



**STUDENTS' AND LECTURERS' PERCEPTIONS TOWARD ESP
TEXTBOOK**

THESIS

**BY
M. NABRIIS RAUNAQ
22002073024**



UNIVERSITY OF ISLAM MALANG

POSTGRADUATE PROGRAM

ENGLISH LANGUAGE EDUCATION PROGRAM

JULY 2022

ABSTRAK

Raunaq, Nabriis. 2022. Persepsi Mahasiswa dan Dosen Terhadap Buku Ajar ESP. Skripsi, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: I Dr. Dra. Mutmainnah Mustofa, M.Pd., (II) Dr. Imam Wahyudi Karimullah, S.S., M.A.

Kata Kunci: Persepsi dosen, persepsi mahasiswa, buku cetak ESP

Beberapa penelitian tentang analisis kebutuhan belajar hanya beberapa penelitian tentang evaluasi buku teks ESP dan ESP yang difokuskan pada studi praktis pembelajaran ESP dan evaluasi buku teks ESP. Tujuan dari penelitian ini adalah untuk mensurvei penggunaan buku teks ESP dari persepsi pengguna buku teks.

Sebuah survei penilaian buku teks ESP digunakan dalam penelitian ini. Jumlah mahasiswa seluruhnya 133 orang, 42 diantaranya adalah mahasiswa akuntansi Universitas Muhammadiyah Malang, 25 mahasiswa jurusan Biologi Universitas Islam Malang, 60 mahasiswa jurusan Kimia Universitas Islam Negeri Malang, dan 6 mahasiswa jurusan teknik informatika dari Politeknik Negeri Malang akan berpartisipasi dalam penelitian ini. Sedangkan dari Universitas Muhammadiyah Malang sebanyak 5 orang, Universitas Islam Negeri Malang sebanyak 4 orang, Universitas Islam Malang sebanyak 9 orang, dan Politeknik Negeri Malang sebanyak 9 orang. Kuesioner digunakan untuk mengumpulkan data. Data yang dikumpulkan dihitung untuk melihat berapa proporsi siswa ESP yang menanggapi setiap variabel.

Berdasarkan hasil analisis data, baik dosen maupun mahasiswa menilai mata kuliah ESP, namun keduanya meyakini bahwa mungkin saja lulus mata kuliah ESP tanpa membaca buku teks. Selain itu, persepsi dosen dan mahasiswa mengungkapkan bahwa mahasiswa sendiri membutuhkan beberapa hal penting dalam jurusan mereka yang akan relevan di industri di masa depan. Untuk meningkatkan kemampuan membaca, siswa perlu mempelajari materi yang secara khusus dipusatkan pada jurusan dan buku teks ESP. Dapat kita tarik kesimpulan bahwa dosen dan mahasiswa ESP pada umumnya membutuhkan buku teks ESP. Namun, ada beberapa aspek dari buku teks ESP yang kurang. Ini termasuk visual, tujuan buku, aktivitas fisik, dan bahan bacaan.

Untuk meningkatkan kemampuan belajar mahasiswa ESP, disarankan agar dosen ESP menggunakan sumber daya tambahan yang lebih beragam. Kualitas buku teks harus ditingkatkan, menurut penyelenggara program ESP, agar dapat sepenuhnya memenuhi kebutuhan siswa ESP. Dengan menggunakan sumber daya tambahan yang ditingkatkan dan menghasilkan komponen segar untuk kegiatan yang menghibur, serta dengan memodifikasi atau mengadopsi beberapa, hal itu dapat dicapai.

CHAPTER I

INTRODUCTION

The following are included in the introduction to this research: (1) background of the study, (2) research questions, (3) research objectives, (4) hypotheses, (5) assumption, (6) significance of study, (7) scope and limitation, and (8) definition of key terms.

1. Background of Study

Students learning ESP are estimated to be able to utilize English in their perceptions, whether at work or in school. (Graham & Beardsly, 2006). As pointed out by a number of scholars (e.g. Liu, Chang, Yang, (Liu & Sun, 2011) learning ESP is highly beneficial for EFL students because the goal of teaching ESP course should compromise English proficiency not only for the office, but also for the use in specific workplace, such as factory, hotel, laboratory, medical field, etc. As reported by Malmstrom, pecorari, & Shaw, (2018), learning ESP course is more engaging than learning English in general.

Furthermore, there are several fundamental difficulties that may be uncovered while taking an ESP course. One of the problems which are highly criticized by the researchers is that most of ESP courses in university level are still far from need of the students (Liton, 2016). Poedjiastutie (2017), for instance, investigated the obstacle faced by the students in learning ESP. The result of the study revealed that the students were dissatisfied with the textbook because it was far from their expectation. As illustrated by Poedjiastutie (2017, p. 348), ESP textbook is almost the same as those used in the English Department. So what is difference between

ESP and GE (General English) in our class. Davari & Erfani (2013) conducted a study on the critical evaluation of ESP textbooks. The findings showed that the ESP textbooks had (1) low face validity, (2) lack of materials reviewing and updating, (3) ineffective and traditional exercises and drills, and (4) misconception of ESP”.

