

**EVALUATING ENGLISH TEXTBOOK FOR MIDWIFERY  
USED BY THE FOURTH SEMESTER STUDENTS OF  
DEHASSEN UNIVERSITY**

**THESIS**

**Submitted as a Partial Requirements For The Degree Of Sarjana (S.Pd)  
In English Language Education**



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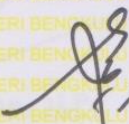
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MOTTO



**BISMILLAHIRRAHMANIRRAHIM**

فَلَا تَغُرَّنَّكُمُ الْحَيَاةُ الدُّنْيَا وَلَا يَغُرَّنَّكُم بِاللَّهِ الْغُرُورُ

"So don't let the life of this world fool you.

(Q.s. Faathir 5)

“Often delaying the prayer will be the same as delaying all the existing affairs in the world also of course delaying all matters in the future”

## **DEDICATION**

With gratitude and all my love, this thesis is dedicated to:

- ❖ Thanks for My Lord ALLAH SWT. Still given to me a chances to give my toga for My Angels.
- ❖ My beloved father Munajad, and my beloved mother Ratmi, my beloved brother Dwi and his wife Ria and Leo of course his wife Dian Thank you very much for your struggle, support, great prayer to make my dream come true. I do love you.
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I hereby sincerely state that the thesis titled **“Evaluating English Textbook For Midwifery Used By The Fourth Semester Midwifery Students Of University Dehasen”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, Februari 2020

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## ABSTRACT

### EVALUATING ENGLISH TEXTBOOK FOR MIDWIFERY USED BY THE FOURTH SEMESTER STUDENTS OF DEHASSEN UNIVERSITY

Advisor I: Dr. Syamsul Rizal, M.Pd

Advisor II: Fera Zasrianita, M.Pd

The aims of this study were: (1) to investigate whether the textbook used by Midwifery program of University of Dehasen fit to the need of Midwifery study program and future workplace or not; and (2) to investigate whether the textbook used by University students as a Midwifery department appropriate and fulfill good criteria for students. This study applied content analysis with qualitative approach. The sources of data was English Textbook for midwifery used by the fourth semester midwifery students of Dehasen University that consisted of: *first*, the contents of the book carefully described in terms of scope and sequence, organization, and the types of texts and exercises contained within; *second*, subjective judgements from lecturer and students. The result showed that: (1) the textbook used by Midwifery program of University of Dehasen fit to the need of Midwifery study program and future workplace where the textbook provided four language skills, such as: *speaking, listening, reading, and writing*; and supported by other language elements, such as: *grammar, midwifery vocabulary, and pronunciation*. Those learning components help students to master English for specific context, in this case English for Midwifery both written and orally; (2) from three stages of evaluation, it shows that the textbook used by Dehasen University was appropriate and fulfill the criteria of students' need in midwifery program in this university seen from the number of materials; appropriateness of book level; the aspects presented of the textbook; language skills, language elements; midwifery topic and knowledge; effective exercise, and price.

keywords: *ESP, evaluation textbook, midwifery*



## **ABSTRAK**

### **MENGEVALUASI BUKU TEKS BAHASA INGGRIS UNTUK BIDAN YANG DIGUNAKAN OLEH SISWA SEMESTER KEEMPAT UNIVERSITAS DEHASEN**

**Pembimbing I: Dr.Syamsul Rizal, M.Pd    Pembimbing II: Fera Zasrianita, M.Pd**

Tujuan penelitian ini adalah: (1) untuk mengetahui apakah buku panduan yang digunakan pada jurusan kebidanan Universitas Dehasen sesuai dengan kebutuhan jurusan kebidanan dan pekerjaan siswa kedepannya; dan (2) untuk mengetahui apakah buku panduan yang digunakan siswa kebidanan sesuai dan memenuhi kriteria yang baik bagi siswa. Penelitian ini menggunakan metode analisis isi dengan pendekatan kualitatif. Sumber data dalam penelitian ini adalah buku panduan Bahasa Inggris bagi bidan pada semester empat jurusan KEbidanan Universitas Dehasen yang terdiri dari: pertama, isi buku yang terdiri dari eakupan dan urutan, pengorganisasian, dan jenis text serta latihan yang terdapat di dalamnya; kedua pendapat dosen pengajar dan siswa. Hasil penelitian menunjukkan bahwa: (1) buku panduan yang digunakan oleh jurusan kebidanan Universitas Dehasen sesuai dengan kebutuhan siswa jurusan kebidanan dan pekerjaan siswa kedepannya dimana buku panduan tersebut terdiri dari empat kemampuan bahasa, seperti: berbicara, mendengar, membaca, dan menulis; serta didukung oleh elemen bahasa lainnya, seperti: tata bahasa, kosa kata kebidanan, dan pengucapan. Komposisi pembelajaran tersebut membantu siswa untuk menguasai bahasa Inggris dengan konteks khusus, yaitu bahasa Inggris untuk bidan baik secara tertulis maupun lisan; (2) dari tiga langkah evaluasi yang telah dilakukan, hasilnya menunjukkan bahwa buku panduan yang digunakan oleh Universitas Dehasen sesuai dan memenuhi kriteria kebutuhan siswa pada jurusan kebidanan semester empat dilihat dari jumlah materi, kesesuaian tingkatan, aspek yang ada dalam buku panduan, kemampuan bahasa, elemen bahasa, topik dan pengetahuan kebidanan, latihan yang efektif, dan juga harga.

kata kunci: *ESP, Buku Panduan Siswa, Bidan*



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*Shalawat* and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to modern life with great education like this age. In the process of writing this thesis, there were many people encourage, motivation, advice, and support the researcher to complete this thesis. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents his sincere appreciation to:

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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, Januari 2020

Nurma Susila  
The Researcher

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Textbook is a learning material commonly used in teaching learning process. It is not surprising that they often become the only materials in the classroom. Textbooks usually become the main source that is needed by students. All teaching materials needed and lessons can be prepared in a Vtextbook. It means that textbook plays important role in language teaching in the classroom. Therefore, teachers should know how to select a suitable textbook based on standard or reliable for a certain study program<sup>1</sup>. The teacher should select a textbook that contains appropriate materials that can be used by students as the basic knowledge in working field later. In other words, the textbook is one of the crucial factors in determining the learners' success in language courses.

To reach the students' success, it is important to do evaluation for textbook used in a certain institution in order to result of appropriate textbook. Hutchinson and Torres stated that no teaching-learning situation, it seems, is complete until it has its relevant textbook<sup>2</sup>. Beside teaching learning situation and strategies, textbook becomes an important aspect that must be evaluated in an educational institution, especially in ESP class. The materials should follow

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<sup>1</sup>Nastaran Cegeni, Beehrooz Kamali, Ataousa Norozi and Nasrin Chegeni. General English Textbook Evaluation: A Closer Look at "Four Corners", *Theory and Practice in Language Studies*, Vol. 6, 2016, p. 2326.

<sup>2</sup>Ismail Moazam and Hojat Jodai. Textbook Evaluation: A Reflection on Total English (Intermediate), *Theory and Practice in Language Studies*, Vol. 4, 2014, p. 2403.

the progress of science and technology related to the study program that use the textbook.

In addition, evaluation can also be the basic standard for a textbook. As Hutchinson's and Waters' explanation that textbook evaluation is basically a straightforward, analytical 'matching process: matching needs to available solutions'<sup>3</sup>. The textbook can be prepared for teaching material that is be adapted to what students need also adjusted to the level of students' education. The students' need in their study program must be matched with the English materials that they learn in available English textbook used in process of teaching and learning in the classroom.

Another problems that must be underlined is for a relatively long time, most students from different professions, regardless of their departments, have been taught primarily General English (GE) in higher education<sup>4</sup>. Nevertheless, GE unhelpful enough for specific lessons when it is applied in real life situation where English is used today because it has become an international language. There are many fields but very different such as nursing, midwifery, accounting, tourism, banking and etc when the material about English learning in general. It needs a textbook that corresponds to the fields concerned.

ESP (English for Specific Purpose) is one of ELT (English Language Teaching) approach to learning language with special needs. In which English consider as a foreign language not a second language in Indonesia, the main

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<sup>3</sup> leslie E. Sheldon. Evaluating ELT Textbook and Material, *ELT Journal*. Vol. 42, 2008, p.237

<sup>4</sup>Yeni Nurmala Hidayati. ESP for Medical Records Students: An Evaluation Study, *Journal Of English Language Teaching Learning and Litratrue*. Vol . 2, 2018, p.75

and the only source of English is ESP classroom<sup>5</sup>. It means that people mostly in EFL countries used English based on the field of their jobs or education to support their carriers. Therefore, ESP divided into two groups that is EAP (English for Academic Purpose) and EOP (English for Occupational Purpose). EAP is learning English for academic purpose for the learners of a particular field of studies. EOP is learning English who have the particular profession and need English in their workplace. That is why ESP has important roles in higher education, and it needs proper English textbook to reach the success of applying it in the classroom.

The implementation of ESP is to facilitate the learners to be easy to understand with the fields of particular study. For example biology student, they must understand English for biology, and then if they are practising lawyers they must know English for lawyers, or if they student of midwifery they must master midwifery English, etc. Therefore in all universities, ESP has the subject and the course itself and ESP must be designed and developed with what the students need and the subject usually not just focus in poin grammatical, function of language, verb, discourse and etc. Therefore, designing and evaluating the textbook used in ESP class is very important.

Although there have been many institutions make a course about ESP or in the universities have the subjet about ESP. They still have problems related about the program especialy on the teaching materials that will be

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<sup>5</sup>Hadi Salehi, Zahra Khadivar and Mahmood Mehrabi. Evaluation of an ESP Medical Textbook, Instructors and Learners Perception in Focus, *Canadian Center of Science and Education*, Vol. 8, 2015, P.97.

given to the student. *The first*, grammatical-rhetorical analysis<sup>6</sup>. The purpose of this analysis is to see what is the relationship between grammatical choice and rhetorical function based on the students' major or field of the study in universities. However, in a real practice, most of ESP textbooks stated lacking important theoretical specific structuring which pointing to misleading generalization such as the important of definitions in scientific writing. As the result, the lesson will be meaningless for students.

*The second*, people with limited expertise and little knowledge of the field concerned<sup>7</sup>. The people make the questionnaires with the reason for identification need analysis and what is the student wants in their fields particular lesson, but the questionnaires result only ends as the report. Most of the reports of the need analysis are valid and reliable data, but they are not something important. They forgot that the methodology develops and course material that is related to need analysis itself and because of this makes a substantial dissatisfaction on the part of learners about the ESP lessons.

