# EVALUATION OF ESP TEXTBOOK FOR PHARMACY STUDENTS IN MUHAMMADIYAH PHARMACEUTICAL ACADEMY OF KUNINGAN: CONTEXT, INPUT, PROCESS, PRODUCT (CIPP) MODEL

**Sukisno[1], Akmal[2]**

[1,2]D-3 Farmasi, STIKes Muhammadiyah Kuningan

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengevaluasi Buku Teks ESP di Akademi Farmasi Muhammadiyah Kuningan dengan menggunakan model Konteks, Input, Proses, Produk (CIPP). Tujuan penelitian ini adalah untuk mengetahui konteks Buku teks ESP dengan evaluasi konteks; umpan balik dari tujuan dan dimensi konten Buku teks ESP yaitu dengan evaluasi input; proses pengajaran dan pembelajaran menggunakan Buku teks ESP dengan evaluasi proses; hasil pembelajaran menggunakan Buku teks ESP dengan evaluasi produk dan untuk mengetahui cara terbaik untuk meningkatkan Buku teks ESP untuk mahasiswa farmasi. Penelitian ini menggunakan metode campuran kuantitatif dan kualitatif. Data dikumpulkan melalui instrumen triangulasi; kuesioner untuk siswa, wawancara untuk dosen dan observasi kelas. Subjek penelitian ini terdiri dari 30 siswa dan seorang dosen Bahasa Inggris. Berdasarkan data yang diperoleh evaluasi konteks menunjukkan bahwa buku teks ESP saat ini tidak relevan dengan keinginan dan tujuan siswa, sehingga kebutuhan siswa dan tujuan pembelajaran belum terpenuhi dengan kurikulum dan harapan siswa. Evaluasi input menunjukkan bahwa buku teks yang digunakan oleh dosen baik dalam hal isi dan fisik belum memenuhi standar INQF, sehingga perlu dievaluasi untuk meningkatkan buku teks secara berkelanjutan. Evaluasi proses pengajaran dan pembelajaran dengan menggunakan buku teks menunjukkan bahwa tidak semua mata pelajaran berguna untuk bidang siswa farmasi, sehingga bahan-bahan penting yang dapat mempraktikkan keempat keterampilan mereka harus dimasukkan dalam isi buku teks. Terakhir, evaluasi produk berdasarkan data menunjukkan bahwa buku teks masih memiliki banyak kekurangan, sehingga buku teks harus direvisi berdasarkan kebutuhan siswa yang berkaitan dengan bidang mereka dan pengetahuan bahasa Inggris yang diperlukan untuk mendukung pekerjaan mereka setelah lulus.

**Kata Kunci** : Model CIPP, Evaluasi Konteks, Evaluasi Masukan, Evaluasi Proses, Evaluasi Produk, Buku ESP.

*ABSTRACT*

*The aim of this research is to evaluate ESP Textbook in Muhammadiyah Pharmaceutical Academy of Kuningan by using Context, Input, Process, Product (CIPP) model. The research objectives are to find out the context of ESP Textbook with context evaluation, the feedback of the objectives and content dimensions of ESP Textbook with input evaluation, the process on teaching and learning by using ESP Textbook with process evaluation, the results of the learning by using ESP Textbook with product evaluation and to find out the best way to improve ESP Textbooks for pharmacy students. This research employed mixed method of quantitative and qualitative. The data was gathered through triangulation instruments; questionnaire for students, interview for the lecturer and classroom observation. The subject of this research is composed of 30 students and an English Lecturer. Based on the data obtained the context evaluation showed that the current ESP textbook not relevant to the wishes and the goals of students, so the needs of students and learning objectives have not been met with curriculum and students' expectation. The input evaluation indicated that the textbook used by the lecturer both in terms of contents and physical have not met yet the standards of INQF, so it needs to be evaluated to improve the textbook in a sustainable manner. The process evaluation on teaching and learning by using textbook indicated that not all subject matters is useful for the field of pharmacy students, so the important materials that can practice their four skills should be included in the textbook contents. Lastly, the product evaluation based on the data showed that the textbook has still many shortcomings, so the textbook should be revised based on the needs of students relating to their field and the knowledge of English necessary to support their work after graduation.*

***Keyword :** CIPP Model, Context Evaluation, Input Evaluation, Process Evaluation, Product Evaluation, ESP Textbook.*

## Introduction

Pharmaceutical development as a profession cannot be separated from efforts to consolidate the three main pillars of the profession such as education, service, and professional life. There are some efforts made to improve the quality of education by developing standardized curriculum according to the development of science and technology. English has become one of the main determinants of the quality of pharmaceutical services, because English course is the core curriculum that stipulated by the Indonesia's government. Therefore, the importance of ensuring the quality of education must be realized by all stakeholders related to efforts to answer the needs of people in the world, especially in Indonesia. A form of quality assurance is the analysis and evaluation of English material (textbook) and curriculum that is adapted to the Indonesian National Qualifications Framework (INQF/KKNI) and National Standard of Indonesian Higher Education (SN-Dikti) 2015 and the development of science and technology.

An ESP course for pharmacy student is intended to help them study their subject matter and in their career in the future. It seems that English plays a very vital role in pharmaceutical studies because the students have to read medical textbooks and professional journals which are mostly written in English (Bensoussan, Collado, Viton& Delarque, 2009: 52 and 729-745).

Any educational system is composed of five important components (students, a teacher, materials (textbook), teaching methods, and evaluation) which are closely interrelated. The textbook for pharmacy student in Muhammadiyah Pharmaceutical Academy of Kuningan was designed to provide an opportunity to develop student's English competence covering reading skill, speaking skill, and writing skill more communicatively and meaningfully. Although, the textbook for Pharmacy at the first semester of *Muhammadiyah* Pharmaceutical Academy

of Kuningan was designed and has been taught for eight years, to fulfill students' needs, it has never been evaluated for its effectiveness. Cunningsworth (1995: 83) and T Hutchinson and Walters (1987: 53-64) similarly state that evaluation of textbook plays important roles in teaching and learning English. It's the last stage in the whole procedure which begins with publishing the book and ends with an evaluation. Analyzing and evaluating textbooks are important because it could be used as a way to find the problems during the use of textbooks in the teaching and learning process and to get solutions from the problems. In addition, the contents of the textbooks generally have significant association with the learning of the students.

