

Students' View on Criteria of Good Book for Online Business and Marketing Program

Fika ar-rizqi naf'ihima

fanhima59@gmail.com

Abstract

The book material for students can be said as a good book if they have fulfilled some criteria of good book. In line with this fact, this research has purpose to analyze the students' view on criteria of good book for online business and marketing. Besides, it also searches the students' needs of local wisdom material. The design is descriptive qualitative and the data is collected through observation, questionnaire, and interview. The observation was done through observe the recent english book from ministry of education and culture. The questionnaire was consisted of 22 questions and given to 36 students of online business and marketing program. The interview was given to English teacher and the students to get information about the recent english book, it also used to know the criteria of good book based on their perception. The preliminary research found that the recent english book material was not fulfilled some criteria of good book and local wisdom material was not found in this book. From this finding, need analysis is needed to know the criteria of good book based on students' view. The result finds that most of them need suitable english book material with the goal of their program, so it is in line and support the goal of vocational high school to prepare students in working world. Based on the finding from need analysis, English book material which is suitable with students need has to be developed. Moreover, this book should be based on local wisdom to promote local culture.

Keywords: *need analysis, criteria of good book, local wisdom*

Introduction

Vocational high school students have been taught by using English material which is suitable with their program. Each program has different needs to others, as the result English learning material in each program of vocational school students cannot be equalized. Yet, the English material for vocational school level should be designed based on students' needs and it is so different than English material which is being taught in regular high school level. This term has known as English for specific purpose (ESP). English for specific purpose defines as language teaching approach based on students' learning purpose in the term of all contents and methods (hutchinson & waters 1987: 5). The teaching of English for specific purpose is largely motivated by the need to communication across language in areas such as commerce and technology. Key issues in teaching English for specific purposes are how to identify learners' needs, the nature of the genres that learners' need to be able to produce as well as participate in, and how we can know that our learners have been able to do this successfully, and if not, what we can do to help them to do this (paltride & starfield, 2013). It is supposed to be taught to the students specifically based on the nature of their vocation so that they can use their English proficiency to continue their education or to compete in their workplace later on.

In fact, most of vocational school students are taught by using general English book. It can be proved by the finding of some previous researches. First is the research from okri ronaldo in 2016 at smkn 2 sijunjung finds that the teaching material was too general and not appropriate with the concept of esp. The second research is from sari *et al* in 2018 at smkn 1 beringin where the students are taught by using the textbook entitled "bahasa inggris – sma / ma / smk / mak kelas x semester 1" from ministry of education and culture, then this finding being the basic of the research to develop the English material for beauty program. The third research is from

dumora malina sijabat in 2018 that when she did observation at smk jambi medan, she found that the school use English book from ministry of education and culture where the topic and conversation used is not relevant with their needs as students of office administration program. Those previous researches are strength by preliminary which is done in smkn 1 pogalan trenggalek. It also becomes preliminary data for basic research. From the questionnaire which is distributed on 12th october 2019, it is shown the students' opinion at online business and marketting program about the recent english book they use. The result shows that students' disagree if recent book from ministry of education and culture appropriate with students' need, the situation of learning in the class, easy to understand, a good material for them, and can be used to study as individual. Meanwhile, they approve this book is good enough in arranging the material and the appearance. The students also approve this book contains enough material about grammar, vocabularies, and pronunciation; but they disagree if the content is related on real-life social situation. This book also enough on including four skills (listening, speaking, reading, and writing) as its material even the listening is not related on real communication context and the writing is not completed by the scoring rubric. Talking about the local wisdom as material in recent english book, most of students agree that there is no content of material about local wisdom. This result is strengthen by interviewing the english teacher. He stated that this recent english book is good in display the textbook which is suitable with the needs in vocational high school, but the content or topic of the text is general and not suitable for students in specific program. Sometimes as english teacher, he should find others text that is related with student' need in specific program to support teaching and learning process.

Based on the findings of this preliminary study above, this article presents students' need analysis in english learning material of online business and marketing program at vocational high

school. Besides, the analysis also consists of the analysis about the content of the material whether the students are interest with the English material based on local wisdom or not. The aim of this article is to analyze the students' need in English learning material based on local wisdom at vocational high school of online business and marketing program. Finally, this article of need analysis will be developed in the future research to design an appropriate English material for business online and marketing program at SMKN 1 Pogalan. Then, based on the explanation above, the research questions are formulated as follows: (1) how is the students' view on criteria of good book for online business and marketing program?