*The third*, contradiction between learning and real life tasks, especially the students' major and workplace<sup>8</sup>. Students sometimes only get theories when they learn and override direct application based on the theory they receive, making them confused when they have to face directly the real life world and workplace based on their major in university. Theory without

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<sup>6</sup>Alexandra Anca Codreanu. *Genre Analysis: Life Made Easier For Esp Teachers. analysing Genre: Language Use in Professional Settings*, vol.5, 2002, p.145

<sup>7</sup>Aleksandar Tonić. *Triangulation of Needs Analysis in English for Tourism Purpose. Journal for Foreign Languages*, vol. 2, 2010, P.52.

<sup>8</sup>Alexandra Anca Codreanu. *Ibid.* p.148



direct practice is zero, especially that ESP is learned to be applied directly to the real life world where users will work later.

*The fourth*, ESP course becomes more practical these days, this course is confined to just learning some vocabularies, language functions, grammatical points or translating texts<sup>9</sup>. The procedure does not care too much about the person, interest and needs of the learners because they often receive monotonous lessons about general theory learning and tend to be boring. Most of the students who are learning foreign language have low motivation impacts on the appearance of the foreign language is low.

From the detail explanation about general problems that concerned with ESP and textbooks as learning materials, it is clear that textbooks in learning materials are something important to be focused because textbooks became the main sources of teaching and learning in ESP class. Without appropriate English textbooks, it is impossible for students in certain study program can reach the success in mastering English based on their study program which will be used in their relevant workplace in the future.

In University of Dehasen Kota Bengkulu, one of university that conducted education in various kinds of study programs, used ESP and certain English textbooks in the process of teaching and learning process. The reasercher conducted small obseravation by visiting the university and interviewing the English lecturer concerned who teach about English Textbook which of course needed by the students, especially at the fourth

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<sup>9</sup>Nazli Azodi. ESP need analysis in Iran: The case of univrsisty student of medicine, *Journal Of Studies In Educatiion*, vol. 7, 2017, issued 4, p.55.

semester midwifery students. The observation and interview were conducted on December 11, 2018. The researcher got information that actually the teaching and learning process run well. The students used specific English textbook that related to midwife activities in a real life. In learning English, they discussed about complete skills from basic part of the English sentence pattern then gradually until the most specific ones, such as the practice of the directly speaking in English and they also have to understand four skills in English namely: reading, speaking, listening, and writing.

The next step is the researcher interviewed the students for getting deep information concerned to ESP and English textbooks that they used in learning. Most of the students said that actually they got good English lesson from the teacher. They learn English related to midwifery that can be used in a real workplace in the future as midwifery. They did more English practice than theory activities. They also explained that they used interesting English textbook in Learning English. The English textbooks were related to their future professions as midwife.

From the observation and interview above, it is clear that the English lecturer at University of Dehasen had conducted ESP for Midwifery in the process of teaching and learning process. Then, the students had used a specific English textbook for midwifery program that related to the students study program. Therefore, it is important to evaluate the textbooks used by Midwifery program in University of Dehasen for testing the appropriateness

of the content with the students' study program and the need in students' workplace in the future.

The result of the interview and observation above found that some information is very important for researchers as the background of the problem that must be examined: first to understanding the needs of students correctly, of course they will go directly to the field in accordance with the direction they take adjust the textbook they will learn, because students tend to only enjoy without paying attention to teaching materials such as what they receive especially what must be considered is the suitability of the teaching material genre, the needs of students who do not like the teaching material they receive and the style of language in the teaching material, so the difficulty experienced when learning English is the difficulty in understanding the material being learned due to the lack of mastered vocabulary.

To respond to this problem, researchers conducted an analysis of the ESP courses at the university, especially evaluating the textbooks that they used in learning English. Every ESP redesign must begin with the analyst needs and the appropriate genre. needs analysis and genre must be followed by best practices carried out on textbooks related to language content subjects used in Dehasen University midwifery majors, where they only provide general learning in English such as language structure, use of grammar, use of lexis etc, which are the basis of the lesson English itself. problems arise when student needs are not met, therefore their learning outcomes was decrease.

Most ESP courses are designed without regard to clear methodology. In fact, the teacher must consider several parameters needed when designing a program such as the nature of the language used, the settings, the target needs of the students and the objectives to be achieved. analysis was carried out to provide a solid basis for the development and improvement of the ESP program.

To evaluate an appropriatenes of a textbook, researcher needs to use a specific theory. In this research, it is appropriate to adopt textbook evaluation theory that was proposed by Jack C. Richards. Based on Richard, in evaluating textbook, it must follow specific procedures in evaluating textbook which covers three phases, namely: pre-use (also known as pre-evaluation), during use (or in-use) and after use (or post-use)<sup>10</sup>. Each phases has it own procedures in order to give significant contribution for textbook improvement and give more benefit for students' English skills.

From the explanation above, the resercher is very interested in doing research related to ESP, especially evaluating textbook used by a certain study program of university in order to give more contribution in improvement of students' quality in English for their profesionalism through textbook evaluation. Therefore the researcher wanted to do research entitled *Evaluating English Textbook for Midwifery Used by the Fourth Semester Students of Dehasen University*.

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<sup>10</sup>Jack C. Richards. Evaluating a Textbook, Retrieved on February 02, 2019 from <https://www.professorjackrichards.com/evaluating-text-book/>.

## **B. Identification of the Problem**

Based on the explanation above, the problems in this research can be limited that:

1. most problems happen to the program of ESP especially on the teaching materials in the textbook are grammatical-retorical analysis,
2. people with limited expertise and little knowledge of the field concerned,
3. contradiction between learning and real life tasks in study program and future workplace,
4. ESP course less ractical these days, this course is confined to just learning some vocabularies, language functions, grammatical points or translating texts.
5. Difficulty experienced when learning English is the difficulty in understanding the material being learned due to the lack of mastered vocabulary.

## **C. Limitation of the Problem**

Among the wide problem above, the limitation of the research problem is to find out whether designing of English textbook such as the nature of languag used, settings, target needs of student and goals to be achieved in Midwifery program of Dehasen University in order to carry out and provide a solid basis for the development and improvements of the ESP program in this university.

#### **D. Research Questions**

From the explanation above the following research question which link to the need, genre analysis and course design as follows:

1. Are the textbook used by Midwifery program of University of Dehasen fit to the need of Midwifery study program and future workplace?
2. Do the textbook used by Univesity students as a Midewifery department appropriate and fullfil good criteria for students?

#### **E. Research Objectives**

This study aims to investigate the specific situation of ESP at Dehasen University midwifery department that cover the following focus:

1. To investigate whether the textbook used by Midwifery program of University of Dehasen fit to the need of Midwifery study program and future workplace.
2. To know whether the textbook used by Univesity students as a Midewifery department has been appropriate and fullfilled good criteria for students.

#### **F. Significant of the Study**

This research is expected to give several advantages to some parties such as English Teachers of Midewifery major, textbook writers, the University, and the next researcher in the area of English Language Education, especially ESP area.

##### **1. English ESP Teacher of Midewifery Program**

The result of this study is expected to help ESP teachers to:



- a. Choose and find the textbooks with good criteria in order to be appropriate to be adapted as teaching materials in a certain classroom or study program.
- b. be able to use the textbooks appropriate with the needs of student, so that the teaching material delivered can be well received and give advantages for students' professionalism in workplace in the future.

## **2. ESP Students**

For ESP students, the result of this research is expected to:

- a. Give an information that ESP students need to use appropriate English textbook based on their study program. Therefore, they should well choosing and learning textbooks as learning materials.
- b. Give a new insight for students that ESP is important lesson for them to support their professionalism in the future work or career.

## **3. English Textbook Writers**

Especially for ESP textbook writere, this research is expect to:

- a. To design appropriate ESP textbooks based on the need of study programs.
- b. Encourage the writers to do regular evaluasion for the textbooks they wrote in order that the contain can fullfil the need of the students in their career.
- c. Give some knowledge to the textbook writers to take into account some important things related to the language appropriateness, worthiness of content, student needs and layout as important aspect of textbook.

#### **4. The University**

This study is expected to give some additional information relating to the evaluation criteria for the textbook to be used as well as the appropriate teaching material to be provided by students which show good or bad textbook and ready to use for students in certain study program.

#### **5. The Next Researcher**

This research is expected to be able to:

- a. Provide a big conception relating to evaluating a textbook by observing the criteria of a good textbook, worthiness and appropriate with what is needed by student.
- b. Inspire future researchers related in the same area, in this case textbook evaluation or other in the area material development in broader scope of research.

### **G. Operational Definition of Key Terms**

1. *Evaluating* is a process of determining significance, worth, or condition of something, in this case teaching materials in form of English textbook that is given to students whether it is appropriate or not with what is needed by student.
2. *Midwifery* is a discipline that the output take a commitment to learn become professional midwives in the world of health and they are expected both to center the responsibility for being a midwives and to compete with Indonesian and foreign power in the international market place.

3. *Textbook* is a book used as a standard work for the study of a particular subject in a certain study program corresponding to a standard or type that is prescribed or widely held by theorists.

## CHAPTER II

### LITERATURE REVIEW

#### **A. English Textbook as Teaching Materials in Midwifery**

In the world of health, such as: medicine, nurses, midwife, pharmacists and others related to health have their respective textbooks that are related to the specificity of their respective subjects. In this research, it is related to the analysis if textbooks used by midwifery students, such as seeing the suitability of the book to be studied and what students really need for them to apply directly to the workplace when they graduate later. In the first situation, the teachers might be given choices to adopt or develop their materials and in the second situation the teachers are considered just the consumers of other peoples' products<sup>11</sup>. It is a suggestion to apply a good textbook and matching what students need to be a foundation or root for what will be given as teaching material.

Nowdays in language classroom, many kind of textbooks using for learning language such as textbooks or coursebooks and sometimes interchangeably used. Nevertheless, some EFL experts define textbook as a set of istructional material of English taught as subject matter at school. Besides, from the textbook that has been provided can determine the quality of learning done in the classroom. The available checklists are generally considered as the groundwork not only for choosing general EFL books but also for selecting specialized/technical books designed for those students who

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<sup>11</sup>Nastaran Cegeni, Beehrooz Kamali, Ataousa Norozi and Nasrin Chegeni. General English Textbook Evaluation: A Closer Look at "Four Corners", *Theory and Practice in Language Studies*, Vol. 6, 2016, p. 2325.

are majoring in EAP/ESP courses<sup>12</sup>. As they are become a part of an important instructional system, textbook have played significant roles in the educational system.