Thus, to find out how far the success of learning English for pharmacy students is required the analysis and evaluation of the ESP textbook. According to Stufflebeam (Ansyar, 1989: 134), evaluation is the process of obtaining and presenting useful information to consider alternative decision-making. The evaluation model used here is Context, Input, Process and Product (CIPP) evaluation model.

1. Literature review

There are some studies on the evaluation of ESP textbook. The first previous research was done by Danaye Tous, Maryam (2013: 55-68) she conducted mix method research to evaluate ESP textbook on "*English for the students of computer engineering*" taught at Payame Noor University in Astane (Guilan province, Iran). The textbook was evaluated in terms of six criteria of aims and approaches, design and organization, skills and strategies, topics, practical considerations and illustrations, language content and exercises.

The second previous research is "*Textbook Analysis and Evaluation of 7th & 8th Grade in Pakistani Context*" using quantitative and qualitative methods to analyze and evaluate the data. This research was conducted by Gul Fatima, Syed Kazim Shah& Humail Sultan (2015: 79-97). They presented an analysis and evaluation of English textbooks "Step Ahead 2" and "Step Ahead 3" for 7th and 8th class respectively. The researcher identifies how well a pre-use textbook matches the needs of a learning program and how much appropriate the activities. The books have been analyzed impressionistically and with in-depth terminology. The result suggests some problematic areas that textbooks need improvement regarding the four skills and culture representation. There is an exposure of only foreign culture but basic skills are not emphasized equally. The findings accentuate the need to revise the material by the authors that would contribute to the improvement of the English textbooks at these levels.

The third previous research is "*An Evaluation of an ESP Textbook from Lecturers' Perspectives:* The Case of *English for Islamic Studies* by Burhanudin Syaifulloh (2014: 237-240). This article describes a study of an ESP textbook evaluation from lecturers' perspectives. It reports a research in which 25 ESP lecturers at *Sekolah Tinggi Agama Islam Negeri* (STAIN) Kediri were asked to evaluate *English for Islamic Studies* book used in *English Application Program* at STAIN Kediri using a survey questionnaire. Nine categories were proposed, namely suitability to learners, teach-ability, physical and utilitarian attributes, tasks, reading, vocabulary, grammar, speaking and writing. The result of descriptive statistics indicated that the lecturers were highly satisfied with the book only in three categories (grammar, speaking and writing). The rest categories suffer from a number of weak points which require awareness and consideration not only by the lecturers but also both the textbook developers and the institution. The result of

this study cannot be generalized to other ESP textbooks. However, it provides information that evaluating self-designed textbook is essential for the improvements.

From those previous results, this research tried to evaluate ESP textbook for pharmacy student at the first semester of Muhammadiyah Pharmaceutical Academy of Kuningan by using context, input, process and product (CIPP) evaluation. This research used different object of analysis and different approach and method to analyze and evaluate the data. Those previous researches have given emphasis on while other aspects are skill beyond their research however, is about the evaluation of ESP textbook by using a context, input, process and product.

## 2. Evaluation

Evaluation has a very broad sense and is not a new concept. Hadley and Mitchell (1994: 48), defines evaluation as "applied research carried out to make or support decisions regarding one on more service programs". While understanding the evaluation according to the United Nations Development Program (UNDP) (2006: 6) is "selective exercise that attempts to systematically and objectively assess progress towards and the achievement of an outcome. Evaluation is not a one-time event, but an exercise involving assessments of differing scope and depth carried out at several points in time is response to evolving needs for evaluative knowledge and learning during the effort to achieve an outcome". In Britannica Encyclopedia it is written that evaluation is an applied inquiry process for collecting and synthesizing evidence that culminates in conclusions about the state of affairs, value, merit, worth, significance, or quality of a program, product, person, policy, proposal, or plan (Mathison, 2005: 140).

Based on the above definition it can be seen that the evaluation is a process of inquiry that is used to gather and synthesize the evidence ended conclusions about the state of affairs, value, merit, feasibility, significance, or quality of the programs, products, people, policies, proposals or plans. The results of the evaluation involve two aspects, namely empirical and normative aspects. Therefore, the evaluation activities are in contrast to the basic science research, clinical epidemiology, investigative journalism, or public poll.

In determining whether a model is appropriate for a particular type of program, it is necessary to analyze each side to be paired. In this case the paired is a program with its type and evaluation model. There are many models that can be used to evaluate a program. Although there are some differences between each other but it has the same intention to conduct data collection activities or information relating to the object being evaluated, the purpose of providing materials for decision makers in determining the follow-up of a program. Among Evaluation Models are: Goal Oriented Evaluation Model; Goal Free Evaluation Model; Formative-Summative Evaluation Model; Countenance Evaluation Model; CSE-UCLA Evaluation Model; CIPP Evaluation Model; Discrepancy Model.

From the definition of the evaluation above it can be concluded that the evaluation is an activity to gather information about the workings of something, which then the information is used to determine an appropriate alternative in the decision.

## 3. ESP

According to Hutchinson and Waters (1987: 7) when the Second World War ended, new scientific, technical and economic demands grew and English became the international language. Therefore, language teachers were pressed to meet the demands of people outside the teaching profession. The ESP movement, according to Dudley-Evans and St. John (1998: 4-5) originated from the massive expansion of scientific, technical, and

economic activities on an international scale in the 1950s and 1960s.

