

The Quality of English Coursebook for Nursing Department Student (Based on Students', Lecturers', And Experts' Perspective)

Qoriatur Rahma
Safnil
Arono

University of Bengkulu

Abstract:

This research was aimed to find out the students', lecturers', and experts' perspective toward the quality of the English coursebook for nursing department students. This research was an evaluative study. The participants of this research were 3 experts, 3 lecturers and 80 nursing students. The instrument of this research was an evaluation checklist based on Mc.Donough and Shaw's criteria. The findings of the research were (1) over eighty percent participants agreed that syllabus fulfills the criteria for quality a nursing coursebook; (2) over eighty percent participants agreed that the content area fulfills the criteria for quality a nursing coursebook; (3) over ninety percent participants agreed that layout and physical appearance fulfills the criteria for quality a nursing coursebook; (4) over eighty percent participants agreed that practicality fulfills the criteria for quality a nursing coursebook; (5) over eighty percent participants agreed that language use fulfills the criteria for quality a nursing coursebook.

Key Words: English for Specific Purpose (ESP), Coursebook, Perspective

INTRODUCTION

English is an international language and its importance causes people to use it around of the world. ESP is an abbreviation that implies English for specific purposes. The main definition of this word is to teach some of the specific English vocabularies that are related specially to the learners with specific aims, fields of study, or occupation, such as medicine, engineering, etc. We can define this word, ESP, from different aspects, but all of these definitions show that how ESP course is designed to teach its specific learner to learn English.

Based on Dudley-Evans and St. John (1998), the countries in

which English is considered as a foreign language not as a second language, the main and the only source of English is ESP classroom. According to Riazi (2003), in second or foreign language contexts, after teachers textbook is the prominent factor. Therefore, one of the factors that can be helpful in designing ESP courses is provided by textbook analysis and evaluation. The language of the most of the educational textbooks notably in medicine or engineering in foreign language countries such as in indonesia is English. Therefore, the universities of these countries in their

curriculums have the ESP course as an essential course.

Moreover, the use of coursebooks in ELT is more popular than ever before, especially after innumerable ELT preparatory classes have been established for a large number of departments at universities, private schools, and some state schools. Moreover, the school administrations and circles of English teachers prefer ready-made coursebooks because they possibly provide ready-made syllabi to be followed by teachers. Thus, the coursebooks have gradually become the most pervasive tool for language instruction. As Richards and Rodgers (2001) state, coursebooks are an unavoidable element of the curriculum because they specify content and define coverage for syllabus items. And also for the EFL learners, coursebook has become the source they have with language apart from the input provided by the classroom teacher and other reference materials (Hutchinson & Torres, 1994). At the other extreme, coursebooks are seen to have a tendency to dictate what is taught, in an intentional order, and they have a serious impact on how teachers use them (McGrath, 2006). Although coursebooks are seen as an indispensable tool of the language arts instruction, they are hardly evaluated for their appropriateness to meet teachers' and learners' needs and interests (Ajayi, 2005).

METHODOLOGY

This study used a descriptive qualitative method (evaluative study). According to Sukamadinata (2010) descriptive qualitative research is a design and

As one of ESP Coursebook, English II coursebook for nursing science study program POLTEKKES Provinsi Bengkulu became the object to be analyzed in this research. Since the content of this coursebook was not appropriate to the students' needs, the content was also not repetitive and unsuitable with part of speaking content material instruments tools, for example; the unit materials explains about medical instruments (the tools and use) in unit 5 but in the speaking skill part, the material which is explained is about Self-Introduction to other people. For the next, the example in the part of Talk on pregnancy unit 7, the author gives writing task, the question is to read articles and write simple present tense. And also for listening skill, the practice tasks are not clearly enough defined. The researcher's analysis result also found that the author designed the book without analyzed the students' needs first, and as the impact, the students got low score in final test.

However, the researcher realized that her analysis result was not enough to evaluate this coursebook, therefore the researcher conducted a research about the quality of English the quality of English coursebook for nursing department student (students', lecturers', and experts' perspective) based on Mc. Donough and Shaw.

procedure evaluation in collecting and analyzing data in systematic to determine the value or benefit of a practice. The participants of this research were 80 nursing students

who used the textbook, 3 experts (SY, ID, MGH) and 3 lecturers (EU, MI, YM), they are education background SY (S3 University of Jakarta), ID (S3 University Linguistic UGM), GMH (S2 English education Study Program Malang). And 3 lecturers (EU, MI, YM) They are education background are EU (S2 University of Jakarta, MI (S2 University of Padang), and YM (S2 University of Jakarta) then they are (who had experience in teaching English for nursing students.