### **1. The Role of Textbook in Learning English**

According to Ahour, most of the learners learn language by following the textbook and they don't consider classroom a serious learning situation without the textbook.<sup>13</sup> The teaching and learning process will not be carried out without the appropriate teaching material, because all the guidelines in the presentation of leaning materials are in the textbook to accomplish the objectives. Textbook is a guideline for fulfilling all series in the teaching and learning process that guides to achieve the desired goals.

In the principle, the material taught must have certain characters in each specification in the teaching and learning process. The NSS Curriculum as summarized by Wong has the following main objectives<sup>14</sup>:

- a) The use of learning task promote "learning by doing" and to involve students in "three interrelated strands which define the general purpose of learning english." Interpersonal Strand (for interpersonal communication), Knowledge Strand (for developing and applying

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<sup>12</sup>Nastaran Cegeni, Beehrooz Kamali, Ataousa Norozi & Nasrin Chegeni. General English Textbook Evaluation: A Closer Look at "Four Corners", *Theory and Practice in Language Studies*, Vol. 6, 2016, p. 2328.

<sup>13</sup>Ghazala Kausar, Munibba Mushtaq and Islam Badashah. The Evaluation of English Textbook Taught at Intermediate Level, *Gomal University Journal of Research*, vol. 3, 21016, p. 33.

<sup>14</sup>Wong Park Wing Lawrence, Textbook Evaluation: A Framework For Evaluating The Fitness Of The Hong Kong New Secondary School (NSS) Curriculum, *Master of Arts in Teaching English as a Second Language*, vol. 5, 2014, p 1-2

knowledge), Experience Strand (for responding and giving expression to real and imaginative experience);

- b) The development of specific learning targets to provide a clear direction for learning.;
- c) The need of catering to individual learner differences so as to adopt teaching and learning to different student abilities and learning styles;
- d) The promotion of learner independence and lifelong learning so that students can become more actively involved in constructing knowledge and skills classroom activities and their own time;
- e) The use of task-based learning as an integral part of teaching, learning and assessment;
- f) A great emphasis on school-based assessment rather than one-off assessment based on public exams;
- g) An incorporation of an elective part of modules to allow for more creative approaches in Learning English.

Additionally, Cunningsworth discusses the reasons for materials evaluation as follows:

*Reasons for material evaluation activities are many and varied. The intention to adopt new course books is a major and frequent reason for evaluation. Another reason is to identify particular strengths and weaknesses in course books already in use, so that optimum use can be made of their strong points, whilst their weaker areas can be strengthened through adaptation or by substituting material from other books.*<sup>15</sup>

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<sup>15</sup>Ismail Moazam and Hojat Jodai. Textbook Evaluation: A Reflection on Total English (Intermediate), *Theory and Practice in Language Studies*, vol. 4, 2014, p. 2402.

From the explanation above, it can be concluded that teaching materials that will be given to students must be evaluated in advance to meet the requirements of the proper textbook worthy, because it can be seen that the teaching and learning process without the textbook is zero. To continue evaluating textbook it is important because each period will be added to an increasingly modern method especially for ELT which requires a little extra work to be interesting and easily understood by its student.

## 2. Advantages of Using Textbook

There are three popular theories used as a basic of advantages using textbook. *The first*, according to Edge & Wharton, if the first and foremost, textbook provide a readily available source of ELT material for teachers to focus on doing the real work of teaching, and not having their energy dispersed by preparation of teaching materials<sup>16</sup>. It means that the textbook in teaching will give benefits for students if the teacher can provide ready textbook with relevant teaching materials for the students' need based on their major.

*The second*, according to McDonough & Shaw, a good textbook can be extremely valuable ELT device, especially in situations where interesting and motivating authentic materials are difficult to compile in

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<sup>16</sup> Wong Park Wing Lawrence, Textbook Evaluation: A Framework For Evaluating The Fitness Of The Hong Kong New Secondary School (NSS) Curriculum, *Master of Arts in Teaching English as a Second Language*, vol. 5, 2014, p.6

an organized manner<sup>17</sup>. A textbook will give great benefits for students when the textbook contains authentic materials that the students need. The students can feel the real situation of teaching materials through reading and understanding the materials provided by the English textbook that they use.

*The third*, according to Cunningsworth, if textbook provide additional banefits to students as they are an efficient collection of materials for self-accessed learning and for knowledge consolidation<sup>18</sup>. It means that a complete collection of English textbooks used in teaching and learning process is really useful to support students' knowledge in reaching the learning objectives.

Based on the theories above, the researcher concludes that textbook is very useful for teaching and learning process because the textbook is the main source of teaching material that is needed by a teacher. From the book that matches the teaching material and according to the needs of the students and teacher provide good teaching and students can receive lessons well, and the English textbooks are complicated and organized as efficient teaching materials as a source of knowledge in the process of teaching and learning in the classroom.

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<sup>17</sup>Wong Park Wing Lawrence. Ibid. P. 7

<sup>18</sup> ibid



## B. Textbook Evaluation

In general, evaluations carried out in a textbook are a process of assesment and judgement based on certain criteria analyzed to get the result of the suitability of the textbooks needed by students. There are three theories as a basic of this textbook evaluation, they are: first, according to Hamidi & Montazeri, the teacher should know how to select a suitable textbook based on standard or reliable checklists; Second, McDonough & Shaw stated that the situations vary based on the teachers' and classroom needs; third, According to Kumaravadivelu, Undoubtedly, what reflects the principles and ideas of a teaching method which were fashionable in that time is the materials and textbooks of each period in the history of English language teaching practice.<sup>19</sup> In the first situation, the teachers might be given the choice to adopt or develop their materials and in the second situation the teachers are considered just the consumers of other peoples' products. In the third situation, it should be taken into account that we are living in a 'post-method' condition whereas, states no single and unique method can guarantee success in all language classrooms and for all learners worldwide.

From the explanation above, it can be conclude that for evaluation and assessment of teaching materials to be used is quite important. In principle, a teaching material will not be used forever because as the times and periods continue to change. Not only the needs of students that need

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<sup>19</sup>Nastaran Cegeni, Beehrooz Kamali, Ataousa Norozi and Nasrin Chegeni. General English Textbook Evaluation: A Closer Look at "Four Corners", *Theory and Practice in Language Studies*, Vol. 6, 2016, p. 2326.

attention, but also the readiness of teachers who will provide teaching materials should be considered. When the teacher is faced with whether he wants to develop their own teaching material tailored to the class they are teaching or they can choose only to use existing teaching materials.

### **1. The Need of Textbook Evaluation**

There are many reasons why textbooks relating to EFL subjects are evaluated, especially with their development in an era where there are so many books circulating in the market, where subjects are difficult to associate with the right books. A good textbook to analyze is not because of the high level of sales that are widely used in other places but also must pay attention to the value of the ability or achievement possessed by the author or publisher of the textbooks, because the quality of the textbooks will determine success or failure in the learning and teaching process. In other words, the success of textbooks are based on the value, not based on their popularity in a certain market.

Sheldon believes that we need to evaluate textbooks for two reasons. First, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the advantages and disadvantages of a textbook will familiarize the teacher with its probable weaknesses and strengths.<sup>20</sup>

This means that choosing appropriate materials are important aspects for the success of education and help education developers to upgrade the

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<sup>20</sup>Sri Handayani. The Evaluation Of English Textbook For Grade VII Of Junior High School In Indonesia, *Proceedings of the Fourth International Seminar on English Language and Teaching*, vol. 4, 2016, p. 330.

students strength by choosing the most appropriate textbook from time to time based on the students' need. It means that in this situation, the techers understand the dynnamics of teaching and learning process in the classroom.

In sum, choosing the right book can determine the success or failure of ELT learning, because when more books are sold in the market, it will be increasingly difficult to determine the books that are in accordance with what students need, which will result in errors in the provision of material. In the principle, that's why the textbook that will be used by students is important to do an evaluation before, because it allows for the occurrence of errors in the provision of teaching materials that are actually needed by students. Textbook evaluation can help curriculum designers and material developers to find the main problems of foreign language teaching materials.

## **2. Types of Textbook Evalution**

With regard to the process of evaluating materials textbooks, Cunningsworth (1995) and Ellis (1997) have put forward three different types of material evaluation. These include predictive or pre-use, in-use, retrospective or post-use. While according to Mcdonough and Shaw (2003) have distinguished between two types of material

evaluation, first is the internal evaluation and the second is the external evaluation.<sup>21</sup>

Types evaluation according to Cunningsworth and Ellis is first pre-use probably the most common form, is designed to examine the future or potential performance of a material.<sup>22</sup> Relating with the aims and purpose of the textbook designed, the basic that reflect the content and material relating to the need of students must have been highly considered. As a result, the textbooks that will be used in the future have the right quality to be used by the teacher who then provides teaching for students who will receive the teaching material relating with the ELT.

The second types is in-use is evaluation examines a material that is currently being used.<sup>23</sup> A type of evaluation that considers and checks the content and materials that are being used in the learning process. In generally this type of evaluation usually focuses on how well the function of this book can be used by asking the teacher concerned to get information such as how the feedback obtained from students when studying in class when using the book, is quite effective or not in achieving competency standards.

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<sup>21</sup>Sri Handayani. The Evaluation Of English Textbook For Grade VII Of Junior High School In Indonesia, *Proceedings of the Fourth International Seminar on English Language and Teaching*, vol. 4, 2016, p. 330.

<sup>22</sup>*Ibid*

<sup>23</sup>*Ibid*

In the third types is post-use, in this type is evaluation of a material that has been adopted in an institution.<sup>24</sup> A information from the use of textbooks that heve been used in several periods. In post-use and based on information that has been obtained can be determined whether the textbook that has been used will still be used in future programs or not. As when the learning curriculum changes, of course the books used must be replaced because the methods, teaching materials, and all related components are different. Detailed infromation can provide help the publisher decide to develop the latest edition of the textbooks.

Cunningsworth and Ellis type of textbook evaluation provide a framework that has been explained previously about how the textbook can be evaluated and analyzed. This type also explains that a textbook cannot be viewed or pegged only for one learning program. In the elements that are very detailed so that it an improve the quality of a textbook that will be used and accepted either by the teacher who provides teaching materials or students as redcipients of the teaching materials.

Types evaluating material according to Mcdonough and Shaw, first evaluating material is internal evaluation evaluation addresses the issues related to the presentation of content and skills, the grading and sequencing of the materials, as well as the compatibility of tests and

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<sup>24</sup>*Ibid*

exercises with learners' needs.<sup>25</sup> In this type of evaluation McDonough and Shaw discussed more about how the system already exists in the book itself and the evaluation that puts forward how the content and physical books must be good and correct. The need for students who not only listen when the teacher explains but has some natural factors that are already present in a teaching textbooks such as assessment of test and exercises to hone student's learning abilities. Consider the concreteness of a textbook as it should be.