Hutchinson and Waters (1987: 6) divided the history of ESP into four phases. The first phase can be traced back to the 1960s and the early 1970s when ESP researchers and teachers concentrated on the lexical and grammatical characteristics of academic/professional registers at the sentence level. The second phase stretched from late 1970s to early 1980s when the focus became more rhetorical and researchers and practitioners began to examine the organization and function of discourse at a number of levels of abstraction. The third phase integrated the discoveries of Phase 1 and Phase 2 when researchers centered on systematic analyses of the target situations in which learners' communicative purposes were more attended to. Recently, in the last phase, researchers have shifted their emphasis on learners' strategies for their effective thinking and learning.

ESP is an approach which has been widely used over the past three decades. However, as Anthony (1997: 2) notes, there has been considerable recent debate about what it means. At the first Japan Conference on English for Specific Purposes in 1997 clear differences in how people interpreted the meaning of ESP could be seen (Kimball, 1998: 411-417). Some described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies, or the teaching of English for vocational or professional purposes. The main speaker at the conference, Gatehouse (2001: 3) was very much aware of the confusion and set out in his one hour speech to clarify the meaning of ESP.

Despite the fact that ESP is traditionally divided into two main branches as English for Academic Purposes (EAP), and English for Occupational Purposes (EOP), Carter (1983: 131-137) suggests three types of ESP, which are, English as a Restricted Language, English for Academic and Occupational Purposes (EAOP), and English with Specific Topics (EST).

## 4. CIPP

The CIPP evaluation model is an evaluation model consisting of four evaluation components: Context, Input, Process, and Product. CIPP is an abbreviation of Context Evaluation means evaluation of Context, Input Evaluation means evaluation of input, Process Evaluation means evaluation of Process, and Product Evaluation means evaluation of results. By looking at the explanation, then the evaluation step is to analyze the program based on its components.

Stufflebeam (2007: 1) The CIPP Evaluation Model is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems. According to Stufflebeam (2003: 2), the models core concepts are denoted by acronym CIPP, which stands for evaluations of an entity's context, input, process, and product. **Context Evaluation:** Context evaluation describes the relevant environment, identify needs and opportunities and diagnose certain problems. Arikunto (2008: 46-47), describes in detail the evaluation of the CIPP model. Context evaluation is an attempt to describe and detail the environment, unmet needs, populations and samples served, and objectives. **Input Evaluation:** Input evaluation is designed to provide information and determine how to utilize resources to meet program goals. According to Arikunto (2008: 46-47) Input evaluation is an evaluation that aims to provide information to determine how to use available resources in achieving program objectives. **Process Evaluation:** Process evaluation provides feedback on individual responsibilities in terms of implementation. This can be met by monitoring the source of the failure,

providing information in deciding the initial plan during the implementation and explaining what really happened. Stufflebeam (2003: 2) also said that process evaluations assess the implementation of plans to help staff carry out activities and later help the board group of users' judge program performance and interpret outcomes. **Product Evaluation:** Product evaluation measure and interpret the achievement of program objectives. As (Stufflebeam 2003: 2) stated that Product evaluations identify and assess outcomes-intended and unintended, short term and long term-both to help a staff keep an enterprise focused on achieving important outcomes and ultimately to help the broader group of user gauge the effort's success in meeting targeted needs.

## 5. INQF/KKNI

Globalization has resulted in changes in the overall life of society, not least the education and employment sectors. Student and labor mobility between countries presents challenges for universities to gain recognition from the global community for their educational outcomes. This has led to GATS and AFTA countries developing a national qualification framework.

In the book of Guidance of Preparation of Learning Outcomes Study Program Kemenristekdikti (2014: 5) defined that Qualification framework is an instrument to determine the level of qualification based on the description of Learning Outcomes (LO). It is a tool to map one's skills and career, and develop an educational curriculum. LO is a statement about what is known, understood and can be done by someone after completing the learning process. The Indonesian National Qualification Framework is a framework for the inclusion of competence qualifications that can match, equate and integrate between the field of education and the field of job training and work experience (Kemenristekdikti, 2014: 6).

According to Permenristekdikti (2015: No. 44) stated that the curriculum is a set of plans and arrangements regarding graduate learning achievements, study materials, processes, and assessments used as guidelines for the implementation of study programs. Universities as producers of educated human resources need to measure the graduates, whether the graduates produced have the ability equivalent to the Learning Outcomes at the level of qualification framework (IQF/KKNI).

## Method

### 1. Research Type

CIPP model was used to evaluate the ESP Textbook for Pharmacy Students with qualitative and quantitative approach. The data were collected both from questionnaire, interview and observation class, and then they were described in the form of narrative. Quantitative and Qualitative data gathering instruments were used to produce a more accurate interpretation of data. Questionnaires were designed based on the Richards (2001: 61) to see whether the present ESP textbook is in line with the students' needs. The questionnaire was translated into Indonesian for better comprehension.

### 2. Technique of Data Collection

Questionnaire, interview and observation instruments are used to collect data. Before doing the questionnaire, the first step is to ask permission to the college and doing class observation. After that the participants of the research object were determined. The form of questionnaire was divided into several categories based on CIPP model, i.e. context, input, process and product evaluation. Then the reliability and check the validity of the questionnaire were measured before to be given to 30 pharmacy students with emphasis that there is no right or wrong answer.

Interview and class observation were used to gain the data about the common information about teaching and learning process, the procedures of designing

textbook for pharmacy students and the strengths and weaknesses of the textbook. Moreover, the interview was a good instrument to gain deep information about the issues arisen from the informant (Nasution, 2003: 144). Interview was also used to find out additional and relevant information which were not obtained through the analysis process.

3. Validity and Reliability

To test the validity of the questionnaire, the researcher used construct validity, namely the preparation of questionnaire concepts based on theories related to research variables, and pay attention to the opinions of experts in this matter consulted with the supervisor. In addition, to test the validity of the instrument conducted trials to another 30 pharmacy students. The results obtained are consulted with the table, if the count value (rxy) > r table (0,361), then the question is declared valid.

