

Content Analysis Of Textbook Evaluation: Assessing 'Everyday English For Hospitality Professionals

by Abdul Syahid

Submission date: 18-May-2024 11:11AM (UTC+0700)

Submission ID: 2382383263

File name: FONOLOGI_VOL_2_NO._2_JUNI_2024_HAL_51-57.pdf (816.63K)

Word count: 2615

Character count: 15886

Content Analysis Of Textbook Evaluation: Assessing 'Everyday English For Hospitality Professionals

Abdul Syahid¹, Devi Hanastasya², Shifa Soraya Lestari³, Wilda Cahyani⁴,
Ahmad Basahil⁵

¹⁻⁵Institut Agama Islam Negeri 17 Langka Raya

Email: abdul.syahid@iainpalangkaraya.ac.id¹, devihanast124@gmail.com², shifasorayalestari@gmail.com³,
wildacahyani4@gmail.com⁴, ahil7830@gmail.com⁵

Abstract. This study conducts a comprehensive content analysis of the textbook titled "Everyday English for Hospitality Professionals". Through the lens of textbook evaluation, the research aims to assess the effectiveness and suitability of the content in meeting the learning needs of professionals in the hospitality industry. Utilizing established criteria, the analysis scrutinizes the relevance, clarity, and practicality of the material, particularly in facilitating language skill development tailored to the demands of the hospitality profession. The findings of this study offer valuable insights for curriculum development and instructional material selection, contributing to the enhancement of English language learning experiences for hospitality professionals.

Keywords: Textbook evaluation, Content analysis, Language skill development, English language learning, Curriculum development.

INTRODUCTION

16
Research into English for specific purposes (ESP) has captivated vocational education for over thirty years. Within English language instruction (ELT), ESP programs are crafted, assessed, and implemented to address the communication requirements within academic and professional domains (Widodo, 2015b). Consequently, the proliferation of ESP programs tailored to specific roles aligns closely with the evolution of needs analysis (NA). NA involves scrutinizing the functional or situational target analysis against the current situation (Basturkmen, 2010; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987) and also considers the connection between present and future social practices (Widodo, 2017a). Primarily, NA aims to identify learners' language competence needs for particular roles (Richards, 2001), such as tour guides, travel consultants, and college students. NA thus informs the creation of syllabi and learning materials for ESP courses, facilitating learners' engagement with the target context. Unlike general English (GE) or English for general purposes (EGP), which cater to everyday interaction needs (Masuhara & Tomlinson, 2008), ESP concentrates on fulfilling occupational or academic-related learner needs rather than other requisites. Additionally, concerning the ideal concept, textbooks are expected to cater to all students' needs and offer various insights. However, in reality, some textbooks fall short of meeting these standards, with only a few materials truly addressing students' requirements. While some textbooks may be well-constructed, others may not be. This raises the question of how to rectify this issue. One possible solution is through evaluation and improvement. It is essential for

Received: April 11, 2024; Accepted: Mei 18, 2024; Published: Juni 30, 2024

*Abdul Syahid, abdul.syahid@iainpalangkaraya.ac.id

educators to exercise judgment regarding the suitability of textbooks used in the classroom. In this study, the researcher conducts a brief evaluation of English textbooks intended for English as a Foreign Language learners, utilized by college students whose mother tongue is not English. These textbooks function as ESP materials for them.