The last type of evaluation McDonough and Shaw put forward is an external evaluation takes into account the criteria such as the context in which the materials are to be used, the presentation and organization of language into teachable units, and the author's perspectives on language and methodology.<sup>26</sup> As a good textbook are books that have met the standard criteria before being published. In this type of evaluation is more concerned with the content of the material of the content criteria for teaching materials to be used. Further, everything related to teaching materials needs to be evaluated such as organizing language units to be delivered, methodology, and estimates in the textbook, etc.

Two types of textbook evaluation above are basically similar concept, but they have some differences in applying them. For the purpose of this research, the researcher will adopt the concept proposed

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<sup>25</sup>*Ibid*

<sup>26</sup>*Ibid*

by Cunningsworth (1995) and Ellis (1997) in analyzing the data and determining research procedures.

### 3. The Use of Checklist Evaluation as an Evaluation Tool

According to Daoud and Celce-Murcia, have offered an evaluation checklist which is much more frequently used for the evaluation of general English textbooks consisting of five major sections including: (1) subject matter, (2) vocabulary and structures, (3) exercises, (4) illustrations, and (5) physical make-up.<sup>27</sup>

The five sections above can be explained that: *the first is the subject matter*. It is presented topically in an organized manner. This process evaluation that shows where in a textbook there are interesting topics for student to read. On other hand, the organized material structure based on a topic or theme or syllabus raised in a book, and also adapted to the needs of readers who aim to improve the ability of foreign language or commonly called ESL/EFL.

*The second types is evaluating textbook*. It is called vocabulary and structures, where in this types common vocabulary and social functions in a language are made as simple as possible to be used in daily conversation without thinking. This type is improved based on the needs of students and arranged with cohesion and coherence in sentences in each paragraph to make easier for students quickly grasp

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<sup>27</sup>Nastaran Cegeni, Beehrooz Kamali, Ataousa Norozi & Nasrin Chegeni. General English Textbook Evaluation: A Closer Look at “Four Corners”, *Theory and Practice in Language Studies*, Vol. 6, 2016, p. 2326.

the main idea of what they read. To do so, the level of grammatical preparation and complexity of language will increase according to the level of student proficiency in vocabulary mastery and social function.

*The third is exercise.* Exercise evaluating is aimed to develop understanding and test knowledge about main ideas, details, and sequence in text. Evaluation is done by giving a number of exercise aims at improving grammar skills and understanding student's vocabulary. These training activities cover the most significant is reading, writing, listening and speaking in EFL but are still adjusted to the level of the class and the needs of students.

*The fourth is illustration.* Using graphics for evaluating is important because the graphics and illustrated images can increase interest in reading. Then, in a book must have attractive design with a colourful concept is an important element to make the book successful in attracting readers. Besides that, from inserting interesting picture into a text book becomes easy to learn, easy to remember, and easy to understand the content and meaning.

*The fifth is Physical make-up.* It is an evaluation carried out to observe the physical forms of a book, pay attention to the language used according to or not the book will be read. Next, the accuracy of the layout used, the cover of the book, the thickness of the book, the page to the size of the font use, which sentence needs to be bold, sentence, to the margin use. It is very important to pay attention to the things above



to make it easier for readers, because well-organized books can also increase sale value.

#### **4. Phases in Textbook Evaluation**

The researcher should do appropriate procedures in evaluating textbook. For this research, textbook evaluation can be divided into separate phases: pre-use (also known as pre-evaluation), during use (or in-use) and after use (or post-use).<sup>28</sup>

The first stage explained by professor Richards is pre-evaluation or pre-use where in this phase it is divided into two important stages, namely the analysis phase and the evaluation phase. In the first pahese, that is the analysis the content and material of the textbook must be very detailed and carefully analyzed in terms of sorting, coverage, organizing the type of text and teh type of training proposed. The things that are included in the identification are the intent and purpose of the textbook, the level of the textbook, the topics discussed, the skills handled, the situation to be addressed, the target of the students, the time needed, components, number and length of units, and unit organization.

Then, at the second stage of pre-evaluation, is evaluation in this phase seems more difficut because it reflects subjective judgments of some of the people concerned. Subjective assesement can usually be

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<sup>28</sup>Jack C.Richards. *Evaluating Textbooks*. Retrived on April 10, 2019 from <https://www.professorjackrichards.com/?s=Evaluating+a+Text+Book+>

adjusted by describing certain teaching materials that are being considered involving several checklist categories.

The checklist is included, namely: the goals to be achieved, the syllabus which is the learning based, the theoretical framework that forms the textbook, the methodology, the content of the language that is too high or not, other content that is suitable or not the target of student, organizing authentic books units, the appeal of the textbook for teacher who will teach whether it looks easy or not, the attractiveness of student when looking at the physical form of books, support groups such as workbooks, teacher books, test, web-based facilities, and finally the price of books intended affordable or not.

The second phase is in-use evaluation, that focuses on how well a textbook is used in the classroom. In this stage of classroom experience, overall student satisfaction is the most important to evaluate. In general the information that needs to be obtained is feedback whether the textbooks works well to achieve its objectives which is done by finding as much information as possible from the teacher and students as users directly from the textbook.

The third or latest phase is post-use evaluation. After evaluating in the previous two phases information can be obtained that will help whether the textbooks that have been used in a number of periods will continue to be used in the future programs. Detailed information can greatly help the publisher to decide to develop the latest edition of the

textbook that matches the needs of student and because of the change of curriculum.

### C. Some Related Previous Studies

There are many researcher who had conducted research that related with this study. Sri Handayani (2016) conducted her research entitled *The Evaluation Of English Textbook For Grade Vii Of Junior High School In Indonesia*. The result of the study showed that a checklist from Litz (2005) which included six criteria namely practical consideration, layout and design, activities, skills, language type, subject and content, where the book became the research material with the title "When English Rings a Bell - The Revised Edition "has fulfilled all the criteria included in the checklist that Litz (2005) developed. But this textbook still requires audio as a tool to clarify how the correct pronunciation procedures and easy examples of grammer explanations, besides that there are still many revisions must be done as there are no authentic, ie real-life English language used, there are no brief and easy example and explanation of grammar, and there is no language representing a diverse range of registers and accents.<sup>29</sup>

Then, Nastaran Chegeni, Behrooz Kamali, Atousa Noroozi, & Nasrin Chegeni (2016) conducted their research entitled *General English Textbook Evaluation: A Closer Look at "Four Corners"*. Result from this research showed special attention that must be paid attention to in

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<sup>29</sup>Sri Handayani. The Evaluation Of English Textbook For Grade VII Of Junior High School In Indonesia, *Proceedings of the Fourth International Seminar on English Language and Teaching*, vol. 4, 2016, p. 328

evaluating educational material based on reliable and valid instruments then this research uses a checklist developed by Daoud and Celce-Murcia's (1979) checklist which includes (1) subject matter, (2) vocabulary and structures, (3) exercises, (4) illustrations, and (5) physical make-up.<sup>30</sup>

Based on the research above, this research has some similarities and differences with the two studies above. The similarities are: *first* two studies have the same focus with this research about evaluating textbook. *second*, Sri Handayani (2016) this study is textbook evaluation and criteria for selecting a good textbook. However, there will be some differences between this research and the two previous studies above: *first*, Sri Handayani (2016) focuses her research using a checklist developed by Litz (2005) as her research instrument, and *second* Nastaran Chegeni, Behrooz Kamali, Atousa Noroozi, & Nasrin Chegeni (2016) also uses a checklist but uses Daoud and Celce-Murcia's checklist (1979) as the main focus in his research. *Third*, the above research uses a different research method from this study. The last but not the least, differences in population and sample will also cause differences in the results of the study.

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<sup>30</sup>Nastaran Cegeni, Beehrooz Kamali, Ataousa Norozi and Nasrin Chegeni. General English Textbook Evaluation: A Closer Look at "Four Corners", *Theory and Practice in Language Studies*, Vol. 6, 2016, p. 2326.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research was conducted content analysis with qualitative approach. Based on Cole, content analysis is a method of analysing written, verbal or visual communication messages was first used as a method for analysing hymns, newspaper and magazine<sup>31</sup>. It indicates that content analysis as a research method is a systematic and objective means of describing and quantifying phenomena. It is also known as a method of analysing documents.

In addition, Fraenkle, Wallen, and Hyun stated that content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications; it is just what its name implies: the analysis of the usually, but not necessarily, written contents of a communication<sup>32</sup>. It indicated that content analysis is a technique of analyzing written content of a communication. In this research, the researcher focused on analyzing English textbook used by Midwifery program of Dehasen University.

Then, according to Moleong, the human as the instrument of qualitative research and the data in form of words, pictures, not statistics<sup>33</sup>. It

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<sup>31</sup>Satu Elo & Helvi Kingas. The Qualitative Content Analysis Process, *Journal of Advanced Nursing*, 62(1), P. 107–108.

<sup>32</sup>Jack R. Fraenkel, Norman E. Wallen, and Hellen H. Hyun. *How to Design and Evaluate Research in Education Eighth Edition*, USA, McGraw Hill, 2012, P. 478.

<sup>33</sup>Lexy J Moleong. *Metode Penelitian Kualitatif*. Bandung, Rosdakarya, 2003. P. 6.

means that qualitative research is a research to describe the data in form of words or picture with developing deep understanding and full description of data in form of long report and narrative. Then, Gay said that descriptive qualitative method is a study which is the data analysis involves summarizing data in a dependable and accurate manner and leads to the presentation of study findings in a manner that has an air of undeniability given the narrative, descriptive, and nonnumerical nature of the data<sup>34</sup>. It means that descriptive qualitative method is a kind of research focuses on description and nonnumerical data.

From the definition above, it can be concluded that content analysis with descriptive qualitative method is a research method that focuses on describing the research data in form of full description of data and nonnumerical analysis to result findings that focus on analyzing content of a certain content of communication means, in this case English textbook. This method will be used to evaluate English textbook for midwifery used by the fourth semester midwifery students of Dehasen University.

## **B. Sources of Data**

The data was be in form of English textbooks for midwifery used by the fourth semester midwifery students of Dehasen University. It consists of: *first*, the contents of the book carefully described in terms of scope and sequence, organization, and the types of texts and exercises contained within; *second*, subjective judgements from some lecturers;

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<sup>34</sup>L.R. Gay, et all. *Educational Research: Competencies Analysis and Applications – Third Edition*. New York, Pearson, 2012, P. 465.

*third*, subjective judgments from lecturers who have used the textbook on the global needs of the institution.

### **C. Data Collecting Technique**

In collecting the data of the research, the researcher was use *cards, observation, interview, students' and teacher's review*.

