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**An Analysis of Textbook for Banking Department Students Entitled *English for Banking and Finance* by Rosemary Richey**

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**Abstract**

The objective of this study was to identify whether the textbook entitled *English for Banking and Finance* by Rosemary Richey meet the fourth semester students of Islamic Banking Department in IAIN Bengkulu's needs. Content analysis technique was employed in this study. The data was gathered by analyzing the textbook using the checklist containing the constructed criteria of textbook evaluation. In the data analysis technique, the percentage of criteria fulfillment was calculated by dividing the total of criteria points which were met in a textbook for each aspect with the total of criteria points in each aspect. It was then multiplied by 100%. The result showed that English for Specific Purpose (ESP) Textbook entitled *English for Banking and Finance* for fourth semester students of Islamic Banking Program has fulfilled the criteria of material completeness, Content Coverage, Presentation, Learner's Factor, and Design determined by constructed criteria from the theory of some experts by achieving average score 87%. Of the five proposed criteria, the four criteria could be classified "good" namely material completeness 89%, presentation 80%, learner's factor 100%, and design 89%. Another aspect, namely content coverage was "fair" by achieving 78%.

**Keywords:** Content Analysis, ESP, textbook, student's need analysis.

**Introduction**

One of the important things in teaching English for Specific Purpose is using the textbook. It can help teachers to convey knowledge and skills to students. Textbook are importance for teachers as a reference and source of students learning. Most activities in the classroom are take place and organized in the textbook (Ahghar, G., Eftekhari, A., 2016, p.316). It can make teachers easy to deliver the material to students, because the textbook is a source

that can leads them to understand the materials in learning English for Specific Purpose (ESP).

Furthermore, a textbook plays an important role it supports the instructors in the teaching-learning process. The textbook does not only provide the visible heart of any English Language Teaching (ELT) program but also provide considerable advantages for both students and the teachers when they are being used in English foreign language classroom (Sheldon, L. E., 1988, p. 237). Selecting good English for Specific Purpose (ESP) textbook determines the running of the course and highlights the lesson. Good content and material are the foundation of the activities which give a wide range of skills. Materials area are connected among what has been already studied, existing knowledge and new information. They may also be a teacher/instructor reflection in a way that shows the instructors' feel and supposes about the learning process (Annisa Ratna Purwanti., 2019). Moreover, English for Specific Purpose (ESP) textbook should be specific and contain authentic materials, such as reading text, and audio or video materials.

However, the reality now is that teacher still has some difficulties to find appropriate English for Specific Purpose (ESP) textbook for students. The difficulty in selecting the right textbook is because textbook developed for global markets, and they may not supply students' needs. One of the difficulties of finding the appropriate textbook for students is because there are numbers of textbooks in the market (Elok Putri Nimasari, 2016, p.270). Besides, there are other aspects of difficulties in selecting the textbook. First, some textbook did not match to students' needs. Sometimes the textbooks published by national publishers may not meet the teachers' and students' need (Salehi. H, Dkk, 2015, p. 34). Second, the teacher did not analyze the students' needs before teaching English for Specific Purpose (ESP). Third, the teachers choose the wrong textbook or not analyze the content of the textbook, so they have some difficulties to convey the material. Hence, teachers should be more selected and clever in choosing textbooks that are suitable for students' needs.

Textbook analysis is the way to identify whether the textbook used by teacher appropriate or not for the students' needs. The importance of analyzing textbook is to find the most possible one that can be used to achieve the teaching and learning process goal (Elok Putri Nimasari, 2016, p. 270). Textbook evaluation should involve the careful selection of material examining whether they reflect the learners' need, the aims, method and values of a specific teaching program (Salehi. H, Dkk, 2015, p. 34). So, when the teacher wants to get

the maximum result in the learning process, then the teacher must analyze or evaluate the textbook that suits to the learning objectives.

Good English for Specific Purpose (ESP) textbook is not only from the cover but also in content and meets the criteria of a good textbook. According to Sheldon (1988,p. 242) the criteria of the textbook should include factual details of the textbook, and some factors like availability, rationale, layout, authenticity, etc. Government has released a list of appropriate textbooks. Based on BSNP, the criteria of a good textbook is relevance of materials with Standards and Basic Competency, materials accuracy, and supporting learning materials (Akbar, R., 2016, Pp.115-119). As the results, there are many criteria proposed by many experts that can be used to evaluating the textbook. Some expert of English Foreign Language (EFL) textbook has proposed the many criteria of a good textbook for students. In Indonesian, it has BSNP to evaluate the textbook.