Literature review

This literature review includes some relevant concept and theories that support the title of this research.

ESP for vocational high school

English for specific purpose (ESP) is the part of teaching and learning process where it is used to provide students with the desired new catch-up in their career-specific English material. English for specific purpose or ESP can be defined as teaching and learning English for the specific purpose in particular domain which is applied whether in second or foreign language (taghizahed, 2018). Richard and Schmidt (2001) states that ESP is a role of English in a language course or program of instruction which the content and aims of the course are repaired by the appropriateness that relevant with students' need in a particular group. It means that ESP has a result to make the learners have a purpose and will be able to develop their capability that suitable with their major. As its explanation, ESP has to be implemented to students in

vocational high school. Moreover the purposes or goals of a language teaching program usually derive from an analysis of the reason why a group of learners in a particular environment needs to learn English as mentioned by Nikoopur (2011:1). In terms of their emphasis, vocational school students focus more on their practical skills rather than theoretical skills of their counterpart.

Vocational high school which includes English as one of the compulsory subjects is an educational institution which develops students' specific skills in order to prepare them to work right after graduated based on what specific skills they have been mastered (sari, 2018). Besides, Sijabat (2018) states that English becomes one of the most important thing in job vacancies both written and spoken because some of them are used English proficiency as one of the requirements. It can be concluded that English is important for vocational school because it can be used to look for a job which is used English proficiency as one of the requirements after they graduated. To see how the important of English for vocational high school, it is expected that English teacher supposed to be taught specifically based on the nature of students' vocation in order to they can achieve the goal of learning English in vocational school and continue their education or compete in their workplace later. In teaching English for vocational school, it will be different with teaching English from general English or even other senior high school (Hasibuan *et al*, 2015:214) because English material for vocational high school has to be related on their specific skills. It means that the English material for vocational high school has to have a content of material that relevant on their specific skills in order to the aim of the course are fixed base on what students' specific skills. By applying ESP in English material to teach vocational high school, it is hoped that students can get experience that relate to their specific subject and they will get motivation in learning English.

Needs analysis

To design a curriculum or course related with English for specific purpose cannot be separated with the need analysis. Needs analysis is the first step doing research and development which is involved the process of gathering information from the field of the research. In terms of esp's main characteristics, there is, nevertheless, common agreement among ESP researchers that the learners' needs in ESP is very important and it has been the driving force in any ESP course design since 1960s. Brown illustrated need analysis as the systematic collection and analysis of all necessary information which is used to define and validate appropriate curriculum purposes for students that satisfy the language learning within the context of particular institutions that influence the situation of teaching learning process. Mohammadi and Mousavi in Akbari (2014) also explained that the idea of appropriate curriculum deals with the accountability of the course meeting, the requirements of a particular group of students and their instructors or other stakeholder. It means that the existence of need analysis is very important to collect whether subjective or objective information in designing an appropriate curriculum based on the students' need to achieve the goal of specific program.

After collecting whether subjective or objective information from the fields, need analysis is used to analyze the effective students' communicative needs in supporting successful learning and teaching experience. This is in line with the fact that need analysis approach is more useful when learners' needs are related to a 'discrete set of communicative situations'. It can be helpful in determining whether a program should be implemented by finding out if it matches the goals and objectives of the learners for learning a language. While at the same time, it is used as part of a program to help students in improving various components of the specific program and making these more oriented to the needs of the learners. Hwang (2011) attempted to analyze and to

identify that teaching materials and activities provided in class must be appropriate to professional and career-related syntax, vocabulary, and discourse that learners need in order to participate, particularly in spoken and written genres. Then, the outcome of the learning is introduced as performance assessment and what the students can do at the end of the course or in another hand it can be said that the goal of English course can be achieved by students. To balance these roles, ESP teachers need to possess a great deal of flexibility and be interested in the disciplines or professional activities in which the students are involved. Moreover, teachers should be willing to be challenged and be armed with a sound knowledge of both theoretical and practical developments to empower them to make good decisions that lead to the successful contribution of ESP education.