- a. *Card*, card is a concept of a collection of data obtained to facilitate the researcher grouping some important data that can be used as a foundation in a study
- b. *Observation*, is a basic method for obtaining data qualitative research. The reserarcher have been monitoring and descriptions on this teaching and learning activity. It is the list of some point that the researchers want to observe when observation taking place.
- c. *Intrview*, is activity that involves interviewer and interviewee where the interviewer will give some question to be ansewered by interviewee. In an interview, data are collected through face to face or telephone interaction between the interviewer and the respondent. Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But, it can conducted face to face or through via electronic.
- d. *Documentation*, stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of documentation method is to make cridible

the result of observation on interview. In this research, the documentation guide is subject' grade transcript.

The procedure of data collecting can be explained as follows:

1. To get the data, the researcher was read whole English textbook in order to know the general content of the book. Then, the researcher put the information in the research card for collecting data in the level of pre-evaluation (analysis and evaluation).
2. The researcher was come to the classroom (observation) during the students' lesson using the textbook. Then, write down the related information during the observation in form of field notes.
3. The researcher was interview the students and teacher to get some information related to : (1) number of materials; (2) appropriateness of book level; (3) the most effective aspects of the textbook; (4) aspects that the students and teacher like.
4. Observation: Classroom visits to see how teachers use the book and to find out how the book influences the quality of teaching and learning in the lesson.
5. Documentation of what parts of the book were used or not used and what adaptations or supplements were made to the book and why.
6. Feedback sessions: Group meetings in which teachers discuss their experiences with the book;
7. Teachers' reviews: Written reviews by a individual or groups of teachers on their experiences with the book, and what they liked or didn't like about



it. Students' reviews: Comments from students on their experiences with the book.

8. Complete the research report.

#### D. Research Instrument

Instrument is an important part of a research. In collecting the data, the researcher will use *cards, observation checklist, interview, students' and teacher's review*.

- a. The Cards will consist of two kinds. The first one is for collecting data to do pre-evaluation (analysis); and the second, the card is for pre-evaluation (evaluation).

**Table 3.1**  
**Card 1: Pre-Evaluation (Analysis)**

No.	Component	Result
1	Aims and objectives of the book	
2	Level of the book	
3	Skills addressed	
4	Topic Covered	
5	Situations intended for	
6	Target learners	
7	Time required	
8	Components	
9	Number and length of unit	
10	Organization of Units	

**Table 3.2**  
**Card 2: Pre-Evaluation (Evaluation)**

No.	Component	Result
1	Goals	
2	Syllabus	
3	Theoretical Framework	
4	Methodology	
5	Language Content	
6	Other Content	
7	Organization	
8	Teacher Appeal	
9	Learner Appeal	
10	Ancillaries	
11	Price	

**Table 3.3**  
**Card 3: Post-Use Evaluation**

<b>No.</b>	<b>Component</b>	<b>Result</b>
1	Number of Materials	
2	Appropriateness of book level	
3	The most effective aspects of the textbook	
4	Aspects that the students and teacher like	
5	Observation	
6	Record of use	
7	Feedback sessions	
8	Written reports	
9	Teachers' reviews	
10	Students' reviews	

- b. Observation checklist, research will design observation checklist that can be an instrument to observe the activities in the classroom, especially the activities related to the use of evaluating english textbook in learning english language. Observation checklist will be helpfull to colect the data in systematic way to understand and interpret actions, interactionor the meaning of activities.

**Table 3.4**  
**Observation Guide Grid**

Observation Guide 3rd				
Variable	Sub Indicator	Indicator	Item No and Total Number	
Evaluating Textbook	Pre –Use	a. The content of material	1a 1b	13
		b. Analysis phase	2a 2b 2c	
		c. Evaluation phase	3a 3b 3c	
		d. difficulty in textbooks	4a 4b 4c 4d 4e	
	In - Use	a. The goals of textbook	5a 5b 5c 5d	9
		b. Methodology	6a 6b	
		c. Classroom experience	7a	
		d. Feedback when using the textbook	8a 8b	
	Post – Use	a. After using the textbook (for students)	9a 9b 9c	4
		b. Future programs	10c	
Total Item				26

- c. Interview, is important to get information more detail and deeper from the interviewee, in this research is the student and the lecturer.

**Table 3.5**  
**Interview Guidelines**  
**(For Teachers)**

To investigate the data and information, the researcher design the following questions:

1. What the aims of learning English in Midwifery study program?
2. What English Skills that the students learning in Midwifery study program? And why they learn those language skills? (the answer must related to their future work place)

**(For Students)**

To investigate the data and information, the researcher design the following question:  
*In English learning, what do you want to have to master?*

1. Speaking
2. Reading
3. Writing
4. Listening
5. Vocabulary
6. Pronunciation

- d. Documentation, documentation will be used to supporting document to describe authenticity of the data in the research. In this research, documents refer to a wide range of written, physical, and visual materials.

**Table 3.6**

No	Documentation of activities
1	The teacher greet and prepare the student learn
2	Teacher explain about the material in textbook in english
3	Students pay attention to the explanation about the material
4	Students discussion and practicing about the material

For evaluation after and during the use of the textbook, the researcher will use observation, interview, students' and teacher's review, and field notes. The four kind instruments above will help researcher to get data related to: (1) number of materials; (2) appropriateness of book level; (3) the most effective aspects of the textbook; (4) aspects that the students and teacher

like; (5) Observation: Classroom visits to see how teachers use the book and to find out how the book influences the quality of teaching and learning in the lesson; (6) Record of use: Documentation of what parts of the book were used or not used and what adaptations or supplements were made to the book and why; (7) Feedback sessions: Group meetings in which teachers discuss their experiences with the book; (8) Teachers' reviews: Written reviews by a individual or groups of teachers on their experiences with the book, and what they liked or didn't like about it; and (9) Students' reviews: Comments from students on their experiences with the book.

Furthermore, according to Moleong, the main instrument in a qualitative research is human (the researcher herself)<sup>35</sup>. The researcher's competence in understanding evaluating English textbook became the main instrument to explore the data both collecting and analysing the data in this research.

#### **E. Triangulation of Data**

In order to check the truth of information got from the research, the researcher will apply triangulation of data. Triangulation of data is multimode approach to collect data in order to get higher level of truth of research phenomenon as well as better understanding about phenomena itself<sup>36</sup>. In this kind of research, it is important for the researcher to combine some methods to measure phenomenon in different perspectives for higher level of accuracy in order to reduce bias in the result of the research.

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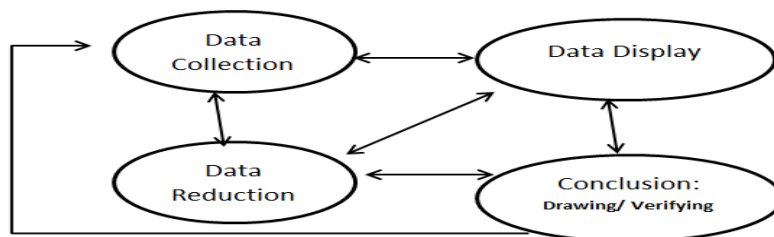
<sup>35</sup> Lexy J. Moleong. *Ibid.* P. 9.

<sup>36</sup> Mudjia Rahardjo. *Triangulasi dalam Penelitian Kualitatif*. Retrieved on February 18, 2019 from <https://www.uin-malang.ac.id/r/101001/triangulasi-dalam-penelitian-kualitatif.html>

In this research, the researcher was use two kinds of triangulation of data, namely: *Triangulation of method* and *triangulation of data sources*. *Triangulation of method* will be used to compare data in different ways. In this research, researcher will use field notes, interview, observation, and documentation to get the truth of information. The researcher will also use different informans to check the truth of information both lecturers and students for giving reviews about the textbook. Then, *Triangulation of data sources*, in this research, will use some data sources, namely: *cards, observation cheklist, interview, students' and teacher's review*. The different sources above will answer the research phenomena in different point of view.

## F. Data Analysis

To analyze the data, the researcher was use interactive model of data analysis proposed by Miles and Huberman The components above can be explaine as the following figure<sup>37</sup>:



**Figure 1:**  
**Interactive Model Miles and Huberman**

The figure 1 above can be described as followings:

- a. *Data reduction*: Data reduction occurs continually through out the analysis. It happens through editing, segmenting and sumarizing the

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<sup>37</sup>Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

data. In the middle stages, it happens through coding and memoing, and associated activities.

b. *Data Display*: Data display organize, compress and assemble information.

c. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logic ally follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter deals with the result of the research and the discussions of the result. The result are in line with the problem statements stated in the introduction part. The result of the research presents the description of the data collected through kinds of activities and focus of the activities. In the discussions section, the researcher describes further explanation of the result given.

#### **A. A Brief Description of English Textbook: Content Review**

Textbooks are teaching materials used by teachers to do teaching. In this research, the researcher analyzed English textbook as learning material at midwifery students of Dehasen University Bengkulu. The book is entitled "Midwifery, Good Morning Madam?" written by prof. Hidayat Wijayanegara as director of the D4 midwifery program FK UNPAD. This book used in form of a copy of the original book. The cover shows a picture of a female doctor but in this book does not contain too specific about the introduction and various completeness in the book because the book is not an original book, various information needed cannot be found such as the place of publication and year of publication is unknown. When viewed from the table of contents, this book consists of 91 pages only for the contents section and has 10 topics as the subject, such as "Good Morning, Madam!" , "When Was Your Last Period?" , "When Could I Meet Midwife Ann?" and the other.



## B. Result of the Research

The result of the research covers some explanations, namely: (1) English Skill Need of Midwifery Study Program and Future Place; (2) Appropriateness and Fullfilness of Good Criteria of A Textbook; and (3) Suitable textbook recommendations for students Midewifery program of Dehasen University. For more detail explanation is as follow:

### 1. English Skills Needed in Midwifery Study Program and Future Place

Midwifery study program has its own need in English skills. After graduating from the study, the students are going to come to work field, commonly in medical environment, such as: hospital, healthy center, or independent practice as a midwife, and for the students who want to continue study, they can use their English ability to read references that mostly written in Englih. Therefore, the graduation of Midwifery study program needs specific English skills in their future work place and higher study. To know about the English skills need in midwifery study program, the researcher conducted interview to the English Lecturers and students in order to know about the students' real need of English. Based on the interview with English lecturer, the students do not only need to master the four language skills, such as: *speaking, listening, reading, and writing*; they should also need to master language elements, such as: *grammar, midwifery vocabulary, and pronunciation* (See Appendix 6 about transcript of Lecturer's Interview).