Therefore, based on the explanation of the problem above, the researcher conducted English for Specific Purpose (ESP) textbook analyzing for fourth-semester students of Islamic Banking program of Islamic Business Economics Faculty State Institute for Islamic Studies (IAIN) Bengkulu. The researcher has done the pre-observation and interviewed the English for Specific Purpose (ESP) teacher in the Banking Department IAIN Bengkulu, and the result most of them used English for Specific Purpose (ESP) textbooks entitled *English for Banking and Financial* by Rosemary Richey.

Thus, the question is whether it does the content of the textbook entitled *English for Banking and Finance* by Rosemary Richey meet the needs of fourth semester students of Islamic Banking Department in IAIN Bengkulu?. The present research objective is to identify whether the textbook entitled *English for Banking and Finance* by Rosemary Richey meets the fourth semester students of Islamic Banking Department in IAIN Bengkulu's needs.

### **Research Methodology**

In this study, the researcher used a content analysis technique under the paradigm of the qualitative research method. Content analysis is a technique that sustains the researcher to study the behavior of a human in an indirect way, by an analysis of their communication (Fraenkel, J. R., Wallen, N. E., Hyun, H. H., 2012, p. 478). In other words, it is means the analysis is a written content of a communication. It can be essay, magazine, textbook,

workbook, song and any type of communication that can be analyzed. In the content analysis, it used qualitative data, while the data are collected in the form of words. It is more concerned with understanding situations and events from the viewpoints of the data.

The Object of this research is the English for Specific Purpose (ESP) textbook entitled *English for Banking and Finance* by Rosemary Richey. This textbook is used by fourth semester students of the Islamic Banking Program of Islamic Business Economics Faculty State Institute for Islamic Studies (IAIN) Bengkulu in Academic Year 2019/2020. The researcher collected the data by analyzing the content of the book through observation, textbook evaluation checklist, and interview for a teacher to find out the choosing textbook and students' needs in learning English for Specific Purpose. In this study, the instruments of this research are the researcher and observation checklist. The researcher collected the data from some techniques, namely; documentation, checklist and interview.

In analyzing the data, there are three activities: data reduction, data display, and conclusion drawing/verification (Miles, M. B., Huberman, A. M., 1994, Pp.10-11). In data reduction, it is referred to as the process of selecting, simplifying, focusing, and transforming the data that appear in written-up field notes or transcription. In reduction the data, the researcher grouping data according to the criteria specified in the evaluation textbook checklist to be analyzed. In data display, generally it is an organized, compressed a collection of information that allows drawing conclusions and action. It is a part of the analysis. In this research, the researcher displays the data by described and analyze the content of the textbook to find out whether the textbook meet the criteria of a good textbook or not. The last step is conclusion drawing or verification. It means the researcher makes a conclusion based on data analysis. Conclusion is also verified as the analyst proceeds. The researcher needs to verify the data to make sure the validity of the data. In this step, the researcher makes a conclusion to answer the research objectives.

## **Result and Discussion**

This study analyzed English for Specific Purpose (ESP) textbook entitled *English for Banking and Finance* for the fourth semester Banking Departments students by employing a content analysis method. The objective of the study is to identify whether the textbook entitled *English for Banking and Finance* for by Rosemary Richey meet the fourth semester

students of Islamic Banking Department in IAIN Bengkulu's need in terms of material completeness, content coverage, presentation, learners' factors and design determined by constructed criteria from the theory of Williams (1983), Sheldon (1988), Cunningsworth (1995), Ur (1999), Wong (2009), Murcia (2001), Richards (2001), Nimehchisalem (2011), and BSNP (2015)<sup>1</sup>. In this study, fifth checklists criteria were used to analysis the English textbook entitled *English for Banking and Finance* for the fourth semester Banking Departments students. The research of analysis was presented as follows:

### 1. Material Completeness

Material completeness was divided into three sub aspects. They are task, exercise, and additional material and enrichment program. The textbook had met eight of nine criteria. In the task, the textbook had met all the four criteria of a good task. In exercise, textbook had met all the three criteria of good exercise. For the material completeness criteria above, the textbook had got 89%. This fulfillment indicated that textbook was good in the aspect of material completeness.

