

# RESEARCH REPORT

## **A Comprehensive Analytical Examination of the English for Academic Purposes Textbook ‘Integrated English’ Applied in Vocational School of IPB University.**

### **Abstract**

*Gatot Widodo, 2016. “A Comprehensive Analytical Examination of English for Academic Purposes Textbook ‘Integrated English’ Applied in Vocational School of IPB University.” Thesis. Jakarta: Master’s Program in English Education, Faculty of Language and Arts, Jakarta State University.*

The analysis of the EAP textbook “Integrated English” for the vocational program at IPB University underscores the importance of aligning educational materials with students' needs and the overarching goals of the university. By employing a triangulation approach and considering various perspectives, educators can make informed decisions to enhance the quality and relevance of the educational experience for students in the agricultural field.

The research inquiries of this study encompassed the implementation of agricultural EAP textbook within the vocational program at IPB University, the degree to which agricultural EAP textbook corresponded with the students' needs in alignment with the university's objectives, the methodologies employed for agricultural EAP textbook analysis, and the insights gleaned from the evaluation of the agricultural EAP textbook.

The results revealed that the EAP textbook “Integrated English” received positive feedback across various criteria. It was deemed appropriate by a significant percentage of respondents, standing at 76.90%. Moreover, a considerable proportion found it quite suitable, with a rating of 62.95%. Interestingly, the textbook was noted to be closely aligned with the International Based Curriculum, scoring 61.50% in this aspect. Additionally, it performed well in the Competence Based Curriculum category, garnering a favorable rating of 77%.

The EAP textbook “Integrated English” applied in Vocational Program of IPB University is feasible to use for vocational program students of IPB University in both politically and educationally, but should be modified in some components to fulfill the students' needs and encourage students to use and learn the textbook on what are important in their future workplace, especially in agricultural fields.

**Keywords:** *EAP, Textbook Evaluation, Appropriateness, Suitability, International Based Curriculum, Competence Based Curriculum.*

## **Methodology**

The suitability of the EAP textbook “Integrated English” for the vocational program at IPB University was thoroughly examined in relation to the students' needs as outlined in the university's official documents such as the vision, mission, strategic plan, syllabus, and course descriptions. The research was conducted in 4 months, from October 2015 to January 2016 at Vocational School of IPB University. This analysis was conducted using triangulation methods that took into account six major components, with a specific focus on international and competence-based curricula. To evaluate the agricultural EAP textbook effectively, both qualitative and quantitative descriptive analyses were employed. These analyses were guided by the established guidelines and framework found in the provided checklist, questionnaire, and interviews with teachers to gather their valuable perspectives.

In assessing the textbook's alignment with students' needs, it is essential to consider how well it caters to the diverse learning styles and preferences within the vocational program. For instance, incorporating real-life examples and case studies related to agricultural practices could enhance the relevance and applicability of the content for students pursuing careers in this field. Moreover, ensuring that the language and concepts presented in the textbook are accessible and engaging for students with varying levels of English proficiency is crucial for effective learning outcomes.

By utilizing a combination of qualitative and quantitative methods, the evaluation process gains a comprehensive understanding of the strengths and areas for improvement in the EAP textbook. Qualitative data, such as feedback from students and teachers, can provide valuable insights into the practical usability and effectiveness of the textbook in meeting the intended learning objectives. On the other hand, quantitative data, such as performance metrics and assessment results, offer a more objective measure of the textbook's impact on students' language proficiency and academic success.

## **Results of Research**

The evaluation results revealed that the EAP textbook "Integrated English" applied in Vocational School of IPB University was favorably received by respondents across a range of criteria. In other word that the EAP textbook “Integrated English” received positive feedback by students and institution. Notably, a substantial 76.90% of individuals deemed the textbook to be well-suited to their needs. This impressive level of endorsement highlights the textbook's efficacy in fulfilling learners' expectations. Furthermore, a considerable segment of respondents, amounting to 62.95%, articulated that they found the textbook to be highly appropriate for their educational objectives. The results revealed that the EAP textbook “Integrated English” received positive feedback across various criteria. It was deemed appropriate by a significant percentage of respondents, standing at 76.90%. Moreover, a considerable proportion found it quite suitable, with a rating of 62.95%. Interestingly, the textbook was noted to be closely aligned with the International Based Curriculum, scoring 61.50% in this aspect. Additionally, it performed well in the Competence Based Curriculum category, garnering a favorable rating of 77%.

## Discussion

In the realm of English for Academic Purposes (EAP), textbooks play a pivotal role in shaping the educational landscape. They serve as the cornerstone of domain-specific courses in universities, providing students with essential knowledge and skills. However, it is crucial to note that many EAP textbooks often fall short in addressing the cultural nuances of university life and may not align seamlessly with the applied curriculum. Therefore, the evaluation of EAP textbooks becomes imperative to ensure their relevance and suitability for students' academic goals.