Criteria of Good Book

The general impression of a good book can be seen only by looking through it and getting an overview of its possibilities, strengths, and weaknesses, and noting significant features which stand out. To identify that book clearly whether it can be said as a good book or not, it has to be fulfilled some criteria. Those criteria are used to identify the quality of a book whether it is a good book or no. According to Cunningsworth (1995:1), the quality of good book can be seen from the various features of the coursebook are like such as; the quality of visuals, how attractive and clear the layout is, what the whole course package is made up of, how the items included in the coursebook are consequent, etc. Simply, Cunningsworth writes it in categorization of; (1) aims and approach, (2) design and organization, (3) language content, (4) skills, (5) topic, (6) methodology, (7) teachers' books, and (8) practical consideration. Moreover, Cunningsworth says that analysis is needed to see information of a book based on the range of categories. Professional judgement and experience are needed as the implications of analysis of book. This

analysis is needed to revise the book into a good book that have been fulfilled some criteria above.

ELT material integrated on local wisdom

In regulation and principal to design teaching material, Dudley and Jo (2007:185) mention “consider the sociological or culture of learners” in the fifth regulation. The reason of putting culture in the principal of design teaching material is that culture is the part of language where English language as material to be designed. As a part of language, both of culture and language cannot be separated without losing the significances of either language or culture (Brown, 1994). Meanwhile, according to Soebadio in Ayatrohaedi (1986:18-19) local wisdom is cultural identity of society to absorb and filter foreign culture suitable with their own identity and characteristic. It can be understood that local wisdom is the effort to apply the cognition to do something and thinking of a certain object or even happening in certain place (Laili, 2018). Moreover, Setiadi (2013) in Laili (2018) stated that local wisdom is a custom or tradition done by group of people living in a certain area which can be used as a law of a certain community. It can be concluded that local wisdom is a custom or tradition by a member of society and their ability to absorb or filter foreign culture in order to be defined whether it is suitable with their own identity and characteristic or not. Then, this local wisdom can be used as a law or rules from that society.

Local wisdom can be inserted in designing English teaching material. It can be used to promote local biodiversity and help students to understand the English material easily because they consider about the topic very well. Therefore, English teachers are suggested to insert local wisdom in designing or developing English teaching material. In inserting the local wisdom in English teaching materials, the teacher can use some folk tales which are originally from local

areas in Indonesia, some texts about traditional foods, traditional houses, traditional clothes, traditional ceremonies, local plants, etc. (Laili, 2018). Septy (2018) states that what students' learn is just like food they eat. Food which is not only important for them to stay alive and healthy, it also makes how they grow. Wrong food would affect their health and growth. In relation to English language teaching (ELT) materials, what includes in the lesson ingredients, for instance, would affect the students' profile. The ingredients (materials) would make students grow positively or negatively. Such growth may relate to their performance in terms of behaviors, habits as well as attitudes. It shows that the integrating of local wisdom in English language teaching can be the forms of selecting materials including the local cultures norms and values in the process of teaching and learning process.

Method

This research involved 36 female students from online business and marketing program in the first grade as the participants. This research was conducted in vocational high school 1 pogalan, trenggalek.

To collect the data, questionnaire and interview guide are used. The kind of interview used is semi-structured interview. It is given to teacher and student about the criteria of recent english book. Meanwhile, the kind of questionnaire is open ended questionnaire. It consisted of 22 questions about criteria of good book and local wisdom. These questionnaire was used to know the recent criteria of good book and the dream book that students' need. . The criteria of good book was adapted from cunningsworth theory which is consisted of five options, they were; (1) strongly agree, (2) agree, (3) enough, (4) disagree, and (5) strongly disagree. This questionnaire was written in indonesia to minimize the ambiguity and misinterpretation. Yet, before distributing, this questinnaire had been consulted with the english lecturer.

There are some steps to conduct this research. First, asking permission to the institution and english teacher. Then, came to the online business and marketing class to distribute the questionnaire. The data from this questionnaire was analyzed manual to know the percentage of students' answer by using the formula; $\frac{\text{The frequencies}}{\text{The total of respondents}} \times 100\% = \text{result}$. Meanwhile, the result was displayed and analyzed qualitatively to know students' perception. Then, the data will be strengthen by the result of interview with the english teacher.