### 2. Content Coverage

Content Coverage was divided into nine sub aspects. They are topic, speaking, listening, reading, writing, pronunciation, vocabulary, grammar and authenticity. The textbook had met twenty eight of the thirty six criteria. In the topic, the textbook had met six of the seven criteria of a good topic. In the speaking, the textbook had met two of the four criteria of a good speaking. In the listening, the textbook had met all of the four criteria of a good listening. In the reading, the textbook had met all of the four criteria of a good reading. In the writing, the textbook had met two of the three criteria of a good writing. In the pronunciation, the textbook has not met all of the three criteria of a good pronunciation. In the vocabulary, the textbook had met all of the four criteria of a good vocabulary. In the grammar, the textbook had met four of the five criteria of a good grammar. For the material completeness criteria above, the textbook had got 78%. This fulfillment indicated that textbook was fair in the aspect of material completeness.

### 3. Presentation

Presentation was divided into two sub aspects. They are systematic presentation, and balance among units and components. The textbook had met four of the five criteria. In the systematic presentation, the textbook had met two of the three criteria of a good systematic presentation. In the balance among units and components, the textbook had met all of the two criteria of a balance among units and components. For the material completeness criteria above, the textbook had got 80%. This fulfillment indicated that textbook was good in the aspect of material completeness.

### 4. Learner's Factors

Learner's factors were divided into three sub aspects. They are compatible to background knowledge and level of students, compatibility of learner's need, and the encouragement to develop independent learning strategy. The textbook had met all the criteria. In the compatible to background knowledge and level of students, the textbook had met all of the four criteria. In the compatibility of learner's need, the textbook had met all of the three criteria. In the encouragement to develop independent learning strategy, the textbook had met all of the two criteria. For the material completeness criteria above, the textbook had got 100%. This fulfillment indicated that textbook was good in the aspect of material completeness.

### 5. Design

Design was divided into three sub aspects. They are layout, pictures, and fonts. The textbook had met eight of the nine criteria. In the layout, the textbook had met two of the three criteria. In the pictures, the textbook had met all of the four criteria. In the fonts, the textbook had met all of the two criteria. For the material completeness criteria above, the textbook had got 89%. This fulfillment indicated that textbook was good in the aspect of material completeness.

Based on the result and analysis of research that have been done above, the researcher found the data that can be summarize on the table below:

**Table 4.1 Table of Analysis Summary**

Aspects of Evaluation Criteria	No	Sub Aspects of Evaluation Criteria	Fulfillment
Material Completeness	1	Task	89%
	2	Exercise	
	3	Additional material and enrichment program	
Content Coverage	1	Topic	78%
	2	Speaking	
	3	Listening	
	4	Reading	
	5	Writing	
	6	Pronunciation	
	7	Vocabulary	
	8	Grammar	
Presentation	1	Systematic presentation	80%
	2	Balanced among units and components	
Learner's Factors	1	Compatible to background knowledge and level	100%
	2	Compatibility of learner's need	
	3	The encouragement to develop independent learning strategy	
Design	1	Layout	89%
	2	Pictures	
	3	Fonts	
Average %	87%		
Criteria	Good		
Category	Appropriate		

Based on the data presented on the table 4.1 English for Specific Purpose (ESP) textbook entitled *English for Banking and Finance* for the fourth semester Banking

Departments students was categorized “good” by achieving average score 87%. Of the five proposed criteria, the four criteria could be classified “good” namely material completeness (89%), presentation (80%), learner’s factors (100 %), and design (89%). Another aspect, namely content coverage was “fair” by achieving 78%.

## Conclusion

This study analyzed English for Specific Purpose (ESP) textbook entitled *English for Banking and Finance* for the fourth semester Banking Departments students by employing a content analysis method. The objective of the study is to identify whether the textbook entitled *English for Banking and Finance* for by Rosemary Richey meet the fourth semester students of Islamic Banking Department in IAIN Bengkulu’s need in terms of material completeness, content coverage, presentation, learners’ factors and design determined by constructed criteria from the theory of Williams (1983), Sheldon (1988), Cunningsworth (1995), Ur (1999), Wong (2009), Murcia (2001), Richards (2001), Nimehchisalem (2011), and BSNP (2015).

Based on the result and analysis of research that have been done, the writer can conclude that Based on the result and analysis of research that have been done, the writer can conclude that English for Specific Purpose (ESP) textbook entitled *English for Banking and Finance* for the fourth semester Banking Departments students was categorized “good” by achieving average score 87%. Of the five proposed criteria, the four criteria could be classified “good” namely material completeness (89%), presentation (80%), learner’s factors (100 %), and design (89%). Another aspect, namely content coverage was “fair” by achieving 78%.

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