The main data source of the research were all the contents in English course book entitle English for Specific Purpose English for Nursing Course Book, all of students

nurse, program third and third semester in Politeknik Kesehatan Bengkulu in academic year 2015/2016.

Evaluation checklist developed for the Evaluation course book based on Mc.Donough and Shaw's criteria In general, checklist is list of questions which describes the things which relevant with current phenomenon being checked.

In collecting data, the researcher used an Mc.Donough and Shaw's criteria checklist which were distributed to the students, writers, lecturer, and expert. In the process of collecting data, the researcher helped by supervisor, co supervisor and two validators.

RESULT AND DISCUSSION

The instruments that have been used to collect the data about this research is an evaluation checklist with field note. Since this research discusses about perspective, the checklist was used to collect the data about the participants' perspectives and field note was used to know about the suggestions that were given by the participants. The participants of this research were divided into three professions,

namely; students, lecturers, and experts. There were 80 students, 3 lecturers, and 3 experts who gave their perception and evaluation toward the quality of English coursebook for nursing department students. All of the data that has been collected was displayed as the finding of this research. In addition, the summary of the participants' perspective for syllabus criterion will be revealed in figure below.

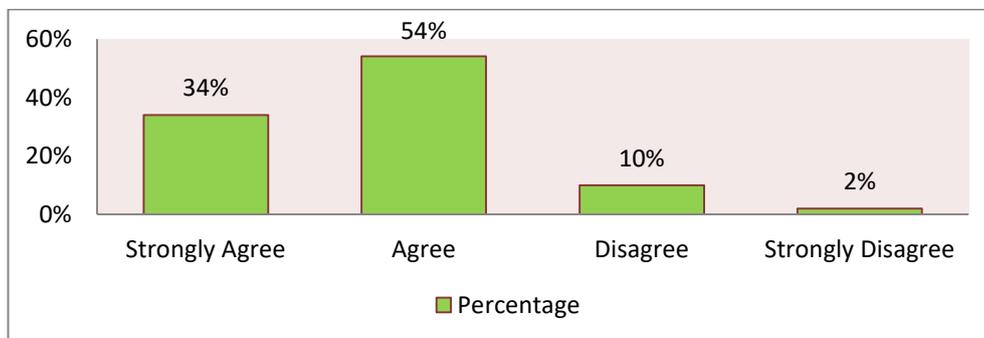


Figure 4.1 The Respondents' Perspectives on the Syllabus of the Course Book

Regarding to Figure 4.1 above, 54% of participants agreed all the positive statements in syllabus evaluation checklist. It means that the students', lecturers', and experts' perspective toward the syllabus criterion of English coursebook for nursing students was positive with 54% of participants agreed all the items mentioned in syllabus

evaluation. Overall, the lecturers and experts suggested about the text used in the coursebook and some of pictures that can be used as an additional of the coursebook. In addition, the summary of the participants' perspective for subject and contents criterion will be revealed in figure below.

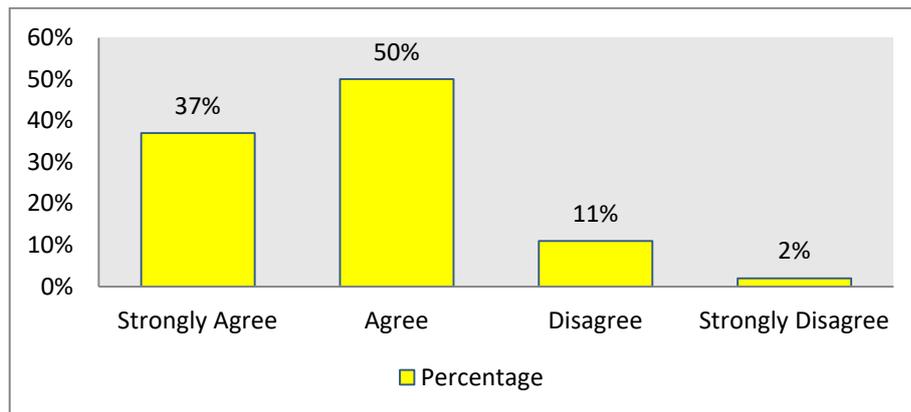


Figure 4.2 The Respondents' Perspectives Subject and Contents of the Course Book

Regarding to Figure 4.2 above, 50% of participants agreed all the positive statements in subject and contents evaluation checklist. It means that the students', lecturers', and experts' perspective toward the subject and contents of English coursebook for nursing students was positive with 50% of participants agreed all the items mentioned in syllabus evaluation.