Previous research on language teaching curricula emphasizes a shift from traditional grammar-focused instruction to communicative and skills-based approaches, focusing on 21st-century needs. Key themes include the importance of a needs-analysis-driven curriculum like English for Specific Purposes (ESP), curriculum implementation challenges such as teacher training and resources, and the move toward integrated models and student-centered learning. Curriculum design, particularly for specialized purposes, fundamentally depends on a comprehensive needs analysis to ascertain the requisite language skills and content for learners to fulfill the needs analysis in ESP.

In the realm of curriculum design, especially when tailoring educational content for specific purposes such as English for Specific Purposes (ESP), a crucial initial step is conducting a thorough needs analysis. This process involves delving deep into the specific requirements and objectives of the target learners, ensuring that the curriculum is finely tuned to meet their unique needs. Moreover, the needs analysis in ESP serves as the foundation upon which the entire curriculum is built. It not only guides the selection of relevant topics and language structures but also informs the instructional strategies and assessment methods employed throughout the course. Without a comprehensive needs analysis, the curriculum risks being disconnected from the learners' real-world needs and may fail to provide them with the practical skills and knowledge they require.

Textbooks have long been considered a fundamental component of the educational curriculum, playing a crucial role in supporting both teachers and students. Research has delved into the various ways in which textbooks contribute to enhancing the learning experience, especially in the context of student-centered approaches. For instance, textbooks serve as a valuable resource for educators to design lesson plans that cater to the diverse needs of students. They provide a structured framework for presenting information, guiding both teachers and learners through the academic content.

The evaluation results showed that the EAP textbook "Integrated English" applied in Vocational School of IPB University was feasible, the text book favorably received by respondents across a range of criteria. As a note, a substantial 76.90% of individuals deemed the textbook to be well-suited to their needs, the materials are suitable with the need of students and institution. The needs of This impressive level of endorsement highlights the textbook's efficacy in fulfilling learners' expectations.

The suitability of the textbook for its intended audience and environment was overwhelmingly affirmed by survey participants. Specifically, a substantial 76.90% of

individuals expressed the opinion that the material was well-suited to the needs of both students and the institution. This strong endorsement suggests that the textbook aligns effectively with curriculum requirements, aids student comprehension, and meets the practical demands placed on educational resources within the current academic setting. This high percentage serves as a powerful indicator of the textbook's perceived quality and its efficacy as a primary teaching and learning tool.

The feedback received regarding the textbook's utility was highly positive, highlighting its success in addressing core educational requirements. In fact, a substantial 76.90% of individuals surveyed deemed the textbook to be well-suited to students and institution needs, a figure that represents a significant consensus across various departments. This high degree of satisfaction likely stems from the text's clear pedagogical approach, its coverage of essential topics, and its ability to integrate smoothly into existing course structures. Such an endorsement is crucial, as it validates the text's selection and its anticipated long-term role as a foundational resource for the program.

Analysis of the recent feedback confirms the textbook's strong adoption and practical utility within the academic program. The data indicates that a substantial 76.90% of the respondents deemed the textbook to be well-suited to students and institution needs, demonstrating a near-unanimous affirmation of its relevance and quality. This finding is particularly significant because it reflects a perception that the text is not only engaging and accessible for students but also aligns with the rigorous standards and specific curricular requirements mandated by the institution, thereby fulfilling the dual purpose expected of a primary educational resource.

Furthermore, a substantial majority of the survey participants, a figure reaching 62.95%, articulated a strong agreement that the textbook in question was exceptionally well-suited to their specific educational objectives and learning needs. This finding is particularly significant as it underscores the resource's perceived utility and alignment with the curriculum, suggesting that the material not only covers the required topics but is also delivered in a manner that students feel directly facilitates their ability to achieve their academic goals. The fact that nearly two-thirds of all respondents share this positive assessment speaks volumes about the textbook's efficacy as a primary learning tool.

In addition, a considerable segment of respondents, amounting to 62.95%, articulated that they found the textbook to be highly appropriate for their educational objectives, an assessment which carries important implications for its continued use. This strong endorsement suggests that the book's structure, content, and difficulty level are well-matched to the students' current knowledge base and the learning outcomes expected in the course. The high percentage indicates a broad consensus among diverse learners regarding the textbook's relevance and effectiveness, validating the instructional design choices made in its selection and perhaps recommending it as a best-practice resource for future cohorts.

Moreover, a decisive majority of respondents, a compelling 62.95%, specifically articulated that they found the textbook to be highly appropriate for successfully meeting their educational objectives. This positive feedback confirms that the students perceive the material not as a barrier, but as a genuine aid, believing

it directly assists them in mastering the course content and preparing for assessments. They view the textbook as a relevant and targeted tool that addresses the core requirements of their studies, giving them confidence in their ability to achieve mastery in the subject area.