To test the reliability of the instrument, the researcher used internal consistency with the instrument tested once, and then the result was analyzed by using SPSS program version 22. In theory, the reliability coefficient ranges from 0 to 1. An instrument is declared to have lower reliability if the further down value 1, and the higher the reliability if closer to the value 1. Reliability is a measure to indicate that a reliable instrument to be used as a means of collecting data for the instrument is considered good. Reliability test instrument can be done by using Cronbach's Alpha through SPSS version 22, by comparing α value with r table from product moment correlation.

4. Method of Data Analysis

The data was collected through class observation and the questionnaire that compiled, and then the Statistical Package for the Social Sciences (SPSS) program will be employed to analyze the data. The students' answers in the questionnaire were examined for abnormalities and missing data. Subsequently, the data will be analyzed through both descriptive and inferential statistics.

The interview sessions were recorded, replayed, and transcribed. After transcribing the result of the interview, then it was analyzed and classified into some categories based on the questions arisen. The researcher appraised all of the data including from document and interview as the supporting data. The last, the data of interview were analyzed by using display technique. According to Miles and Huberman (1994: 11), a display was an organized, compressed assembly of information that permits conclusion drawing. In qualitative research, the presentation of data can be presented in brief descriptions, relationships between categories and the like. The most commonly used for the presentation of qualitative data is with narrative text.

**Result**

1. The Description of Research Data
   a. Respondent Profile

   The majority of respondents in this research are dominated by respondents with 18-year age group (47%), followed by age of 19 years (33%), then the age of 20 years (10%), age of 17 years (7%) and the last sequence age of 21 years (3%). If viewed from the gender, the majority of respondents of the research are dominated by female respondents 22 students (73%) and male respondents 8 students (27%).

   b. Research Data

   The description of research data aims to determine the general trend of characteristics on each research variable. To know this general tendency, the calculation of the mean and percentage is calculated first. The result of descriptive analysis of research data from evaluation model that is Context, Input, Process and Product Evaluation (CIPP) Model is as follows:

**Table 1.** Descriptive Analysis Statistics

| | Context | Input | Process | | | | | Product |
| | | | X1 | X2 | X3 | X4 | X5 | |
|---|---|---|---|---|---|---|---|---|
| Minimum | 46 | 25 | 24 | 16 | 23 | 19 | 9 | 38 |

| Maximum | 69 | 50 | 35 | 30 | 50 | 40 | 35 | 73 |

Based on the table 8 it can be seen that the Context Evaluation variable with the number of respondents 30 known minimum score 46 and maximum score 69 and obtained the mean 60.20 with standard deviation 5.73. The Input Evaluation variable with the number of respondents 30 known minimum score 25 and maximum score 50 and obtained the mean 41.40 with standard deviation 5.76. The process evaluation variable is divided into five aspects: (1) Feedback to topic discussed in textbook (X1), (2) Reading skill (X2), (3) Speaking skill (X3), (4) Writing skill (X4), and (5) Listening skill (X5).

The Feedback to topic discussed in textbook variable with the number of respondents 30 known minimum score 24 and maximum score 35 and obtained the mean 31.43 with standard deviation 3.04. The Reading skill variable with the number of respondents 30 known minimum score 16 and maximum score 30 and obtained the mean 23.77 with standard deviation 2.96. The Speaking skill variable with the number of respondents 30 known minimum score 23 and maximum score 50 and obtained the mean 39.50 with standard deviation 6.46. The Writing skill variable with the number of respondents 30 known minimum score 19 and maximum score 0 and obtained the mean 32.23 with standard deviation 5.17. The Listening skill variable with the number of respondents 30 known minimum score 9 and maximum score 35 and obtained the mean 27.97 with standard deviation 6.01. The last variable is Product Evaluation with the number of respondents 30 known minimum score 38 and maximum score 73 and obtained the mean 57.50 with standard deviation 8.26.

1) The Description of Context Evaluation Variable

Variable of Context evaluation used questionnaires that have been filled by respondents with research instrument 15 items with five-point likert scale questionnaire that is (1) Strongly Disagree,

(2) Disagree, (3) Somewhat Agree, (4) Agree, (5) Strongly Agree, so that the result of data analysis can be seen as follows:

Table 9. The result of data analysis context variable

| No | Items | Percentage (%) | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree |
| 1 | English is important to support the job after graduation | - | - | 20 | 60 | 20 |
| 2 | English is important to support the Academic | - | - | 20 | 63.3 | 16.7 |
| 3 | Learning English provides guidance so that students are able to read and understand textbooks, magazines and articles in English | 3.3 | - | 16.7 | 33.3 | 46.7 |
| 4 | Become a more fluent speaker | 3.3 | 3.3 | 16.7 | 60 | 16.7 |
| 5 | To be more accurate | 3.3 | | 43.3 | 40 | 10 |
| 6 | To expand my general vocabulary | - | - | 16.7 | 60 | 23.3 |
| 7 | To expand my specific vocabulary | 3.3 | - | 23.3 | 56.7 | 16.7 |
| 8 | To expand my specialists | 13.3 | - | 26.7 | 50 | 10 |
| 9 | To improve my listening skills | - | 3.3 | 10 | 50 | 36.7 |
| 10 | To improve my pronunciation | - | - | - | 56.7 | 43.3 |
| 11 | To improve my reading ability | - | - | 6.7 | 46.7 | 46.7 |
| 12 | To improve my writing skills | - | 6.7 | 13.3 | 43.3 | 36.7 |
| 13 | The difficulty of learning English is in speaking skills | - | 10 | 16.7 | 40 | 33.3 |
| 14 | The difficulty of learning English is in Writing ability | - | 6.7 | 30 | 36.7 | 26.7 |
| 15 | The difficulty of learning English is in Listening skills | - | 6.7 | 10 | 30 | 53.3 |

Based on the table above shows that 60% of students agree with English is important to support the work after graduation, 63.3% of students express agree English is important to support Academic, 46.7% stated strongly agree with Learning English guide so that students can read and understand textbooks, magazines and articles in English, 60% agree that they want to be more fluent speakers, 43.3% stated somewhat agreed to be more accurate, 60% economically agreed to expand my general vocabulary, 56.7% agreed to expand my specific vocabulary, 50% agreed to expand my specialist, 50% agreed to improve listening ability, 56.7% agreed to improve pronunciation, 46.7% agreed and strongly agreed to improve reading ability, 43.3% agreed to improve writing skills, 40% agreed with English learning difficulties in speaking skills, 36.7% states agree is the difficulty of learning English is in writing ability, and 36.7% agreed is the difficulty of learning English is in listening skills.