### ***a. Speaking Skill***

The students should master speaking skill. Speaking activities in midwifery program should be a real practice of speaking. The activities should cover: practicing a model of dialogue and monologue; making a dialogue then practicing it; discussing a topic and giving opinion related to midwifery topics; presenting a report or discussion result; interviewing other friends related to the topics being discussed (See Appendix 6 about transcript of Lecturer's Interview).

Then, the students said that they only hoped to understand and express simple sentences and expressions used in daily life before learning English for Midwifery. These simple speaking skills will lead them into daily communication in the classroom (See Appendix 7 about transcript of students' interview).

Based on the interview above, it is clear that speaking skill needed by the midwifery students is not only specific English for midwifery, but they also need basic English for daily communication in form of simple daily expressions and sentences.

### ***b. Listening Skill***

Listening comprehension is also one of English skills that must be mastered by Midwifery students. In teaching listening comprehension, the lecturer should choose the appropriate learning materials for students. The content of listening materials can be: identifying the content of the aural text related to midwifery context; identifying the

detail information of the aural text; identifying the meaning and pronunciation; and identifying specific expressions of the aural text. Good understanding of aural text will support students' other language skills (See Appendix 6 about The Lecturer's Interview).

Then, the students said that they hoped to understand what the meaning of speaker said in audio played by the lecturer in order that they can get the information and apply it in daily life. The expressions can be in form of simple sentences or simple expressions stated by native speakers (See Appendix 7 about transcript of students' interview).

Based on the interview above, it can be concluded that the students need to train their ears, especially in mastering simple expressions and sentences uttered by native speakers through audio in listening comprehension class in order to support students' other English skills, especially speaking skill.

### ***c. Reading Skill***

Next is reading is a basic skill that must be mastered by midwifery students. reading is an activity to get information especially in the world of health, especially midwifery, a lot of information that must be explored and how reading a text to find the general idea of the text, reading a text answer the questions reading a text detail information, arranging jumbled paragraphs, discussing meaning in the context, summarizing the content of the text. (See Appendix 6 about The Lecturer's Interview).

Furthermore, students say that the textbook they have learned so far is appropriate, because the reading text contained is always related to what they need which is always related to midwifery learning material. (See Appendix 7 about transcript of students' interview).

Based on the interview above it can be concluded that according to the midwifery students the textbook they studied was already suitable for their needs. relating to the detailed information they learn in a textbook that they can read to hone their reading comprehension skills.

#### ***d. Writing Skill***

Writing skills are also a series of basic skills in English which of course must also be mastered by midwifery students. Writing that seems easy when just pouring the contents of the mind in the brain but not that easy in English. Writing activities in English must be prioritized: arranging jumbled words to be a good sentence, writing a text based on pictures, tables, diagrams, or graphics, writing the same text as the given model text based on the correct grammar and sentence structures, correcting wrong sentence structures, spellings, and punctuation, writing a conclusion of a text and completing the missing words with your own words. (See Appendix 6 about The Lecturer's Interview).

Furthermore, midwifery students find writing exercises from the textbooks they are studying, such as the procedures for writing recipes. they

equip themselves with English in the hope that someday they can work abroad. (See Appendix 7 about transcript of students' interview).

From the above data, it can be concluded, to make good writing and not messy the need to understand the basics of writing in English, exercise regularly.

#### *e. Grammar*

Grammar is an element in English that is appropriate for midwifery students to learn further next. Grammar is a procedure for making an article in English in accordance with the procedure so that an article becomes more organized and easy to understand. To increase understanding of grammar, the need to: doing grammar exercises, identifying and correct the wrong sentence structures, completing the missing words on the text based on the context, memorizing sentence structure/grammar patterns, writing sentences based on the given pattern. (See Appendix 6 about The Lecturer's Interview).

Then, for grammatical understanding students said that they understood enough for the material they were studying because the grammar they were studying was not too specific and not too frequent, so the material presented in their textbook was quite basic English grammar. Do the exercises in their dixtxtbook so that they are more or less understood enough to make neat and structured writing even though in each lesson there will always be difficulties. (See Appendix 4 about transcript of students' interview).

Based on the interview above it can be concluded to understand grammatical, it is necessary to continue to do the exercises, given the correct sentence structure that is adjusted to the context of the material discussed to improve writing skills that are structured, correct and neat.

*f. Midwifery Vocabulary*

Vocabulary mastery is an element that is also worth quasi midwifery students, where if you want to be able to communicate well then you must be able to remember vocabulary that is appropriate to the context of the conversation. Therefore some activities that need to be done to add vocabulary are: matching words with pictures provided, classifying new vocabulary on a table then finding the meaning based on the context, finding new vocabulary on a text and finding the meaning on a dictionary, searching the synonyms or antonyms of words. (See Appendix 6 about The Lecturer's Interview).

Then, according to midwifery students there are thousands of vocabularies in the dictionary at first glance, but even so the more important and they prioritize is to remember midwifery vocabulary such as medical terms, names of health equipment, medicines and so forth. (See Appendix 7 about transcript of students' interview).

Based on the interview above it can be concluded that remembering new vocabulary through pictures, matching it into an understanding, remembering new vocabulary, finding similarities with

other vocabularies that have the same meaning or vice versa. focus more on the health terms needed by midwifery students.

***g. Pronunciation.***

Pronunciation is again an element that is also very important in English to produce good and correct pronunciation because it is very different from Indonesian-language texts, pronunciation in English is very important to be considered and trained at all times so that if you later talk to other people who also understand speak english then will connect with each other. for that it is important to carry out activities in the form of: pronouncing every sentence including the stress and intonation, listening and repeating the pronunciation from the teacher, searching the pronunciation on a dictionary, reading aloud and looking for the pronunciation on a dictionary. (See Appendix 6 about The Lecturer's Interview).

Then, according to midwifery students in class when English subjects begin they often engage in dialogues with their peers, often listen to native speakers speak through audio in class, or look for them themselves and then listen to them using earphones in order to improve good and correct pronunciation, so that when communicating is not stuttering and can run well. (See Appendix 7 about transcript of students' interview).

Based on the interview above it can be concluded that to improve good and correct pronunciation in English is often to listen to

native speakers speak through audio. for the easiest thing is when learning begins listening to the lecturer talk to understand how the pronunciation is then repeat it continuously.

After completing the analysis above, it can be judged that the English textbook used by Midwifery program of University of Dehasen fit to the need of Midwifery study program and future workplace where the English textbook provided four language skills, such as: *speaking, listening, reading, and writing*; and supported by other language elements, such as: *grammar, midwifery vocabulary, and pronunciation*. Those learning components help students to master English English for specific context, in this case English for Midwifery both written and orally.

### **C. English Textbook Evaluation Used by the Fourth Semester Students of Midwifery Program of Dehasen University**

Evaluations carried out in a textbook are a process of assesment and judgement based on certain criteria analyzed to get the result of the suitability of the textbooks needed by students in a certain educational programs. The evaluation aimed to know the value of the ability or achievement prossessed by the author or publisher of the textbooks, because the quality of the textbooks determined the success or failure in the learning and teaching process. In other words, the success of textbooks are based on the value, not based on their popularity in a certain market. Hence, choosing appropriate materials are important aspacts for the success of education and help education developers to



up-grade the students strength by choosing the most appropriate textbook from time to time based on the students' need.

In this research, the researcher would evaluate English textbook used by the fourth semester students of Midwifery program of Dehasen University. In conducting textbook evaluation, by Jack C. Richard proposed three stages, namely: pre-use, in-use, and post-use. In this analysis, the researcher follow those evaluation stages that can be seen as the following explanation:

### **1. Pre-Use Evaluation**

Pre-Use evaluation is the first step in doing evaluation. It evaluated aspects relating with the aims and purpose of the textbook designed, the basic that reflect the content and material relating to the need of students must have been highly considered. The textbook that would be used in the future have the right quality to be used by the teacher who than provides teaching for students who will receive the teaching material relating with the ELT.

In doing pre-use evaluation in this research, the researcher did textual analysis to know the main objectives for the textbook. The result could describe that: *first*, the aims of this textbook is to help midwifery students to be able to speak English, especially in terms of medical matters and are good at reading the literature. It means that this textbook provide chapters which discuss various topics related to medical matters to lead students to be active readers in literature related to medical. The proving chapters discuss in great detail related to English four skills and language

elements that make students to be familiar in doing things related to the main goals of this English textbook.

*Second*, the first level of textbook for midwifery program provides four skills of English, namely: Skills for reading, speaking, listening, writing where the topics covered basic of the Healthcare English Learning program. The skills and topics provided are for allowing students to have dialogue in English and can easily find the meaning of an unknown word/term. This short English textbook consists of 10 learning materials. It is only 92 pages that usually uses as coursebook in a semester. The organization of units can be said as a standard textbook that consists of about the book, preface foreword, table of content with 10 learning materials, supplements, references, the writers.

Based on the explanation above, it can be concluded that the textbook design has clear and objective as English textbook for midwifery department fit to the need of Midwifery study program and future workplace of students at University of Dehasen. In short, the English textbook is appropriate and fullfil good criteria for students at fourth midwifery students of Dehasen University. For more detail information for pre-use evaluation, (see appendix 9 about the result of card pre-use evaluation.)

## **2. In-Use Evaluation**

In-use evaluation is the second step in doing textbook evaluation. It is a type of evaluation that considers and cheks the content and materials

that are being used in the learning process. In generally, this type of evaluation usually focuses on how well the function of this book can be used by asking the teacher concerned to get information such as how the feedback obtained from students when studying in class when using the book, is quite effective or not in achieving competency standards.

Based on the data analysis in in-use evaluation, it showed that the goals of learning by using this textbook was to add students' English skills which could be very useful for students' future work in the midwifery field. Therefore, the lecturer designed the syllabus based on the content of the English textbook. In other words, the textbook leaded the lecturer to fully use and applied the English textbook in learning in the classroom.

Based on the application in the classroom, the lecturer implemented this book by passing some phases of learning, namely: (1) pre-learning: introduce students about topics and aspects that they were going to discuss in the meeting; (2) while-learning: lecturer explained the topic and did interaction with students by doing discussion; (3) post-learning: the lecturer asked students to do some productive activities like making dialogues in pair or discussing certain topic in group. Then, before closing the lesson, the lecturer helped students to conclude the lesson after discussing about their daily task. Then, the lecturer used some method and approaches in teaching in the classroom, such as: Communicative Language Teaching method, Role Play, Pair Work, and Group Activities.