Results and discussion

This section describes the results from questionnaire. Questionnaires are made based on personal information about students' view on their dream book criteria. It was consisted of 22 questions, 19 questions about the criteria of good book and 3 questions about local wisdom, which was distributed to students of online business and marketing program. The first part in questionnaire about criteria of good book consists of 5 aspects which was taken from cunningham's theory, they are; aims and approach, design and organization, language content, skills, and topic; meanwhile the second part about the need of local wisdom in english learning material. Then, the result of the questionnaire can be seen in the following table;

Table 1.1 aims and approach

No .	Statements of questionnaire	Strongly Agree	Agree	Fair	Disagree	Strongly disagree
1.	I want english book material that suitable with my needs.	63.9% (23 students)	36.1% (13 students)			
2.	I want english book material that suitable with learning situation in the class.	47.2% (17 students)	52.8% (19 students)			

3.	I want english book material that easy to be understood.	63.9% (23 students)	36.1% (13 students)			
4.	I want english book material that can be a good sorces for me.	63.9% (23 students)	36.1% (13 students)			

The result from table above shows that most of students expect that the textbook used for their english material in line with the goal of learning english for online business and marketing program. They also need the english book material that related with learning situation in the class, easy to be understood, and can be a good sources for them. This result is supported by the interview with english teacher. He said that the english book material for students in vocational high school must be related on their program because the goal of vocational high school is to prepare students to face working world. Moreover, he said that the aims of english book material should be able to make students can practice some activities that related with their program. For example in online business and marketing program the students can practice about how to promote a product, making a poster, and presenting a product both online or offline. Those activities should be written as the material on their english book.

Table 1.2 design and organization

N o.	Statements of questionnaire	Strongly Agree	Agree	Fair	Disagree	Strongly disagree
1.	I want English book material that the content is arranged well.	52.8% (19 students)	44.4% (16 students)	2.8% (1 student)		
2.	I want English book material that some of the materials can be learnt individually.	47.2% (17 students)	50% (18 students)	2.8% (1 student)		
3.	I want English book material that has clear	58.3% (21 students)	41.7% (15 students)			

	and interesting layout.					
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The result of the table above shows that most of students agree that english book material for them should be arranged well and the layout must be clear and interesting. It also supported from the interview result that the english teacher hopes the future book from students at online business and marketing program has interesting layout and design. It is hoped that the students will not easy to be bored with the layout of the book and maybe it can increase their desire to study a lot.

Table 1.3 language content

N o.	Statements of questionnaire	Strongly Agree	Agree	Fair	Disagree	Strongly disagree
1.	I want english book that has the material about grammar.	50% (18 students)	41.7% (15 students)	8.3% (3 students)		
2.	I want english book that has the material about vocabularies.	44.4% (16 students)	52.8% (19 students)	2.8% (1 student)		
3.	I want english book that has material about pronunciation.	44.4% (16 students)	52.8% (19 students)	2.8% (1 student)		
4.	I want english book that the language can be used in daily life activity.	41.7% (15 students)	52.8% (19 students)	5.6% (2 students)		

Most of students want english book material that content the material about grammar, vocabularies, and pronunciation. Moreover, they agree that the language can be used in their daily life activities. This result in line with the english teacher's statement from interview. He said that the material has to fulfill the content of grammar, vocabulary, and pronunciation where all of them related with their program and can be used in their daily life activity as students of

online business and marketing program. For example, the vocabularies have to contain the words about online business and marketing such as buyers, sellers, brand, product, price, etc.

Table 1.4 skills

N o.	Statements of questionnaire	Strongly Agree	Agree	Fair	Disagree	Strongly disagree
1.	I want english book that consist of all four skills.	44.4% (16 students)	50% (18 students)	2.8% (1 student)	2.8% (1 student)	
2.	I want english book that has text and activities related on my needs.	47.2 % (17 students)	44.4% (16 students)	8.3% (3 students)		
3.	I want english book that has speaking material related to real communication context.	38.9% (14 students)	58.3% (21 students)	2.8% (1 student)		
4.	I want english book that the writing activity is completed with scoring rubric.	38.9% (14 students)	58.3% (21 students)	2.8% (1 student)		

Most of students need english book material that content all four skills they are listening, speaking, reading, and writing. In speaking, it has to be related on real communication context; meanwhile in writing, it has to be completed with the scoring rubric. Especially for the reading text and the activities should be suitable with the students' needs at online business and marketing program. According to the english teacher from interview, the problems of the recent english book from ministry of education and culture is not all of the text suitable with students in specific program. Then, the english teacher hopes that students in online business and marketing program can get the english book material that contain the text about online business and marketing. For example, the procedure text about how to promote the products or the report text about one of local product in trenggalek.