In the United States, literacy has long been regarded as a required skill for success; nonetheless, employers may regard high school and college students as unprepared for career success. Indeed, according to an in-depth examination of the corporate viewpoint on employee preparedness, 35% of job candidates were unable to pass an employer evaluation owing to a lack of reading comprehension. (Casner-Lotto & Barrington, 2006). This finding doubled 4 years later when the rigor of these tests was increased to meet the reading demands in the workforce. Reading abilities are considered the most challenging for the majority of students. This is because reading skills are a complex process that students do to understand their ideas, feelings, and experiences as a whole and communicatively (Karimata, Heriyawati, & Mistar, 2022).

Lecturers in higher education are quick to blame high schools for this reading disadvantage. However, studies show that students may be unprepared for the field even after graduating from college. A study surveying over 76,000 participants reported that although college graduates feel more prepared to enter the workforce, over half of their employers do not feel they hold the crucial skills for success (Casner-Lotto & Barrington, 2006).

Academic freedom allows college lecturers to design courses based on their own opinions and the demands of governing bodies and the business sector. Updates over the last ten years have resulted in a range of approaches to textbook use. Some teachers still use traditional textbooks in their classes, while others make use of eBooks, Open Educational Resources (OER), videos, the internet, and other resources. It is vital that we understand how contemporary technological and instructional methods improvements have altered the emphasis that teachers place on reading.

In the context of ESP, local textbooks are developed by universities to match the needs, interests, and ability levels of students. It is also critical to make textbooks affordable for students. The textbooks are constructed for a given field by selecting, adopting, or adapting information from a variety of sources, then focusing on the language, skills, and genres relevant to the specific activities the students must carry out in English.

The goal of assessing ESP textbooks utilized is to assure the proper pathways and those students will enter into the right procedure, and a survey can assist teachers in determining what learning ESP match the students' goals while also improving their English skills and making them more focused on their learning. As a result, surveys assist teachers and institutions in identifying the gap between what has been done and what needs to be done. In addition, textbooks also become a major concern in ESP program (Alemi & Sadehvandi, 2012; Hwang, 2011; Jamshidi & Soori, 2013; Mohammadi & Abdi, 2014; Muhsen Al Harbi, 2017) as they determinem the betterment of educational outcomes, and it is an important component in the quality maintenance of nations. Therefore, survey of

ESP textbook used is conducted here in order to explore students' needs in learning English and their satisfaction as the users of the ESP textbook at four universities from Malang.

Lecturers and students from Malang's four institutions all share the same issue with ESP printed books. Lecturers believe that the ESP printed books cannot support their intended English teaching, starting with content that is still general and not yet specific to English following their respective majors. Students believe that the ESP textbook is incomplete in explaining the material, so most students are still searching for sources in addition to the books provided by the campus. Choose two options for books offered by the university: printed books and E-books. Most of them continue to select bundle books. The students' reason is that they can easily write notes in a book, and they don't feel dizzy when reading textbooks instead of e-books. On the other hand, lecturers also prefer to use textbooks because it makes it easier for them to explain the material in class.

Furthermore, 4 universities consistently use their printed ESP books, University of Muhammadiyah Malang, University of Islam Malang, and State Islamic University of Malang, Polytechnic State of Malang will participate in the study. Lecturers and students are required to use the books the campus provides. They also still hold ESP courses on their campus on a mandatory basis. They also try to provide specific ESP courses according to their majors. So this is why the researcher chose four universities in Malang, as the research subject.

1.2 Research Questions

1. What are the perceptions of students and lecturers on the ESP textbook?
2. Do students and lecturers believe that reading An ESP textbook is required to pass an ESP course?

1.3 Research Objectives

Based on the previously described research problem, the objective of the study:

- 1) To investigate students' and lecturers' perceptions of reading ESP textbooks in the college classroom.
- 2) To increase grades which are associated with failure to read an assigned of ESP textbook.

1.4 Significance of study

The result of the research is expected to give contributions to the teachers, the students, and the future researcher both theoretically and practically.

1. Theoretically

This research is expected to give theoretical significance in terms of new findings on use in ESP textbooks. Other than that, it is expected that this research can serve as a framework, reference, and guidance for the future related research studies.