The unique of the book were the language focused on basic grammar and basic language social expressions for midwife activities in future work places. Therefore, it was very useful for students to support their career and higher education in midwifery field in the future. Then, this textbook is completed by *Suplement, A Handbook for Profesional Midwife*. It gives new knowledge for students about professional in midwife job field. The terms used and topics are useful for a candidate of midwife. The thing that helps the students is the textbook designed systematically from language elements that supported students' language skills, namely: grammar and vocabularies to support students' reading and writing skills. Then, Grammar, vocabulary, and social expression helped to support students' speaking skill.

In addition, based on the fact of the textbook, the lecturer appeals that:

*The textbook helped her very much in teaching. It is the best English textbook for midwifery program I've ever got. The content was appropriate for midwifery program; the topics presented were appropriate for the students' need. Then, the specific vocabularies and terms used were really related to midwifery context of learning (See Appendix 10).*

Then, the students appeal that:

*We got many knowledge and advantages from this textbook. The textbook provided midwifery topics in English that can be seen from texts presented. Then, the structure of book was easy to follow. The activities encourage us to speak English and write English to express our experience and knowledge in the field of midwifery (See Appendix 10).*

Based on the data above, it is clear that the English textbook gave many advantages for teachers and students because all aspects presented was appropriate and useful for teaching and learning process in midwifery program in Dehasen University.

Last but not least, it is important to discuss about the price of the book. The real price of the book was only Rp. 30.000. However, the students did not use the original textbook in the classroom. They only used the copy version because it is difficult to find the original textbook in Indonesia. For more detail information of the data, (see appendix 10 about In-Use Evaluation.)

Based on the detail explanation of in-use evaluation of the book above, it can conclude that the content of the textbook was appropriate materials for midwifery program in Dehasen University. The textbook has function to introduce students to English for Midwifery in some language elements and skills. The lecturer and students felt very helpful by using this English textbook. In short, this English textbook was very effective used in midwifery study program to reach good English competency standard.

### **3. Post-Use Evaluation**

Post-use evaluation is the third step of textbook evaluation. It is an information from the use of textbooks that have been used in several periods. In post-use and based on information that has been obtained can be determined whether the textbook that has been used will still be used in

future programs or not. As when the learning curriculum changes, of course the books used must be replaced because the methods, teaching materials, and all related components are different. Detailed information can provide help the publisher decide to develop the latest edition of the textbooks. The detail evaluation of the book was as the following discussion. (see appendix 11 about post-use evaluation)

### **Number of Materials and Appropriateness of book level**

There were ten units in the textbook. Each unit always has activities, reading, speaking, writing and listening as well as additional activities called vocabulary and grammar focus. they included *Good Morning, Madam!* in unit 1, *When Was Your Last Period?* in unit 2, *When Could I Meet Midwife Ann* in unit 3, *Where Is The Maternity Clinic?* in unit 4, *Take A Deep Breath Please!* in unit 5, *You Should Stop Smoking, Ma'am?* in unit 6, *Would You Like To Have A Glass Of Water?* in unit 7, *First, Raise Your Right Hand* in unit 8, *Ladies And Gentlemen, I Would Like To Discuss About The Diet In Pregnancy* in unit 9, material *Tell Me Your Work Experience!* in unit 10, and the last is the *Suplement, A Handbook For Profesional Midwife*. At the end of the section in this textbook is supplement where the content in this material is to discuss important vocabulary in the midwifery world. For the detail explanation for every unit is as follows:

- a. On the first topic, *Good Morning, Madam!* in unit 1 the first activity begins with reading, the topic raised is about “Pregnancy” in the text

briefly explained about the signs of normal pregnancy that will be experienced by someone before pregnancy. Furthermore, when students have finished reading, the next activity is to answer 5 question questions to find out whether students understand enough of the reading text.

Then, enter the second topic which is about *speaking*. In the textbook given a conversation between the midwife and her patient in a maternity ward where in the conversation is about a pregnant woman who suffered from urinary disorders so she could not urinate for one night. Furthermore, the topic is *useful expressions* where the intent is a few simple expressions that can make it easy for students to make dialogue based on these expressions. there is also a topic on *grammar focus* where the focus of the learner is grammar using "present to be (am, is, are), while for the last topic is *writing* where in this topic the material provided is to fill in some questions such as questions about "write about yourself ".

Based on the detail explanation above, it is clear that this unit of lesson was appropriate for midwifery students in the skills, language elements, content, activities, and topics discuss in the textbook where the book provided some text that the topic related to the midwifery program completed important language skills and elements. The activities were also related to improvement of students' English skills in midwifery program.

- b. The second topic is *when was your last period?* just like the topic material in the first unit, the material in the language begins with the reading activity. material discussed about reading on this topic is "Antenatal Care" material that discusses health if a woman has entered a pregnancy phase where health checks are routinely checked to monitor the health of the baby, and find out early if there are problems with the baby and help to maintain the health of the mother and of course the baby so that if born later it becomes a healthy baby. Next activity is to answer 5 question questions to find out whether students understand enough of the reading text.

The next activity is *speaking skill*. Speaking in this unit discusses before someone consulted in a hospital or clinic, the first thing to do is to ask admissions from patients submitted by midwives to get information about the health history of a pregnant woman.

Then, the next material in this topic discusses *useful expressions* relating to sepeaking activities that exist on the previous topic which are interrelated in order to make it easier to make a conversation. New vocabulary is also found on every new topic discussed. in the *grammar focus* the material discussed is the procedure for giving questions with polite words such as words found for example "would you like, could you tell, can you tell me, and what would you mind". The last *writing* is to make an admission form in the right order and sequence.



- c. The third topic is *when could I meet midwife Ann?*. reading activities with the title "Immunization" so in this material a baby is born so immunization should be routinely started at the age of three to six months of giving vaccines for the prevention of diphtheria, tetanus, and polio vaccine. at thirteen months of age administering vaccine measles. aged four to five years again given the vaccine diphtheria, tetanus, and polio. if you have done BCG vaccination against tuberculosis at the age of ten to thirteen, after that all immunization activities have been completed.

Then, speaking activities where the material discusses about patients asking about the schedule and place where the doctor is on standby to the practice staff at the hospital. if a midwife works in a large hospital they also have to know a little about the schedule at the hospital, where doctors are at the hospital. new vocabulary gained about time. the grammar focus also discusses the use of time, write activities writing time in words.

- d. The fourth topic, *Where Is The Maternity Clinic?* reading activities titled "Going To The Antenatal Clinic" where in the text explains if a pregnant woman has been diagnosed then the doctor will send her to the antenatal clinic at a local hospital. Care is taken to detect problems before the baby's birth so more assistance can be given if something happens.

Then, for speaking activities. a dialogue that discusses when a midwife often found patients asking about rooms or places in the hospital such as ward, emergency room, clinic and etc. useful expression related to a dialog asking for a place or showing a place. His new vocabulary is related to showing a direction of a place. Grammar focus uses the preposition of place: at, in, on. writing activities write a map of a maternity hospital writing the place using prepositions (at, in, on).

- e. The fifth topic, *Take A Deep Breath, Please!* begins with a reading activity titled "Nonpharmacological Pain Management" the application of nonpharmacological methods that are not harmful to the mother or fetus when it is possible to experience pain uncontrol. the nonpharmacological techniques are: relaxation techniques, skin stimulation, positioning, diversion / distraction, and breathing.

Then, speaking activities in a dialogue that shows a patient who consulted the midwife who said experiencing muscle tension in the abdomen, then the midwife gave instructions to be followed by the pregnant woman to reduce the pain in the stomach. Useful expression raised is related to giving instructions, and how to be calmer when experiencing pain in pregnant women, and how to be relax. Grammar Focus discusses comand. writing activity is to write some instructions about how to assist a pregnant mother in handling her problems.

- f. The sixth topic, *You Should Stop Smoking, Ma'am!* reading activities with the title "Smoking During Pregnancy". discuss how dangerous smoking if someone is pregnant where the risks that will arise are: greater risk of problems during the birth, higher risk of miscarriage or premature birth, the baby may be smaller and therefore weaker. babies of women who smoke are on average 200 gm lighter than other babies, and smoking causes bronchitis, pneumonia, lung cancer, mouth infections and stomach ulcers.

Then, speaking activities discussing the dialogue between the midwife and her patient about a pregnant woman who consulted the midwife who said that she often vomited at any time, after more details were told that the pregnant woman smoked two to five cigarettes a day even though it was very dangerous for her janitor, then from that the midwife gives advice to stop smoking and start eating healthy foods. useful expression relating to suggestions and advice. The focus of the grammar is on the use of advisability: should, had better. Writing activities make some advice to your patient by using, or ought to or had better (for midwifery students).

- g. The seventh topic, *Would You Like To Have A Glass Of Water?* begins with the reading activity titled reading "Good Food For Pregnant Women" in the text explained that pregnant women are advised to eat foods that are healthier and more nutritious so that the fetus will grow up big and strong, but pregnant women think that it is better to have a

slightly smaller fetus so that later when birth is easy to pass, but in fact small babies tend to be weak and susceptible to disease.

Then, speaking shows a person who checks the condition of pregnant women in the maternity ward. after the midwife came and asked the patient's condition, the patient said that he was in an uncomfortable position because he wanted to urinate but was not allowed to leave his bed, after that the midwife fetched a bedpan to help him urinate. useful expression gives help. the focus of the grammar is to use the polythe request: would you like. writing activity is write five to ten sentences about a midwife who offer something the patient by using would you like, or, shall or do you want me to.

- h. The eighth topic, *First, Raise Your Right Hand* the first learning activity begins with reading with the title reading "How To Cut The Umbilical Cord" so let me give the text "if the midwife has not come after an hour then cut the cord as follows: first, put a pan of water onto boil. Then, cut four lengths of soft string or strips of cloth about 20 cm. After that, boil the string in water for 20 minutes. With the string, then, boil a razorblade or sharp knife or scissors. Next, wash your hand for two minutes with soap and plenty of clean water. The next step is, put the baby on its back and measure 10 cm. Then, tie a second place close to the first in case it falls off. And then tie a third piece of string further along the cord away from the baby. Finally, using the boiled razor

blade, cut the cord between the second and third ties. If the cord near the baby bleeds, then tie another piece even tighter near the baby”.