Mostly lecturers and experts suggested to add some pictures to make the book more interesting and also to check the font size of the title and sub title of the book. However, the suggestions became the evaluation of the quality of this book. Then, the summary of the participants' perspective for layout and physical appearance criterion will be revealed in figure below.

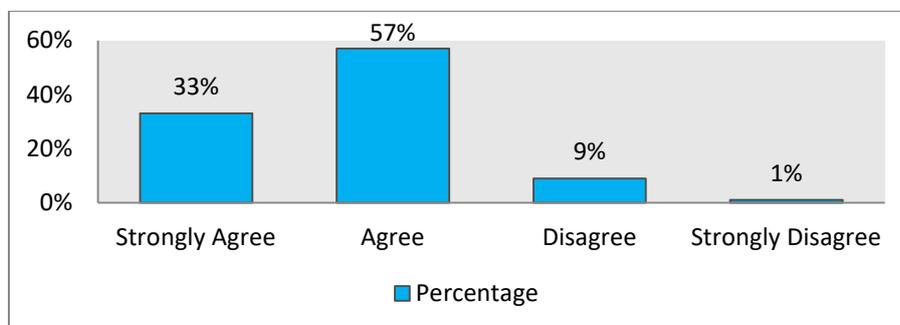


Figure 4.3 The Respondents' Perspectives Layout and Physical Appearance of the Course Book

Regarding to Figure 4.3 above, 57% of participants agreed all the positive statements in layout and physical appearance evaluation checklist. It means that the students', lecturers', and experts' perspective toward the layout and physical appearance of English coursebook for nursing students was positive

with 57% of participants agreed all the items mentioned in layout and physical appearance evaluation.

To summarize how the participants' perspective toward practical and layout criterion, the researcher displayed it in the figure below.

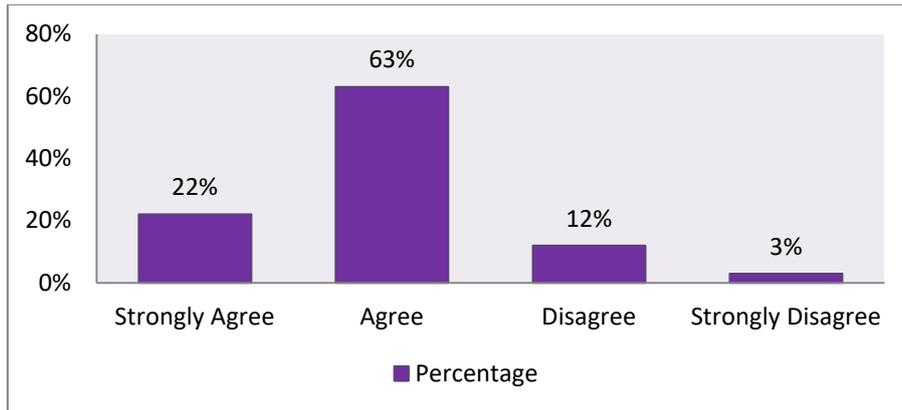


Figure 4.4 The Respondents' Perspectives Practicality of the Course Book

Regarding to figure 4.4 above, 63% of participants agreed all the positive statements in practical and consideration evaluation checklist. It means that the students', lecturers', and experts' perspective toward the practical and consideration of English coursebook for nursing students was positive with 63% of participants agreed all

the items mentioned in practical and consideration.

However, the suggestions became the evaluation of the quality of this book. In addition, the summary of the participants' perspective for layout and physical appearance criterion will be revealed in figure below.

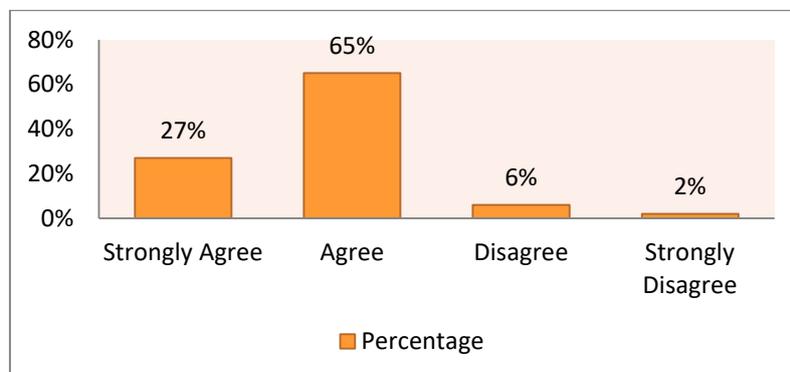


Figure 4.5 The Respondents' Perspectives Language of the Course Book

Regarding to the figure 4.5 above, 65% of participants agreed all the positive statements in language terms evaluation checklist. It means that the students', lecturers', and experts' perspective toward the language terms of English coursebook for nursing students was positive with 57% of participants