Table 1.5 topic

N o.	Statements of questionnaire	Strongly Agree	Agree	Fair	Disagree	Strongly disagree
1.	I want english book that has enough material related on my needs.	44.4% (16 students)	55.6% (20 students)			
2.	I want english book that has enough topic variation.	44.4% (16 students)	47.2% (17 students)	8.3% (3 students)		
3.	I want english book material that can give me enough experience related on my needs.	47.2% (17 students)	52.8% (19 students)			
4.	I want english book that make me able to connect the material with social and cultural context.	50% (18 students)	44.4% (16 students)	5.6% (2 students)		

Most of students from the table above expect that their future english textbook can give them enough material related on their needs. The material also has some varians topics in order to make them interesting and not boring. Then, the material should be give them experience and related with social and cultural context. This result is strengthen by the interview with english teacher. The students are easy to boring if they face the similar topic and text material, and also the english teacher has to be creative in creating teaching learning situation. Talking about the topic, he explains that reading text for vocational high school has to be related with their program although it still in line with the syllabus and program goal. Usually, the english teachers prepare their own text that suitable with topic from recent english book because the text in recent english book from ministry of education and culture is the general text and not suitable with the goal of online business and marketing program.

Table 1.6 local wisdom

N o.	Statements of questionnaire	Strongly Agree	Agree	Fair	Disagree	Strongly disagree
1.	I want english book that content material about local wisdom.	47.2% (17 students)	52.8% (19 students)			
2.	I want english book that content material to promote local product.	47.2% (17 students)	52.8% (19 students)			
3.	I want english book that the material shows the text containing local wisdom such as folktale, local product, local tourism place, etc.	47.2% (17 students)	50% (18 students)	2.8% (1 student)		

Local wisdom is needed by the most of students in online business and marketing program. It is supported from the result of questionnaire that shows students' need on content material about local wisdom in order to it can be the ways to promote local product. Moreover, they are interesting of the english text that containing local wisdom such as folktale, local product, local tourism place, etc. The english teacher is strengthen this finding by giving statement that local wisdom is important to give for students in online business and marketing program. From his experience inviting the speaker from german as the expert in giving material about hotel, the expert asked him to present some local wisdom of trenggalek as material to be presented. It means that local wisdom is interesting to be discuss and display as material in english text book.

Conclusion and Suggestions

The data result from the students' questionnaire and interview with english teacher found that the students in online business and marketing program needs english book that suitable with their program and containing local wisdom. It is caused by the recent english book is used for general school and they do not have specific english book which supports their need in specific program. It means that the recent english book has not fulfilled the students' need to support their future job, and it is contradict with the goal of vocational high school. Students and the english teacher have their dream english book that is related on the criteria of good book. Criteria of good book based on the students and english teacher in online business and marketing program has to be contain the text about online business and marketing, has clear and interesting layout, including four skills in english, each text is completed by vocabulary and pronunciation, including grammar material, and also has varian topic. The book will be better if containing the local wisdom that can be promoting the local product in their region.

In conclusion, it should be emphasized that the appropriate english book must be developed based on the criteria of good book has mentioned above. This developing english book material can help students to study english which is supported their specific program, online business and marketing. Meanwhile, this specific english book material can help teacher to teach english related on the students' need, so the teacher unnecessary to look for text material that relate on students' program to support their learning. By this explanation, specific english book as supplementary book for students at online business and marketing program based on local wisdom must be developed.

About the writer

Fika ari-rizqi naf'ihima has finished her undergraduate study at kadiri islamic university (uniska) from english educational department in 2017. Now, she is an undergraduated student at iain tulungagung for english educational department and preparing her thesis about research and development for vocational high school based on local wisdom. She has interested on research and development of english for specific purposes (esp). She is a tutor at beta course for smkn 1 pogalan and a lecturer at kadiri islamic university (uniska).

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