2) The Description of Input Evaluation Variable

Variable of input evaluation used questionnaires that have been filled by

respondents with research instrument 10 items with five-point likert scale questionnaire that is Strongly Disagree, Disagree, Somewhat Agree, Agree, Strongly Agree, so that the data acquisition result can be seen as follows:

Table 10. The result of data analysis input variable

| No | Items | Percentage (%) | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree |
| 1 | English syllabus should be suitable with the needs of pharmacy students | | 3.3 | 16.7 | 30 | 50 |
| 2 | English textbook for pharmacy students must matches to the syllabus | | 3.3 | 16.7 | 43.3 | 36.7 |
| 3 | Textbooks have an interesting cover design | | 10 | 16.7 | 36.7 | 36.7 |
| 4 | The topics of textbook come with audio video media | | 6.7 | 16.7 | 23.3 | 53.3 |
| 5 | Textbooks come with interesting and colourful images | | 10 | 20 | 40 | 30 |
| 6 | Textbook has clear systematic | | | 16.7 | 30 | 53.3 |
| 7 | Textbooks should have clear lesson objectives in each chapter / unit of material. | | 3.3 | 3.3 | 30 | 63.3 |
| 8 | Textbooks should cover all language skills (Reading, Speaking, Writing and Listening) | | | 16.7 | 43.3 | 40 |
| 9 | All activities in the textbook must be in accordance with the daily activities of pharmacy students | | 3.3 | 30 | 43.3 | 23.3 |
| 10 | Textbooks have clear instructions on each activity | | 10 | 20 | 26.7 | 40 |

From the data above it is known that 50% of students stated strongly agree that the English syllabus should be suitable with the needs of pharmacy students, 43.3% agreed that the textbook for pharmacy students must matches the syllabus, 36.7 students agree and strongly agree textbooks have an interesting cover design, 53.3% stated strongly agree that the topics of textbook come with audio video media, 40% agree that textbooks come with interesting and colorful images, 53.3% stated strongly agree textbook has clear systematic, 63.3% of students stated strongly agree that textbooks should have clear lesson objectives in each chapter / unit of material, 43.3% agreed that textbooks should cover all language skills (Reading, Speaking, Writing and Listening), and all activities in the textbook must be in accordance with the daily activities of pharmacy students, 40% of students stated strongly agree that the textbooks have clear instructions on each activity.

3) The Description of Process Evaluation Variable

The variable of process evaluation used questionnaires that have been filled by respondents with research instrument 38 items with five-point likert scale questionnaire. The questionnaire was divided into five aspects so that the data acquisition result can be seen as follows:

(1) The Feedback to topic discussed in textbook variable

In this aspect the student will state whether the topic discussed in this textbook is felt to be Not very useful, Not useful, Somewhat useful, useful or even Strongly useful. Here are the results of the questionnaire data analysis:

Table 11. The result of data analysis of process variable on feedback to the topic discussed in textbook

| No | Items | Percentage (%) | | | | |
|---|---|---|---|---|---|---|
| | | Not Very Useful | Not Useful | Somewhat Useful | Useful | Strongly Useful |
| 1 | The Pharmacist | 3.3 | 30 | 33.3 | 16.7 | 16.7 |
| 2 | Allergy | 6.7 | 16.7 | 40 | 20 | 16.7 |
| 3 | Vitamin | 3.3 | 13.3 | 30 | 26.7 | 26.7 |
| 4 | The Function of Nutrition | | 16,7 | 30 | 20 | 33.3 |
| 5 | Sugar Contain | | 23.3 | 30 | 33.3 | 13.3 |
| 6 | The Development of Pharmaceutical Industry | | 30 | 26.7 | 23.3 | 20 |
| 7 | Psychiatric Drugs In Medical Practice | | 26.7 | 20 | 23.3 | 30 |

The result of data analysis of process variable on feedback to the topics discussed in the textbook known that 33.3% of students assume somewhat useful on the subject matter of The Pharmacist, 40% stated somewhat useful with the material of Allergy, 30% stated somewhat useful with The Function of Nutrition material, 33.3% stated very useful with the material of Sugar Contain, 30% stated not useful with the material of The Development of Pharmaceutical Industry, then 30% of students stated that very useful with the material of Psychiatric Drugs In Medical Practice.

(2) The Reading skills variable

In this aspect the student will state whether language skills to read materials in the textbook is considered to be very

unimportant, Not important, Somewhat important, Important and Strongly important. Here are the results of the questionnaire data analysis:

Table 12. The result of data analysis of process variable on reading skills

| No | Items | Percentage (%) | | | | |
|---|---|---|---|---|---|---|
| | | Very Unimportant | Not Important | Somewhat Important | Important | Strongly Important |
| 1 | Manual Book | | 6.7 | 13.3 | 76.7 | 3.3 |
| 2 | Instruction | | 3.3 | 10 | 66.7 | 20 |
| 3 | Product Specification | | 3.3 | 20 | 50 | 26.7 |
| 4 | Price List | | 3.3 | 33.3 | 50 | 13.3 |
| 5 | Prescription | | | | 53.3 | 46.7 |
| 6 | Legal Document | | 10 | 26.7 | 36.7 | 26.7 |

The result of the data analysis of reading skills aspect known that 76% of students stated that reading manual book is important, 66.7% stated that reading instruction is important, 50% stated reading product specification and price list are important, 53.3% stated that reading prescription is important, and 36.7% stated that reading legal document is important.