agreed all the items mentioned in language terms evaluation. After describing the finding of the five criterians of the quality of English coursebook for nursing students based on the participants' perspective, the researcher concluded the final finding of this research into the table as follow.

Table 4.1 The Participants' Perspective toward the Quality of English Coursebook for Nursing Students

Aspects	Syllabus	Subject	Layout	Practicality	Language	Mean
Strongly Agree	34%	37%	33%	22%	31%	31%
Agree	54%	50%	57%	63%	57%	56%
Do not Agree	10%	11%	9%	12%	11%	11%
Strongly disagree	2%	2%	1%	3%	2%	2%

Table 4.1 revealed that there were 87% (31% strongly agree and 56% agree) of participants agreed all the evaluation items in five criterians; syllabus, subject and content, layout and physical make-

up, practical and consideration, and language. To conclude, over eighty percent of the participants agreed that all of the item evaluated fulfill the criteria for quality of a nursing book.

Discussion

There were five findings related to the research questions of this reseach. The first finding of this research is over eighty percent participants think that syllabus fulfills the criteria for quality a nursing coursebook. In making an English coursebook, syllabus was as foundation, the author decides the contexts in which the language, the degree of recycling or revision. As Hutchinson (1987) said that, syllabus is framed in the terms of grammatical structures, this reflects a view that knowing a language consists of knowing the constituent structures. It would be impossible to produce an

evaluation syllabus without having a view of what language is and thus how it can be broken down.

The second finding of this research is over eighty percent of the participants agreed that the content area fulfills the criteria for quality a nursing coursebook. Mc.Donough and Shaw (2003) make reference to distinguish the teaching general learners and teaching English for Specific Purposes (ESP). As ESP design, the designer needs to develop the knowledge contents of the materials such as; the content of coursebook connected with situation, theme, topic, pattern skills, or maybe

a coursebook which included variety learning motivations.

The third finding of this research is over ninety percent participants think that layout and physical appearance fulfills the criteria for quality a nursing coursebook. According to David (1995) Layout and physical appearance of a coursebook should be made in detail such as; feasibility graphs (The elemental composition of the layout (title, author, illustrations, logos, etc.) balanced and in tune with the layout of the content, layout element is proportional with size of book, elements colors layout Harmonious and clearly the functions, appearance consistent layout elements based on model or design. It was required to make the coursebook be interesting to be read by the students.

The fourth finding of this research is over eighty percent participants think that practicality fulfills the criteria for quality a nursing coursebook. In ESP material and development the author needs to practice and consider the evaluation of the coursebook. The course book should be available on its content or selective with activities, the course book serves as supplementary such as; in instruments coursebook up-to-date, coursebook easily accessible, coursebook affordable, coursebook have supplementary (materials tapes, visuals etc).

And the last finding of this research is over eighty percent participants think that language use fulfills the criteria for quality a nursing coursebook. There four indicators of a good course book based on language terms according to Mc.Donough and Shaw (2003), namely; the relevance of the

language towards learners' development, Communicative, the coherence and unity of ideas, and Language content.

However there were still some participants who disagreed to some items of the syllabus criterion. Eventhough there was only less than twenty five percents participants who disagreed, the researcher needs to evaluate and gave the suggestion to the author to revise the coursebook in a better improvement.

