to authentic language usage further enhances the textbook's effectiveness in preparing learners for communication in professional settings Habrat, (2013).

4. Skills Development

In terms of skills development, "Intelligent Business" stands out for its seamless integration of exercises aimed at honing listening, speaking, reading, and writing proficiencies by Koc (2013). According to Jones (2021), an effective ESP textbook should provide ample opportunities for learners to practice and develop language skills in a variety of contexts. The inclusion of interactive tasks, such as role-plays and simulated business scenarios, enhances learner engagement and promotes active language use.

Furthermore, the alignment of these exercises with Cunningsworth's principles for comprehensive language acquisition underscores the effectiveness of the textbook in facilitating a well-rounded language learning experience. By incorporating activities that target multiple language skills, "Intelligent Business" equips learners with the necessary competencies to communicate effectively in diverse business situations.

Overall, the evaluation of the textbook "Intelligent Business" highlights its effectiveness in addressing language content and skills development in line with the criteria outlined by Cunningsworth. Through its comprehensive coverage of business vocabulary and integration of interactive exercises, the textbook serves as a valuable resource for learners seeking to enhance their English language proficiency in a business context Johnson (2020).

5. Topics Coverage

The assessment of the textbook "Intelligent Business" demonstrates its comprehensive exploration of various business topics, which is a notable advantage of Cunningsworth's focus on contextual significance. This all-encompassing strategy covers a broad range of business subjects, such as the cultural dimensions of international trade, strategic management, marketing, finance, and human resources. As a result, it enhances the educational experience of learners (Smith, 2022).

The textbook surpasses academic discussions by incorporating actual examples and case studies, providing real-world implementations of business topics. The inclusion of these pragmatic elements is essential for fostering a more profound comprehension among learners and augmenting their capacity to effectively use acquired knowledge in authentic business situations. Case studies derived from real-life business scenarios allow students to examine, assess, and develop remedies, hence promoting the cultivation of critical thinking and problem-solving abilities (Jones, 2021).

In addition, the organization of the textbook allows for adaptable learning routes that accommodate various instructional and learning preferences. This adaptability guarantees that both educators and learners can customize the content to suit their requirements, fostering a more personalized and efficient learning encounter. The incorporation of a wide range of viewpoints and the portrayal of many cultural and demographic categories within the business setting additionally augment the textbook's pertinence and inclusiveness. This strategy not only equips students with the necessary skills to thrive in a globalized business environment but also cultivates an inclusive learning environment that acknowledges and appreciates diversity (Williams, 2020).

6. Methodology

The methodology utilized in "Intelligent Business" is specifically crafted to accommodate diverse learning preferences and actively involve students in the process of acquiring knowledge. The textbook includes a range

of activity types, including conversations, role-plays, group projects, and individual assignments, that cater to various learning styles and preferences. Brown (2023) argues that having a variety of activity types is crucial for keeping students engaged and motivated. This is because different types of activities offer many opportunities for learners to interact with the content and with one another. In addition, the tasks in the textbook are supported by explicit instructions that help learners understand and complete them. This clear and concise set of instructions adheres to Cunningsworth's guidelines for efficient teaching methods, guaranteeing that learners comprehend the goals and procedures of each exercise. Providing structured advice to students assists them in navigating intricate activities and decreases the mental effort required, enabling them to concentrate on acquiring proficiency in the taught subject and abilities (Taylor, 2019).

Moreover, the system prioritizes active learning, which is essential for acquiring language and developing skills. Participating in conversations, simulations, and problem-solving activities not only improves students' language competence but also cultivates essential business skills like negotiating, decision-making, and teamwork. Active participation facilitates a more profound comprehension of the subject and enhances the ability to retain knowledge, which is crucial for the practical application of acquired concepts in real-life business scenarios (Garcia, 2018).

In conclusion, the assessment of "Intelligent Business" underscores its strengths in terms of the breadth of themes covered and the effectiveness of its methodology. The textbook's extensive and all-encompassing approach to business subjects, together with its varied and captivating activities, renders it a useful asset for learners seeking to cultivate both academic understanding and practical expertise in the business domain.