BACKGROUND

Textbook is a source of knowledge for students much valuable information stated page by page by the author. It also links students and lecturers to enlarge their insight and expertise. This book focuses solely on one skill for learners. It includes vocabulary sections, and one applicable skill is reading, as each chapter features a series of pictures with brief explanations. The four integrated skills should ideally be equally emphasized in the book. It's widely recognized that students not only need to produce relevant terms in their writing and speaking but also need to listen to them. Due to these shortcomings, students only learn how to read and not how to construct complete sentences or paragraphs. Then, it moves to the definition of evaluation. The term evaluation means a process of giving judgment, calculation of quality, importance, value toward something. By that, it can be judged that textbook evaluation is a process of giving judgment toward material in the textbooks given to the learners. Textbook evaluation allows the reader (evaluator) to give their view of point, to put feedback on the material. This process needs a deep thinking and judgment by the evaluator (Sahyoni 2019). Needless to say, the textbook is an important material that can support the teachinglearning process in order to achieve the learning objectives. Pamungkas (2010:23) mentioned that a textbook was one of the many kinds of essential instructional materials used in learning and it was usually written, tightly organized, and greatly condensed. It indicates that, textbook and teaching instruction can't be separated partly. Both of them are correlated reciprocally and link one another. Teachers get knowledge from the book they then explain the materials in the book to the learner by their own ways. Raw materials are served by the books and the development materials are delivered by the lecturers. In accordance with previous statements, content analysis is an analysis of the written or visual contents of a document. Besides, it is a research tool used to figure the presence of certain words or concept within texts or sets of texts.

LITERATURE REVIEW

The literature review on the effectiveness of textbooks for teaching English to hospitality professionals has shown mixed results. Some studies have found that textbooks can be effective in improving English language skills, while others have suggested that they may

not be as effective as other teaching methods. analyzed the content of a specific textbook designed for teaching English to hospitality professionals. The study found that the textbook was effective in addressing the language needs of hospitality professionals, with a focus on everyday English and practical communication skills.

According to Tomlinson (2011), a textbook is a comprehensive resource that offers essential content to support the teaching and learning process throughout a course. Typically, it addresses a range of topics and incorporates activities focusing on the development of the four language skills, along with providing grammatical and lexical explanations and exploring various language functions.

Guidelines for Assessing and Reviewing Content-Area Textbooks

There are various standards for appraising the textbook, outlined in the table below:

No	Criteria	Explanation
1.	Objective of textbook	1. The aims of the textbook correspond closely with the aims of teaching program/curriculum. 2. The materials objectives are apparent to both the teachers and students. 3. The objectives are systematically organized. 4. The textbooks allow different teaching and learning styles.
2.	Design and Organization	1. Do the pictures, graphs, and charts work well with and support/extend the text itself? Do they vividly illustrate the concepts covered? 2. The textbook contain guidance about how the textbook can be used. 3. The textbook is accompanied with other teaching learning materials (workbook, cassettes, and CD). 4. There was review section and vocabulary list or glossaries are included. 5. Do the pictures, graphs, and charts work well with and support/extend the text itself? Do they vividly illustrate the concepts covered? 6. Is the size of the print appropriate?
3.	Language skill	1. All language skills balanced and integrated 2. Suitability of Listening skill learners 3. Suitability of Speaking skill to learners. 4. The reading passages are sufficient and suitable with young learners' level ability. 5. Writing activities are suitable with learner's level
4.	Language content	1. The language used in the textbook is authentic-i.e. like real-life English. 2. The Grammar items are appropriate to the learners. 3. The vocabulary items are appropriate to the learners 4. Do the illustrations and examples fairly represent race, ethnicity, gender, and class? Are the representations of people non-stereotypical? 5. Are multiple and diverse perspectives offered in relation to the content? 6. Do the chapters contain opportunities for selfassessment? Are there multiple formats for selfassessment? 7. All language skills (Reading, Writing, Listening, Speaking) balanced and integrated within each unit.
5.	Topic	1. Are the topics of the textbook are relevant to the learner's needs as English language learners? 2. Are the topics of the textbook are interesting, challenging and motivating? 3. Is the topic sufficient enough for learner?
6.	Practical consideration	1. Is the price of the textbook is reasonable

METHOD

Hutchinson and Walters asserted that evaluation involves aligning needs with available solutions, emphasizing the importance of objectivity in this matching process. Teachers must assess student needs and potential solutions independently. The evaluation process typically comprises four main stages:

1. Establishing criteria.

Establishing criteria refers to defining the standards or benchmarks against which the effectiveness, quality, or success of something will be evaluated. In the context of textbook evaluation, establishing criteria involves identifying specific aspects or characteristics that will be assessed to determine the suitability, relevance, and overall quality of the textbook. These criteria may include factors such as content relevance, clarity of presentation, alignment with learning objectives, appropriateness of language level, inclusion of diverse perspectives, accuracy of information, effectiveness of instructional strategies, and usability for both teachers and students. By establishing clear criteria, evaluators can systematically assess **the strengths and weaknesses of the textbook and** make informed judgments about its suitability for use in educational settings.