(3) The Speaking skill variable

In this aspect the student will state whether language skills on speaking skills is considered to be very unimportant, Not important, Somewhat important, Important and Strongly important. Here are the results of the questionnaire data analysis:

Table 13. The result of data analysis of process variable on speaking skills

| No | Items | Percentage (%) | | | | |
|---|---|---|---|---|---|---|
| | | Very Unimportant | Not Important | Somewhat Important | Important | Strongly Important |
| 1 | Talk to a foreign customer / patient | | | 20 | 23 | 56,7 |
| 2 | Become a more accurate speaker | | 3.3 | 20 | 36.7 | 40 |
| 3 | Speaking to foreign colleagues | | 10 | 13.3 | 46.7 | 30 |
| 4 | Speaking on the phone | | 10 | 36.7 | 36.7 | 16.7 |
| 5 | Get involved in a meeting | | | 26.7 | 46.7 | 26.7 |
| 6 | Engage in a conference | | 6.7 | 30 | 46.7 | 16.7 |
| 7 | Giving Presentations | 3.3 | 6.7 | 23.3 | 43.3 | 23.3 |
| 8 | Give instruction | | 3.3 | 26.7 | 46.7 | 23.3 |
| 9 | Small talk | 3.3 | 3.3 | 3.3 | 76.7 | 13.3 |
| 10 | Discussion | | 3.3 | 6.7 | 66.7 | 23.3 |

The result of the data analysis of speaking skills aspect known that 56.7% of students stated that talk to a foreign customer / patient is strongly important, 40% stated that become a more accurate speaker is strongly important, 46.7% stated speaking to foreign colleagues is important, 36.7% stated that Speaking on the phone is somewhat important and important, and 46.7% stated that get involved in a meeting

and engage in a conference are important, 43.3% stated that giving presentations is important, 46.7% stated that giving instructions is important, 76.7% stated that small talk is important, and the last 66.7% stated that discussion is important.

(4) The Writing skills variable

In this aspect the student will state whether language skills to write materials in the textbook is considered to be very unimportant, Not important, Somewhat important, Important and Strongly important. Here are the results of the questionnaire data analysis:

Table 14. The result of data analysis of process variable on writing skills

| No | Items | Percentage (%) | | | | |
|---|---|---|---|---|---|---|
| | | Very Unimportant | Not Important | Somewhat Important | Important | Strongly Important |
| 1 | Registration form | | 6.7 | 10 | 50 | 33.3 |
| 2 | Prescription | | | 3.3 | 40 | 56.7 |
| 3 | Report | | 10 | 10 | 50 | 30 |
| 4 | Article | | 10 | 23.3 | 43.3 | 23.3 |
| 5 | Summary of Articles | | 10 | 20 | 50 | 20 |
| 6 | Note | | 6.7 | 13.3 | 53.3 | 26.7 |
| 7 | Brochure | 3.3 | 3.3 | 23.3 | 50 | 20 |
| 8 | Glossary | | 6.7 | 13.3 | 33.3 | 46.7 |

The result of the data analysis of writing skills aspect known that 50% of students stated that writing registration form is important, 56.7% stated that writing prescription is strongly important, 50% stated writing report is important, 43.3% stated that writing article is important, 50% stated that writing summary of article is important, 53.3% stated that writing note is important, 50% stated that writing brochure is important, and 46.7% stated that writing glossary/list of word is important.

(5) The Listening skills variable

In this aspect the student will state whether language skills to listen materials in the textbook is considered to be very unimportant, Not important, somewhat important, Important and strongly important. Here are the results of the questionnaire data analysis:

Table 19. The result of data analysis of process variable on listening skills

| No | Items | Percentage (%) | | | | |
|---|---|---|---|---|---|---|
| | | Very Unimportant | Not Important | Somewhat Important | Important | Strongly Important |
| 1 | Lecturer | 3.3 | | 3.3 | 26.7 | 66.7 |
| 2 | Instruction | | 3.3 | 16.7 | 33.3 | 46.7 |
| 3 | Presentation | 3.3 | 13.3 | 16.7 | 40 | 26.7 |
| 4 | Report | 6.7 | 6,7 | 43.3 | 20 | 23.3 |

| 5 | Explanation given by the lecturer | 3.3 | 3.3 | | 20 | 73.3 |
|---|---|---|---|---|---|---|
| 6 | Speech | 13.3 | 3.3 | 20 | 43.3 | 20 |
| 7 | Online / Offline Audio | 10 | 3.3 | 13.3 | 33.3 | 40 |

The result of the data analysis on listening skills aspect known that 66.7% of students stated that listening to lecturer is strongly important, 46.7% stated that listening to instruction is strongly important, 40% stated listening to presentation is important, 43.3% stated that listening to report is somewhat important, 73.3% stated that listening to explanation given by the lecturer is strongly important, 43.3% stated that listen to the speech is important, and 40% stated that listening online/offline audio is strongly important.

4) The Description of Product Evaluation Variable

Variable of product evaluation using questionnaires that have been filled by respondents with research instrument 15 items with five-point likert scale questionnaire that is (1) Strongly Disagree, (2) Disagree, (3) Somewhat Agree, (4) Agree, (5) Strongly Agree, so that the result of data analysis can be seen as follows:

Table 20. The result of data analysis product variable

| No | Items | Percentage (%) | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree |
| 1 | The subject and content of this textbook are relevant to the needs of pharmacy students as English learners | 13.3 | 26.7 | 40 | 16.7 | 3.3 |
| 2 | Subjects and textbook content are generally realistic | 13.3 | 40 | 33.3 | 13.3 | |
| 3 | The subject and content of the textbook is interesting | 3.3 | 50 | 16,7 | 13.3 | 16.7 |
| 4 | The subject and content of the textbook motivates | 10 | 36.7 | 30 | 13.3 | 10 |
| 5 | Textbook is in line with the syllabus | 13.3 | 26.7 | 36.7 | 20 | 3.3 |
| 6 | Textbook is in line with the curriculum | 3.3 | 50 | 23.3 | 16.7 | 6.7 |
| 7 | Grammar points are presented with a clear explanation | 20 | 26.7 | 26.7 | 26.7 | |
| 8 | Grammar points are presented with practice and easy task | 6.7 | 33.3 | 30 | 16.7 | 13.3 |
| 9 | Grammar points and vocabulary are introduced in a motivating and realistic context | 16.7 | 30 | 20 | 16.7 | 16.7 |
| 10 | The material in this textbook provides an appropriate balance of four language abilities (Reading, Listening, Writing and Speaking) | 6,7 | 36.7 | 33.3 | 13.3 | 10 |
| 11 | The topic in the textbook is sufficient to enable students to use it in their field of study | 10 | 33.3 | 23.3 | 23.3 | 10 |
| 12 | The topic in this textbook is relevant to the student study program | 6.7 | 33.3 | 13.3 | 36.7 | 10 |
| 13 | This textbook covers all four skills (Reading, Listening, Writing and Speaking) | 20 | 36.7 | 6.7 | 23.3 | 13.3 |
| 14 | The vocabulary supplies in this textbook are in line with the field of study | 6.7 | 33.3 | 26.7 | 23.3 | 10 |
| 15 | Images in textbooks are relevant to the topic of the text | 16.7 | 46.7 | 13.3 | 10 | 13.3 |

The results of data analysis on the product evaluation above known that 40% of students stated somewhat agree with the subject of pharmacy students as English learners, 40% states disagree that Subjects and textbook content are generally realistic, 50% disagree with The subject and content of the textbook is interesting, 36.7% stated disagree that the subject and content of the textbook motivates, 36.7% somewhat agree with the textbook is in line with the syllabus, 50% of students states disagree with the textbook is in line with the curriculum, 26.7% of students stated disagree, somewhat agree and agree with Grammar points are presented with a clear explanation, 33.3% said disagree with Grammar points are presented with practice and easy task, 30% disagree with Grammar points and vocabulary are introduced in a motivating and realistic context, 36.7% stated disagree with The topic in the textbook is sufficient to enable students to use it in their field of study and The topic in this textbook is relevant to the student study program, 33.3% disagree with The vocabulary supply in this textbook are in line with the field of study, and the last 46.7% of students said disagree with the Images in the textbooks are relevant to the topic of the text.

2. Test Data Analysis

To determine the distribution of research data of each research variable is normal or not, then should be tested normality of data. Normality test of this research data used normality test of "goodness of fit" from Kolmogrov-Smirnov. If the number (Sig.)> of significance level (t.s) 0.05, then the distribution of data is normal. Conversely, if the significance number (Sig.) < from the level of significance (t.s) 0.05, then the distribution of data is abnormal.

Table 21. The result of normality test

| | | Context | Input | Process | | | | | Product |
|---|---|---|---|---|---|---|---|---|---|
| | | | | X1 | X2 | X3 | X4 | X5 | |
| N | | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Normal Parameters[a,b] | Mean | 41.40 | 41.40 | 31.43 | 23.77 | 39.50 | 32.23 | 27.97 | 57.50 |
| | Std. Deviation | 5.769 | 5.769 | 3.048 | 2.967 | 6.469 | 5.177 | 6.014 | 8.266 |
| Most Extreme Differences | Absolute | .143 | .143 | .179 | .109 | .077 | .139 | .269 | .114 |
| | Positive | .068 | .068 | .123 | .106 | .069 | .100 | .121 | .114 |
| | Negative | -.143 | -.143 | -.179 | -.109 | -.077 | -.139 | -.269 | -.114 |
| Kolmogorov-Smirnov Z | | .640 | .608 | 1.258 | 1.045 | .352 | .678 | 1.337 | .634 |

| Asymp. Sig. (2-tailed) | .200^c,d | .123^c | .015^c | .200^c,d | .200^c,d | .143^c | .000^c | .200^c,d |
|---|---|---|---|---|---|---|---|---|

a. Test distribution is Normal.
b. Calculated from data.

Based on the above table can be explained that the calculation results of normality test of research variable indicates that the value of the Kolmogorov-Smirnov significance greater than 0.05. Based on these calculations, it can be concluded that the data of research variables are normally distributed.

## II. DISCUSSION

### 1. Context Evaluation

The aim of gathering data in the context stage was to provide answer to the research objectives. According to Ornstein & Hunkins (1998: 67) its purpose is to define the relevant environment, portray the desired and actual conditions pertaining to that environment, focus on unmet needs and missed opportunities and diagnose the reason for unmet needs. So in this Context evaluation will describes the relevant environment, identify needs and opportunities and diagnose certain problems.

Data were collected from 30 students through 15 questions. From the results of analysis of context evaluation can be concluded that the average 60%-80% of students want or expect that they hope by learning English at Muhammadiyah Pharmaceutical Academy of Kuningan can support their job after graduation, support their academic, provides guidance so that students are able to read and understand textbooks, magazines and articles in English, become more fluent speaker, to be more accurate, expand their general and specific vocabulary, expand their specialist, improve their listening skills, their pronunciation, their reading ability and their writing skills, and also they agreed that the difficulty of learning English is in speaking, writing and listening skills.

From the results of interviews with lecturers, with teaching experience that is owned by lecturers should be able to know exactly what material needed by students and what goals to be achieved by the students themselves through learning English and of course the material made should also be in accordance with the curriculum and syllabus itself. A textbook can be said both in terms of material when considering the complete reference, which is in accordance with the curriculum or syllabus compiled, relevant science, the ability of the language needs of learners (W. Harimasyah, et al, 2008: 80). So it is clear that the media in this case the ESP textbooks used by the lecturer is not yet in accordance with the wishes and goals of the student itself.

### 2. Input Evaluation

The second stage of this model, input evaluation is designed to provide information and determine how to utilize resources to meet program objectives. In other words, the purpose of Input Evaluation is to help clients consider alternatives in terms of their particular needs and circumstances and to help develop a workable plan for them (Stufflebeam, 1980: 112; Stufflebeam & Shinkfeld, 1985: 89).