2. Practically

a. For the English Teacher

The findings of this study are likely to assist lecturers in deciding whether to utilize a traditional ESP textbook in their classes. Then, because they

are aware of the material, English teachers can provide it to students in an appropriate manner.

b. For ESP Students

They can use what they've learned in class by appreciating the value of a book.

c. For the other Researchers

You will conduct the relevant study. This research can be used as a source of information for other researchers who are interested in conducting the relevant research.

17 Scope and Limitation

The scope and limitation of this research are presented as follows:

1. The subject of the research

The subject of the research was an ESP textbook that is used for ESP class at the universities.

2. Object of the research

The object of the research was a survey of students' and Lecturers' perceptions toward reading textbook at ESP program.

3. Time of the research

This research was conducted since the first time the researcher decided to survey of Student and Lecturer perceptions toward reading textbook at ESP program.

18 Definition of Key Terms

In definition of key terms, the words include reading compliance, perception, and ESP textbook.

1. “Reading compliance is a broad umbrella term referring to actual or claimed confirmations of suggested, recommended, and required reading by undergraduate and postgraduate students. (M & Sappington, 2000)”. Moreover, a wide word refers to real or purported confirmations of suggested, recommended, and mandatory reading.
2. Perception is the identification, interpretation, and presentation of specific information, according to. “ (Démuth, 2013), perception as the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. Additionally, everyone uses perception as a cognitive process for information selection, organizing, interpretation, and listening”.
3. “ESP Textbook is a book which provides the core materials for a language-learning course in which a variety of issues are covered considering the learning requirements of the students and the teachers within a course period (Tomlinson, 2012)”. The textbook is utilized by the students in this study as teaching and learning material at University of Muhammadiyah Malang, University of Islam Malang, State Islamic University of Malang, and Polytechnic State of Malang.

CHAPTER VI

CONCLUSION AND SUGGESTION

A number of conclusions and recommendations are made in light of the study's results and analysis that were previously given. Regarding the satisfaction of lecturers and students with their ESP textbooks, the findings are discussed. On the basis of the results of the research, recommendations are made.

6.1 Conclusions

Based on the data, it is reasonable to draw the general conclusion that while lecturers and students enjoy ESP courses, passing ESP courses may be completed without reading the textbook. Additionally, the results of the views of the lecturers and students revealed that they need some crucial things in their majors that would be valuable in their future workplaces. Students have to study certain resources depending on their majors' and ESP textbooks in order to improve their reading abilities. We can draw the conclusion that ESP lecturers and students generally require the ESP textbook. But there are several things about the ESP textbook that are lacking. These include clothing style, illustrations, the goal of the book, physical activity, and reading materials. Other criteria which also already meet the need of the ESP students include layout and design, subject and content, and exercise. Therefore, the ESP textbook needs to develop in some aspects to make it better. In addition, the standards for style and design, subject and substance, and exercise already match the needs of ESP students. Because of this, the ESP textbook has to improve in several areas. In addition, the standards for style and design, subject and substance, and exercise already match the needs

of ESP students. Because of this, the ESP textbook has to improve in several areas.

6.2 Suggestion

These are some of the recommendations put out in light of the study's findings. The recommendations are made to the class's ESP lecturers, the program's organizers, and potential future studies. The use of more varied supplemental resources is advised for the ESP lecturer, and as a result, the ESP pupils are driven to study due to the materials chosen by the teacher.

The quality of textbooks has to be improved, according to the ESP program organizers, in order to fully meet the needs of ESP students. It may be accomplished by using more effective supplemental resources and developing fresh components for entertaining activities, as well as by modifying or embracing some existing ideas.

Finally, there is a suggestion for future researcher that should take their English proficiency scores before and after using the ESP textbook. That score will be important to know deeply the effectiveness of ESP textbook.