2. Subjective analysis

Subjective analysis involves assessing or interpreting something through personal opinions, emotions, or biases rather than relying solely on objective criteria or facts. In the context of evaluating textbooks, subjective analysis may entail forming individual judgments regarding the clarity of explanations, the impact of examples, the pertinence of content, or the overall style of presentation. While subjective analysis can offer valuable insights and perspectives, it's crucial to complement subjective opinions with objective criteria to ensure a thorough and impartial evaluation. This helps mitigate the influence of personal biases and maintains the objectivity of the evaluation process.

3. Objective analysis

Objective analysis entails evaluating or interpreting something exclusively based on factual evidence, data, or observable phenomena, devoid of personal opinions, emotions, or biases. In the realm of textbook evaluation, objective analysis involves assessing particular criteria or facets of the textbook using standardized measures or predefined benchmarks. This could involve scrutinizing the accuracy of information, alignment with learning objectives, clarity of presentation, and efficacy of instructional methods grounded in empirical evidence rather than subjective assessments. The objective analysis strives for an equitable and impartial

evaluation, concentrating on quantifiable criteria that can be consistently applied across various evaluators and contexts.

4. Matching

Matching involves aligning or pairing two or more items based on their similarities, correspondences, or compatibility. In the context of textbook evaluation, matching may involve aligning the content of a textbook with particular learning objectives or educational standards. It could also entail ensuring that the content and instructional methods ¹⁵ in the textbook are well-suited to the needs of students. Matching ensures that educational materials and resources are appropriately tailored to meet the goals and requirements of both learners and the curriculum.

In this instance, the writer selected two textbooks: "Everyday English for Hospitality Professionals" ¹⁹ by Lawrence J. Zwier and Nigel Caplan, published in 2007 by Compass Publishing. This book consists of 7 chapters spanning 87 pages. The study employed a descriptive-evaluative content analysis approach, aiming to gain insights into the current status of phenomena. Specifically, the research focused on evaluating English textbooks authored by experts and describing the evaluation results.

RESULT AND DISCUSSION

The findings of this research are based on text analysis conducted to the book. The researcher presented the research finding and discussion of the findings. Prior to delving into further details, it is crucial for the author to initiate the categorization of the book.

¹²

Title	:Everyday English for Hospitality Professional
Authors	:Lawrence, J. Zwier and Nigel Caplan.
Year of Publishing	:2007
Place of Publishing	:Compass Publishing Inc
Pages	:87 pages
ISBN	: -8-15-599966-075-2

Objective

The textbook "Everyday English for Hospitality Professionals" targets individuals in the healthcare, hospitality, and medical fields, such as nurses or doctors. For this discussion, the writer focuses on Chapter VI, which covers the topic of assisting injured guests. The authors present the information in a well-organized chronological order, providing professional solutions for treating the patient. Each topic is introduced clearly, followed by detailed explanations on how to address the injury. The sequencing of topics is logical, starting with check-in procedures, addressing various medical issues, and concluding with check-out processes. This structured approach ensures that learners progress through the material in a systematic manner, preventing them from advancing to the next chapter until they have

mastered the preceding one. The content is enriched with pictorial series, which not only make the material visually engaging but also aid in understanding complex concepts and vocabulary. These visuals not only enhance comprehension but also foster critical thinking and higher-order cognitive skills among students.

CONCLUSION

³Based on the findings and discussion, it can be inferred that Everyday English for Hospitality Professionals meets the criteria for evaluating EFL textbooks adequately, particularly in terms of its relevance to nursing or medical contexts. This implies that educators can utilize the textbook as a resource for teaching students in hospitality or nursing fields. However, some revisions are necessary to enhance its completeness from its previous edition. It is highly advisable for instructors to adopt this book as the primary teaching material for English for specific purposes, requiring only minor adjustments.