Despite the fact that textbooks are an important element in most of EFL classes, there has been little investigation done in terms of how and why materials are selected by teachers. The reason for this may lie in the fact that in the age of communicative teaching, experts who advise on the use of textbooks may seem out of step with current language teaching methodology. Yet, regardless of how great an emphasis is placed on the use of authentic materials, teachers frequently do not have the time and the administrative support to collect and adapt all the necessary materials for their classes. Therefore, it is disappointing that researchers have not provided more guidance to enable teachers and administrators to make wiser decisions. (Soori, et al., 2011)

To Prabhu (1987) Textbooks are fully specified and pre-constructed materials that provide a certain amount of uniformity in what occurs in many different classes with different teachers and students, which serves the interests of accountability. Moreover, Yasemin (2009) discusses an evaluation of the three English textbooks which have been prescribed for use in grade 4 classes by the Turkish Ministry of National Education in state primary

schools. Teachers and students responded to a 37-item textbook evaluation scheme (Smiley Questionnaire) to express their perceptions concerning various aspects of the textbooks. Both groups of participants were also interviewed to gain further insights into the use of the textbooks. Findings revealed the extent of appropriateness of the three textbooks used by young learners of English. Suggestions are offered for the future revision and/or designing the textbooks for young learners of English.

Furthermore, Sheldon (1988) has offered several reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to discriminate between all of the available textbooks on the market (David, 2001)

Evaluating a coursebook is an important endeavor for matching materials to both teacher and student. Just as there is no universal coursebook for the learners; there is not one model for evaluation (Tomlinson, 1990, cited in McDonough and Shaw, 2003). The process is not static, as the success or failure of that match cannot be determined until after the book has been implemented (McDonough and Shaw, 2003). Material evaluation critically judges book planning, design, and implementation processes (White, 1998). According

to ReDickins and Germaine (2001), the criteria should focus on language learning aims and context as well as teaching methods and procedure for the activities. Rubdy (2003) claims; that a good evaluation framework help match flexibility, adaptability, and relevance of a course book with the learners and their changing needs. To find a suitable evaluation method, past frameworks and their explore. Related to the findings of this research, the quality of English coursebook for nursing students was good since more than a half of participants agreed all the positive statements mentioned in evaluation checklist based on Mc.Donough and Shaw (2003) theory.

Mc.Donough and Shaw (2003) make reference for distinguish between teaching general learners and teaching English for Specific Purposes (ESP). As stated introduction, students develop confidence and skill in using English for communication, and develop of contents knowledge in materials such as; the content of coursebook connected with situation, theme, topic, pattern skills, or maybe coursebook include variety learning motivations. The effectiveness in general English conversation class has been clearly in context materials. In ESP material and development we have need practice and consideration in evaluation course book available the course book heavily on its content or selective with activities, the course book serves as supplementary such as; in instruments coursebook up-to-date, coursebook easily accessible, coursebook affordable, coursebook have supplementary (materials tapes, visuals etc).

5.1. Conclusion

Based on research findings, there were five conclusions of this research;

The level agreements, students lectures, and experts quality, syllabus, subject and contents, layout and physical appearance, practical consideration, and language. In the quality of coursebook was adequate by students, lectures, and experts, the source by level of agreement. However of the five aspects there are weakness in contents areas, and practical consideration for quality a nursing coursebook.

In terms contents aspect based on the English coursebook nursing department students based on the health ministry of curriculum, coursebook was good, but still have revised by supplementing textbooks with up to date materials and cultural aspects. In order that fulfill the criteria of a good coursebook, especially in content aspect.

In terms of presentation aspect based on the coursebook evaluation devised mc.donough and shaw's criteria, the presentation layout and physical appearance was looks good category. However, need improvement pictures, and design in related nurse job or medical in learning to open minded our students and make students fun in English learning. These coursebook fulfill the criteria of a good book, especially in layout and physical appearance.

In terms of language aspect textbook evaluation devised mc.donough and shaw's criteria, coursebook shown good category. These coursebook was include grammar, vocabulary, pronunciation,

and coherence and unity of ideas. In order that, these textbooks fulfill the criteria of good book, especially in language aspect.

5.2. Suggestion

From the conclusion above, it is suggested that an analysis of the evaluation and perception toward ESP course book based on another theory except Mc. Donough and Shaw (2003) is still needed to be done to ensure the ESP coursebook is relevant to be used in teaching English language for special purposes.

1. For lectures

Lectures should choose a textbook or coursebook match with curriculum, the appropriate coursebook, and the material in the coursebook implemented in the classroom and many ways to improve the quality of teaching and learning process are in lectures hands.

2. For publisher

As publisher, in creating and developing English coursebook must be matched and suitability with curriculum implemented in that time, and also create what students need learnings ways, based on the standard students.

3. For further studies.

This study was aimed to know the students', lectures', and experts' perspective toward the quality of the English coursebook for nursing students' based on another theory except Mc.Donough and Shaw's criteria (2003) is still needed to be done to ensure the ESP coursebook is relevant to be used in teaching English language for special purposes.

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