Reference

- Ary, D. J., & Sorensen, C. K. (2010). *Introduction to Research in Education*. Canada: Wadsworth Cengage Learning.
- Bair, K. H., & Cochran, L. (2011). College students' textbook reading, or not! *American Reading Forum Annual Yearbook*, (pp. 1-8).
- Berry, T. C., & Stevens, K. (2011). An exploratory analysis of textbook usage and study habits: Misperceptions and barriers to success. *College Teaching*, 31.
- Casner-Lotto, J., & Barrington, L. (2006).. Are they really ready to work: Employers' perspectives on the basic knowledge and applied skills of new trants to the 21s. century U.S. *Conference Board, Corporate Voices for Working*.
- Charles, M., & Pecorari, D. (. (2016). *Introducing English for Academic Purposes*. Routledge.
- Chovancová, B. (. (2014). Needs Analysis and Esp Course Design: Self-Perception of Language Needs Among Pre-Service Students. *Studies in Logic, Grammar and Rhetoric*, 43-57.
- Clump, M. A., & Bradley, C. (2004). The extent to which Psychology students read textbooks: A multiple class analysis of reading across the Psychology curriculum. *Journal of instructional Psychology*, 227-232.
- Cooper, D. R., & Schindler, P. S. (2006). *Business Research Methods (9' edition)*. McGraw- Hill, USA.
- Culver, T. F. (2008). An investigation of study guides and quizzes to improve college students' reading compliance, comprehension, and metacognitive strategies. *Doctoral dissertation Mississippi State University*. Mississippi State University Libraries.
- Culver, T., & Hutchens, S. (2020). Toss the Text? An Investigation of Student and Faculty Perspectives on Textbook Reading. *Journal of College Reading and Learning*.
- Culver, T., & Hutchens, S. (2020). Toss the Text? An Investigation of Student and Faculty Perspectives on Textbook Reading. *Journal of College Reading and Learning*, 8-9.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Macmillan Publisher Limited.
- Danaye Tous, M., & Haghghi, S. (2013). Evaluation of ESP textbooks: Evidence from ESP textbook of computer engineering major. *International Journal of Research Studies in Language Learning*, 3, 55-68.

- Davari, H. I., & Erfani, S. (2013). A critical Evaluation of PNU ESP Textbooks. *Journal of Language Teaching and Research*, 813-823.
- Démuth, A. (2013). *Perception Theories*. Krakow: Faculty of Philosophy and Arts · Trnava University in Trnava.
- Douglas, D. (2017). *Introducing Needs Analysis and English for Specific Purposes*.
- Germizaj, D. S., & Hoxha, D. S. (2014). Students' Perception of the ESP Courses at the University of Prishtina. *ILIRIA International Review*, 363.
- Ghalandari, S., & Talebinejad, M. R. (2012). *Medical ESP Textbook Evaluation In Shiraz Medical College* (Vol. 2). International Research Journals.
- Graham, J. G., & Beardsly, R. S. (2006). *English for Specific Purposes: Content, Language, and communication in a Pharmacy Course Model*. (Vol. 20). Tesol Quarterly.
- Karimata, M. A., Heriyawati, D. F., & Mistar, J. (2022). STUDENTS' PERCEPTION OF PRE-SERVICE TEACHERS' COMPETENCE AND THEIR READING ACHIEVEMENT DURING THE COVID 19 PANDEMIC. *Education and inovation (ERUDIO)*, 2.
- L, C., J, E. H., w, k. G., Hendricks, C., & Bair, K. (2011). College students' textbook reading, or not! . *American Reading Forum Annual Yearbook*, (pp. 1-8).
- Liton, H. A. (2016). ESP Learners' Needs Related Learning for the Workplace: A Pragmatic Study for Business School. *International Journal of Instruction*, 8, 3-16.
- Liu, J. Y., & Sun, Y. C. (2011). Is what I need what I want? Reconceptualising college students' needs in English courses for general and specific/academic purposes. *English for Academic purposes*.
- M, B. C., & Sappington, J. (2000). *Compliance with Required Reading Assignments*. *Teaching psychology* .
- Malmstrom, H., Pecorari, D., & Shaw, P. ((2018). *[Words for what? contrasting university students' receptive and productive academic vocabulary needs*. *English fo Specific Purposes*.
- Nunan, D. (1991). *Language Teaching Methodology*. A textbook for teachers. Panahi, M. (2017). *Evaluation of an ESP Textbook for the Students of Preschool and Primary education* (Vol. 4). International Journal of Linguistics and Communication.
- Poedjastutie, D. (2017). The pedagogical challenges of English for specific purposes

(ESP) teaching at the University of Muhammadiyah Malang. *Educational Research and Review*, 338-349.

- Raunaq, N., Mustofa, M., & Anas, F. (2021). The students' perception of extensive reading in online learning at FLSP class. *JEASP*.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge University.
- Susana, K. Y., & Iswara, A. A. (2019). Needs Analysis for Informatics Engineering Students. 56-57.

Syairofi, A., Mujahid, Z., Mustofa, M., Ubaidillah, M. F., & Namaziandost, E. (2022).

Emancipating SLA Findings to Inform EFL Textbooks: A Look at Indonesian School English Textbooks. *Springer*.

- Thornbury, S. (2015). *English Language Teaching Textbooks: Content, Consumption, Production* (Vol. 69). *ELT Journal*.
- Tomlinson, B. (2012). *Language Teaching*. Cambridge: Cambridge University Press.
- Vicic, P. (2011). *Preparing materials for ESP teaching*. Inter Alia.
- Wambach, A. C. (1998). Reading and writing expectations at a research university. *Journal of Development Education*, 22-26.
- Zakiyudin, M. M. (2022). THE EFFECT OF USING COMPUTER-ASSISTED READING. *EEJ*.