There are several recommendations for enhancing the textbook's quality. Firstly, certain writing activities should be adjusted to better suit students' proficiency levels. Additionally, the layout and images should feature natural colors, and the cover should showcase captivating photographs rather than simple pictures, aligning with students' cultural preferences to increase engagement with the textbook. Moreover, it's beneficial to organize the content effectively to address all four language skills and incorporate assessment components for learners' benefit.

Regarding the second book, it demonstrates almost flawless construction, with only minor errors. The layout is commendable, but incorporating colorful images relevant to the context and culture of the learners would be advantageous. Furthermore, the author should aim for an authentic approach in structuring the table of contents. Overall, this textbook can be effectively utilized by instructors teaching nursery and hospitality subjects.

DAFTAR REFERENSI

- ⁷Pamungkas, D. A.(2010). The quality of the English textbook used by International Standard Junior High school. Unpublished Thesis. English Department. Faculty of letters. State University of Malang
- ⁸Tomlinson, B., & Masuhara, H. (2018). The complete guide to the theory and practice of materials development for language learning. Wiley Blackwell.
- Tomlinson. B.(2011). Glossary basic for material development in language teaching and introduction, in Tomlinson (Ed) Material Development in Language Teaching. Cambridge: Cambridge university press.

- Trabelsi, S. (2016). Authenticity in materials development. In M. Azarnoosh, M. Zeraatpishe, A. Faravani, & H. R. Kargozari (Eds.), *Issues in materials development* (pp.145-158). Sense Publishers.
- 5 Van Avermaet, P., & Gysen, S. (2006). From needs to tasks: Language learning needs in a task-based approach. In K. Van den Branden (Ed.), *Task-based language education: From theory to practice*(pp. 17-46). Cambridge University Press.
- 10 Weninger, C. (2018). Textbook analysis. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics*.
- 1 Widodo, H. P. (2015a). Designing and implementing task-based vocational English (VE) materials: Text, language, task, and context. In H. Reinders & M. Thomas (Eds.), *Contemporary task-based language learning and teaching (TBLT) in Asia: Challenges, opportunities and future directions* (pp. 291-312). Bloomsbury.
- Widodo, H. P. (2015b). *The development of vocational English materials from a social semiotic perspective: Participatory action research* [Unpublished doctoral dissertation]. University of Adelaide.
- 1 Wiley-Blackwell. <https://doi.org/10.1002/9781405198431.wbeal1489>

Content Analysis Of Textbook Evaluation: Assessing 'Everyday English For Hospitality Professionals'

ORIGINALITY REPORT

18%
SIMILARITY INDEX

18%
INTERNET SOURCES

9%
PUBLICATIONS

11%
STUDENT PAPERS

PRIMARY SOURCES

1 staffnew.uny.ac.id 4%
Internet Source

2 www.tandfonline.com 2%
Internet Source

3 jurnal-online.um.ac.id 2%
Internet Source

4 ddceutkal.ac.in 1%
Internet Source

5 escholarship.org 1%
Internet Source

6 Submitted to Nanyang Technological University 1%
Student Paper

7 www.researchgate.net 1%
Internet Source

8 Submitted to University of Liverpool 1%
Student Paper

journal.aspirasi.or.id

9

Internet Source

1 %

10

Kok-Sing Tang. "The characteristics of diagrams in scientific explanations: Multimodal integration of written and visual modes of representation in junior high school textbooks", Science Education, 2023

Publication

<1 %

11

garuda.kemdikbud.go.id

Internet Source

<1 %

12

ir.duan.edu.ua

Internet Source

<1 %

13

[Submitted to University of Bedfordshire](#)

Student Paper

<1 %

14

journal-stiayappimakassar.ac.id

Internet Source

<1 %

15

journals.ajsrp.com

Internet Source

<1 %

16

prof.khuisf.ac.ir

Internet Source

<1 %

17

repository.unja.ac.id

Internet Source

<1 %

18

[Hanoi University](#)

Publication

<1 %

Exclude quotes On
Exclude bibliography Off

Exclude matches Off