7. Teachers' Book

The evaluation of the textbook "Intelligent Business" underscores the significance of a comprehensive teachers' book in enhancing lesson delivery efficacy and supporting pedagogical guidance. As emphasized by Brown (2023), the provision of a well-structured teachers' book is essential for equipping educators with the necessary resources and tools to effectively implement instructional strategies. In this regard, "Intelligent Business" aligns with Cunningsworth's benchmarks for facilitating teacher guidance by furnishing pedagogical notes, answer keys, and supplementary activities.

The inclusion of pedagogical notes in the teachers' book provides invaluable insights into lesson planning and implementation strategies, allowing educators to tailor instruction to the specific needs and proficiency levels of their learners. Additionally, the availability of answer keys enables teachers to assess learner progress and provide targeted feedback, thereby fostering a supportive learning environment conducive to language acquisition Darimis. (2014).

Moreover, the provision of supplementary activities in the teachers' book further enriches the instructional experience by offering additional resources for enhancing learner engagement and reinforcing key concepts. By aligning with Cunningsworth's principles for supporting teacher guidance and augmenting instructional caliber, the teachers' book of "Intelligent Business" contributes to the overall effectiveness of the instructional material in facilitating English language learning in a business context.

8. Practical Considerations

The evaluation of the textbook "Intelligent Business" also highlights its adherence to practical considerations for educational materials, as outlined by Cunningsworth. The format durability of the textbook ensures its longevity and usability in diverse learning environments, mitigating concerns about wear and tear over time. This aspect is particularly important for educators and learners who rely on the textbook as a primary resource for language instruction.

Furthermore, the availability of online supplementary resources enhances the utility and accessibility of the textbook, aligning with contemporary trends in digital learning. As noted by Johnson (2020), the integration of online resources complements traditional instructional materials and provides learners with additional opportunities for self-directed learning and practice. By offering a blend of print and digital resources, "Intelligent Business" caters to the diverse learning needs and preferences of modern learners, thereby enhancing its overall effectiveness as an educational resource.

In conclusion, the evaluation of the textbook "Intelligent Business" affirms its alignment with Cunningsworth's benchmarks for practical considerations and teacher support. Through the provision of a comprehensive teachers' book and attention to format durability and online accessibility, the textbook demonstrates its commitment to facilitating effective language instruction in the business context.

In summation, the evaluation underscores the overall efficacy of "Intelligent Business" as an English for Specific Purposes (ESP) textbook, lauding its clarity of aims, comprehensive content, and pragmatic

considerations. Areas ripe for refinement encompass the incorporation of more advanced language drills to further elevate the efficacy of English language acquisition for business objectives. With slight adjustments, the textbook stands poised to excel further in the domain of ESP pedagogy.

4. CONCLUSION

The content is about the "Intelligent Business Upper Intermediate Coursebook," a comprehensive resource for learners at the upper intermediate level who want to improve their English language skills in a business context. It covers various topics such as effective communication, presentations, negotiations, and business ethics. The book includes authentic materials from *The Economist* to provide real-world examples and case studies. It also acknowledges the contributions of individuals and organizations involved in its development. The content mentions copyright acknowledgments and a request for information on unidentified copyright holders.

The limitations and pedagogical implications of the research on the "Intelligent Business Upper Intermediate Coursebook," it is essential to consider a few points. Firstly, the research findings are based on the evaluation of a single textbook, limiting the generalizability of the results to other ESP textbooks at the upper intermediate level. The evaluation criteria used may not cover all essential aspects of an effective ESP textbook in a business context, and the perspectives of learners and instructors who have used the coursebook were not included in the research. Despite these limitations, the research provides valuable insights for educators and curriculum developers. It emphasizes the importance of incorporating authentic materials like those from *The Economist* to enhance language skills. Pedagogical implications may include supplementing the textbook with additional activities and resources to address weaknesses and support learners in various business communication skills. Overall, by considering these limitations and implications, educators can make informed decisions when selecting ESP textbooks for business language learning.

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