Then, for speaking activities is guidance given by midwives to their patients about how to express milk by hand in her clinic because the patient works but cannot bring his child to work. so the guidance recommended by the midwife is to milk the juice (according to the procedure) so that it can be given to the baby later. and it is recommended to be stored in a place that is used to maintain its sterility. grammar focus is a discussion about transitional makers. writing activities make ten to fifteen sentences about giving procedures (for midwifery students)

- i. The ninth topic, *Ladies And Gentlemen, I Would Like To Discuss About Diet In Pregnancy* in this ninth topic is where every midwifery student must make healthcare education in a simple presentation. This task is important to be made properly and correctly because it is expected that prospective midwives can provide a good percentage of counseling to help mothers who are pregnant and for their first pregnancy. In accordance with the steps of preparing the presentation that have been provided.
- j. The tenth topic, "tell me about your work experiences!" in this last learning topic explained if after completing his education as a midwifery student the alumni who want to work in a hospital or clinic, a student must have skills in interviews. Speaking skills are the most

decisive as a qualification of your midwifery skill. That's what this material explains about how to prepare for the interview. but before the previous interview must make the latter application and CV. Interview becomes very important to select employe or medical staff.

k. Basic English for midwifery, a handbook for profesional midwife.

Suplement contains: midwifery kit, this kit consist of basic medical equipment for one delivery room and/or one maternity ward, healthcare terminology, words used by midwife. And then the frequently asked questions with antenatal care a guide 1) i'm going for my first antenatal appoitment next week, what will happen there?. 2) why do i have to bring a urine sample to clinic every month?. 3) why are some of my appointments with my GP and others with the midewife?. 4) what do my blood tests show?. 5)will i have to have an internal exam at my first antenatal appoitment?. 6) is ti OK to bring my partner with me to the appoitment. 7) i've only just found out i'm pregnant and i must be at least for months. What do i need to do immediately?

Based on the detail explanation above, it is clear that the English textbook used by Midwifery students of Dehasen University consisted of ten chapters that were really appropriate for midwifery students in the skills, language elements, content, activities, and topics discuss in the textbook where the book provided some text that the topic related to the midwifery program completed important language skills and elements.

The activities were also related to improvement of students' English skills in midwifery program.

### **The Most Effective Aspects of the Textbook**

The most effective aspects in this English textbook were reading text, speaking activities, and writing activities. Reading text provided various kinds of texts related to pregnancy, good food for pregnant woman, pregnant and baby care, and a handbook for profesional midwife. By reading the texts, the students can get new vocabularies related to midwifery future job. Then the students can also get new information related to pregnancy (midwifery learning area) through reading the text.

Speaking aspect can encourage students to make contextual dialogue in area of midwifery by using vocabularies that they got and some fixed expressions that they got in speaking section. In speaking, the students can be integrated the language elements into the language skill, in this case oral production skill.

Then, writing skill can encourage students to write down about themselves related to their study and future workplace. The students made short compositions related to midwifery activities in doing their profession. In this part, the students can use all language elements that they have learnt, especially vocabulary and grammar to produce good sentences to be a good composition. In short, reading text, speaking activity, and writing activity become the most effective aspects in this textbook.

### **Aspects that the Students and Teacher Like**

The students and teacher have the same opinion for this case. They like reading text because it helped them very much in mastering many midwifery vocabularies and terms. Then, through the text, they can know many real midwifery activities and future jobs. In other word, reading text leads them to do other activities; and lead them to improve other skill like speaking and writing.

### **Observation**

To get data, the researcher visited classroom to see how teachers use the book and to find out how the book influences the quality of teaching and learning in the lesson. Based on the observation, the teaching and learning process by using this textbook can give motivation for students to be serious in learning English. By reading the texts in the textbook, the students know that General English is different from ESP (English for Specific Purposes) especially ESP for Midwifery program in university. The speaking activities found in this textbook encouraged students to be active in making dialogues in their major, in this case midwifery program. Then, writing activities encourage students to express themselves as the future midwifery.

### **Record of Use**

Record of use is related to the documentation of what parts of the book were used or not used and what adaptations or supplements were



made to the book and why could it be. After interviewing the students, they said that they have discussed all parts of the textbook in one semester. In other word, there was no part of the book was missing. This statement was also supported by the lecturer. It was important to finish all parts of the textbook because it consisted of integrated skills and language elements to apply by students in their future workplace.

### **Feedback sessions**

Group meetings in which teachers discuss their experiences with the book. Based on the lecturer explanation, the lecturer said that she was impressed with the English textbook because it is difficult to find English textbook for Midwifery program. This textbook was amazing because discuss in great detail of activities related to midwifery context. The content of the textbook focused on the midwifery topic and related receptive and productive skills in English. Therefore, the lecturer would always use this English textbook.

### **Written Reports**

The use of reflection sheets, or other forms of written feedback (e.g. blogs and online forums), in which teachers make brief notes about what worked well and what did not work well, or give suggestions on using the book. Based on the lecturer who taught English in University of Dehasen, especially in midwifery program, the lecturer can implement all aspects of the book in the classroom. She suggested that the use of this

textbook should be integrated skill application where the students can apply their receptive and productive skills in English, especially ESP for Midwifery context.

### **Students' Reviews**

In this part, the researcher asked comments from students on their experiences with the book. Most students said that at the beginning of the lesson, it was rather difficult to understand the texts in the textbooks because the terms or vocabularies were not familiar for them. After discussing some chapters, they could understand what the objectives of the book. Then, they realized that the contents presented by the books were important for them as midwifery students and gave great contribution for their future career.

Based on the explanation above, it is obvious that the English textbook used by University students as a Midwifery department has been appropriate and fulfilled good criteria for students based on the detail investigation from aspects: number of materials; appropriateness of book level; the most effective aspects of the textbook; aspects that the students and teacher like; (book influences the quality of teaching and learning in the lesson; parts of the book were used or not used and what adaptations or supplements; Feedback reflection: what worked well and what did not work well; Teachers' reviews of experiences with the book; and Students' reviews on their experiences with the book.

## **D. Discussion**

This research was conducted based on some background of the problems. The backgrounds of the problems were: most problems happen to the program of ESP especially on the teaching materials in the textbook are grammatical-retorical analysis, people with limited expertise and little knowledge of the field concerned, contradiction between learning and real life tasks in study program and future workplace, ESP course less ractical these days, this course is confined to just learning some vocabularies, language functions, grammatical points or translating texts. The ESP teachers did not understand what is the students interest and needin their study program and future workplace.

Based on the problems above, the researcher tried to investigate some research objectives in this research, namely: (1) investigate whether the textbook used by Midwifery program of University of Dehasen fit to the need of Midwifery study program and future workplace; (2) To know whether the textbook used by Univesity students as a Midewifery department has been appropriate and fullfilled good criteria for students; To solve the problems, the researcher applied Jack C. Richard Theory about evaluating textbook. Then the researcher applied qualitative method in order to collect the data and analyze the data. The research showed as the following result:

First, to know about the English skills need in midwifery study program, the researcher conducted interview to the English Lecturers and students in order to know about the students' real need of English. Based on

the interview with English lecturer, the students do not only need to master the four language skills, such as: *speaking, listening, reading, and writing*; they should also need to master language elements, such as: *grammar, midwifery vocabulary, and pronunciation*.

After completing the analysis above, it can be judged that the English textbook used by Midwifery program of University of Dehasen fit to the need of Midwifery study program and future workplace where the English textbook provided four language skills, such as: *speaking, listening, reading, and writing*; and supported by other language elements, such as: *grammar, midwifery vocabulary, and pronunciation*. Those learning components help students to master English English for specific context, in this case English for Midwifery both written and orally.

*Second*, the researcher evaluated English textbook used by the fourth semester students of Midwifery program of Dehasen University. In conducting textbook evaluation, by Jack C. Richard proposed three stages, namely: pre-use, in-use, and post-use. *Pre-use* evaluation showed that the textbook design has clear and objective as English textbook for midwifery department fit to the need of Midwifery study program and future workplace of students at University of Dehasen. In short, the English textbook is appropriate and fulfil good criteria for students at fourth midwifery students of Dehasen University.

*In use evaluation* showed that the content of the textbook was appropriate materials for midwifery program in Dehasen University. The textbook has function to introduce students to English for Midwifery in some language

elements and skills. The lecturer and students felt very helpful by using this English textbook. In short, this English textbook was very effective used in midwifery study program to reach good English competency standard.

*Post-Use Evaluation* showed that the English textbook used by University students as a Midwifery department has been appropriate and fulfilled good criteria for students based on the detail investigation from aspects: number of materials; appropriateness of book level; the most effective aspects of the textbook; aspects that the students and teacher like; (book influences the quality of teaching and learning in the lesson; parts of the book were used or not used and what adaptations or supplements; Feedback reflection: what worked well and what did not work well; Teachers' reviews of experiences with the book; and Students' reviews on their experiences with the book. In short, the textbook was appropriate and fulfill the students' need in midwifery program in this university.

Third, English lecturer thought that the English textbook that is using by the fourth semester students of Midwifery program of Dehasen University entitled "Midwifery, Good Morning Madam?" written by prof. Hidayat Wijayanegara as director of the D4 midwifery program FK UNPAD was suitable and recommended for midwifery program, especially in Dehasen University for some reasons that related to its number of materials; appropriateness of book level; the aspects presented of the textbook; language skills, language elements; midwifery topic and knowledge; and effective exercise. The portion of the book is appropriate for students that consisted only

ten chapters. The topics presented were related to midwifery future job fields.

Last but not least, the price is also economical for students.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After completing the analysis, it can be concluded that: (1) the textbook used by Midwifery program of University of Dehasen fit to the need of Midwifery study program and future workplace where the textbook provided four language skills, such as: *speaking, listening, reading, and writing*; and supported by other language elements, such as: *grammar, midwifery vocabulary, and pronunciation*. Those learning components help students to master English for specific context, in this case English for Midwifery both written and orally; (2) from three stages of evaluation, it shows that the textbook used by Dehasen University was appropriate and fulfill the students' need in midwifery program in this university seen from the number of materials; appropriateness of book level; the aspects presented of the textbook; language skills, language elements; midwifery topic and knowledge; effective exercise, and price.

#### **B. Suggestion**

After conducting and completing the data, the researcher would like to suggest to students, lecturer, institution, and the next researcher as follow:

1. Students

- a. ESP is important for students, especially for their future job and higher education, therefore the students should seriously learn it in order to have good basic of ESP based on their real major.
- b. Students should be selective in choosing ESP learning materials in order that it can be related and useful for their future.

## 2. Lecturers

- a. ESP Lecturer should choose the most appropriate learning materials for students to give the students strong knowledge of English based on the students' major in order that the knowledge can support their career and higher education in the future.
- b. The lecturers must do evaluation of textbooks that they use as teaching material to check the relevance to the students' need.

## 3. Institution/University

- a. Institution should always support the English lecturer to develop teaching materials in ESP.
- b. Institution should also be selective in choosing lecturers for ESP program because ESP needs knowledge about specific context of English, not only general English.

## 4. The Next Researcher

- a. It is important for the next researcher to do research related to ESP.
- b. The next researchers are suggested to do research in different focus, broader scope, and more creative method and object.



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