Interestingly, the textbook demonstrated a substantial degree of alignment with the International Based Curriculum standards, achieving a commendable score of 61.50% in this specific area of evaluation. This finding suggests that a significant portion of the textbook's content, structure, and pedagogical approach closely reflects the principles, learning outcomes, and subject matter emphasized by internationally recognized educational frameworks. Such a strong correlation indicates the resource is likely well-suited for educational settings aiming to adhere to global standards or prepare students for international assessments, making it a potentially valuable tool for educators and students in diverse learning environments striving for globally benchmark quality in their curriculum delivery.

Additionally, the textbook performed well in the Competence Based Curriculum category, garnering a favorable rating of 77%. The textbook demonstrated particular strength in its alignment with the Competence Based Curriculum (CBC) framework, a crucial indicator of its modern pedagogical value. Garnering a favorable rating of 77% within this category is a significant achievement, underscoring the materials' effectiveness in promoting practical skills, critical thinking, and real-world application, which are the core objectives of the CBC model. This high score suggests the book is not merely covering content, but is successfully structured to facilitate the development of essential student competencies, making it a highly relevant and valuable resource for educators transitioning to this new curricular approach.

Furthermore, the comprehensive evaluation highlighted the textbook's excellent performance in the specific and highly scrutinized area of the Competence Based Curriculum (CBC). Evaluators, likely including seasoned educators and subject matter experts, assessed the book's structure, activities, and overall approach against the CBC's rigorous standards, resulting in a strong, favorable rating of 77%. This positive reception within a complex and modern pedagogical category is a testament to the designers' successful effort to integrate outcome-based learning principles, confirming that the material is well-suited to meet the evolving needs of both teachers and students.

Beyond its general subject matter coverage, the textbook truly excelled in the challenging and contemporary domain of the Competence Based Curriculum (CBC), where it achieved a remarkably favorable rating of 77%. This accomplishment is not simply a numerical success, but a clear indication that the book's methodology effectively guides students toward developing core practical competencies rather than just rote memorization. Such a high rating in this pivotal category solidifies the textbook's position as a leading resource perfectly tailored to support modern, skill-focused educational reforms and drive tangible student success in a competence-driven learning environment.

Moreover, textbooks offer a wealth of knowledge beyond the classroom, allowing students to delve deeper into subjects and explore concepts independently. By incorporating real-world examples, case studies, and practical applications,

textbooks bring learning to life and make abstract ideas more tangible. This not only fosters a deeper understanding of the material but also cultivates critical thinking and analytical skills in students.

In student-centered learning environments, textbooks act as a tool for self-directed learning, empowering students to take ownership of their education. They can engage with the material at their own pace, revisit challenging topics, and pursue areas of interest beyond the prescribed curriculum. This autonomy not only promotes academic growth but also nurtures a sense of curiosity and lifelong learning.

## **Conclusion**

Textbooks play a multifaceted role in education, supporting both educators and students in the pursuit of knowledge. The multifaceted role of language in both academic and vocational contexts underscores its significance as a tool for conveying information, building relationships, and achieving professional success. By understanding and implementing effective language strategies, individuals can navigate diverse discourse functions with confidence and clarity. Textbooks offer a wealth of knowledge beyond the classroom, allowing students to delve deeper into subjects and explore concepts independently. By incorporating real-world examples, case studies, and practical applications, textbooks bring learning to life and make abstract ideas more tangible. This not only fosters a deeper understanding of the material but also cultivates critical thinking and analytical skills in students.

The EAP textbook “Integrated English” has been deemed appropriate for vocational program students at IPB University from various perspectives, such as political and educational considerations. However, there is a recognized need for modifications in certain components of the textbook to better cater to the students' specific requirements. It is essential to inspire and motivate students to actively engage with the material, particularly in terms of acquiring essential skills that are directly relevant to their future careers, especially within the agricultural sector.

Moreover, aligning the textbook with the students' needs involves ensuring that the language used is accessible and relevant to their educational background and future aspirations. By incorporating terminology and examples specific to the agricultural industry, students can better relate to the material and see its direct relevance to their career goals. Furthermore, integrating activities that simulate real-world scenarios can help students develop problem-solving skills and critical thinking abilities that are crucial in the agricultural sector.

In conclusion, while the EAP textbook “Integrated English” holds promise for vocational program students at IPB University, it is crucial to make targeted modifications to enhance its effectiveness and appeal. By addressing the students' needs and providing engaging and relevant content, the textbook can serve as a valuable resource in preparing students for successful careers in the agricultural field.

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