According to the results of gathered data through 30 students with 10 items of questionnaire the average approximately 80% of students stated strongly agree and agree give the input to the learning English at Muhammadiyah Pharmaceutical Academy of Kuningan by using textbook that the English syllabus must be suitable with the needs of pharmacy students, the textbooks for pharmacy students must matches the syllabus, the textbooks must have an interesting cover design, the topics of textbooks must come with audio video media, the textbook must come with interesting and colorful images, textbooks must have clear systematic, textbooks must have clear lesson objectives in each chapter / unit of material, textbooks must cover all language skills (Reading, Speaking, Writing and Listening), and all activities in the textbook must be in accordance with the daily activities of pharmacy students, the textbooks must have clear instructions on

each activity. According to Tarigan & Tarigan (2009: 23), a good textbook is a textbook that can make students want, willing, happy to do what is inserted in textbooks, and increase student interest in the learning. So it is clear that a good textbook is besides can be seen in content aspects, must also have a good physical. Appearance will support the content, without good appearance students will not be interested to read it, and without good content, students will not understand what is contained in the textbook.

From the results of the research on the input evaluation and the result of lecturer's interview can be categorized that the textbook can not attract students' interest was viewed from the physical side, ranging from cover, illustration, and the appearance of each chapter, and the color.

3.  Process Evaluation

Process evaluation aims to provide student feedback in terms of textbook implementation as a media of English teaching for pharmacy students. From the data obtained with the number of respondents 30 students consisting of 5 aspects of assessment, and for each aspect of assessment consists of several questions that can be seen the results as follows:

1)  The Feedback to topic discussed in textbook variable

The result of data analysis of process variable on feedback to the topics discussed in the textbook known that 33.3% of students assume somewhat useful on the subject matter of The Pharmacist, 40% stated somewhat useful with the material of Allergy, 30% stated somewhat useful with The Function of Nutrition material, 33.3% stated very useful with the material of Sugar Contain, 30% stated not useful with the material of The Development of Pharmaceutical Industry, then 30% of students stated that very useful with the material of Psychiatric Drugs In Medical Practice. From the results it can be said that not all the subject matter in the textbook is useful for the field of study of pharmacy students.

2)  The Reading skills variable

The result of the data analysis of reading skills aspect known that 76% of students stated that reading manual book is important, 66.7% stated that reading instruction is important, 50% stated reading product specification and price list are important, 53.3% stated that reading prescription is important, and 36.7% stated that reading legal document is important. From the statements of pharmacy students at Muhammadiyah Pharmaceutical Academy of Kuningan, it can be concluded that the important materials that can practice their reading ability must be included in textbooks. Its means that reading materials of the textbook are not significant can improve reading ability.

3)  The Speaking skill variable

The result of the data analysis of speaking skills aspect known that 56.7% of students stated that talk to a foreign customer / patient is strongly important, 40% stated that become a more accurate speaker is strongly important, 46.7% stated speaking to foreign colleagues is important, 36.7% stated that Speaking on the phone is somewhat important and important, and 46.7% stated that get involved in a meeting and engage in a conference are important, 43.3% stated that giving presentations is important, 46.7% stated that giving instructions is important, 76.7% stated that small talk is important, and the last 66.7% stated that discussion is important. From the statements of pharmacy students at Muhammadiyah Pharmaceutical Academy of Kuningan, it can be concluded that the important materials that can practice their speaking skills must be included in textbooks. Its means that speaking materials of the textbook are not significant can improve speaking ability.

4)  The Writing skills variable

The result of the data analysis of writing skills aspect known that 50% of

students stated that writing registration form is important, 56.7% stated that writing prescription is strongly important, 50% stated writing report is important, 43.3% stated that writing article is important, 50% stated that writing summary of article is important, 53.3% stated that writing note is important, 50% stated that writing brochure is important, and 46.7% stated that writing glossary/list of word is important. From the statements of pharmacy students at Muhammadiyah Pharmaceutical Academy of Kuningan, it can be concluded that the important materials that can practice their writing skills must be included in textbooks. Its means that writing materials of the textbook are not significant can improve writing ability.

   5)   The Listening skills variable

   The result of the data analysis on listening skills aspect known that 66,7% of students stated that listening to lecturer is strongly important, 46.7% stated that listening to instruction is strongly important, 40% stated listening to presentation is important, 43.3% stated that listening to report is somewhat important, 73.3% stated that listening to explanation given by the lecturer is strongly important, 43.3% stated that listen to the speech is important, and 40% stated that listening online/offline audio is strongly important. From the statements of pharmacy students at Muhammadiyah Pharmaceutical Academy of Kuningan, it can be concluded that the important materials that can practice their listening skills must be included in textbooks. Its means that listening materials of the textbook are not significant can improve listening ability.

4.   Product Evaluation

   The aim of gathering data in the product stage was to measure and interpret the achievement of program objectives in this case the product or content of the textbook used by lecturer at Muhammadiyah Pharmaceutical Academy of Kuningan as a media in learning English. As Stufflebeam & Shinkfeld (1985: 176) said that "The primary function of product evaluation is "to measure, interpret, and judge the attainments of a program". Product evaluation also measures expected impacts and unexpected impacts. Evaluation at this level is common during and after the program. Product evaluation, therefore, must determine the extent to which identified needs were met, as well as identify the broad effects of the program.

   The findings of this research showed that from 30 students that filled the product evaluation questionnaire, 40% of students stated somewhat agree even some 40% of them declared disagreed that the subject and content of this textbook are relevant to the needs of pharmacy students as English learners, 40% of students stated disagree that Subjects and textbook content are generally realistic, 50% of students stated disagree with The subject and content of the textbook is interesting, 36.7% of students stated disagree that the subject and content of the textbook motivates, 36.7% of students somewhat agree with the textbook is in line with the syllabus, 50% of students states disagree with the textbook is in line with the curriculum, 26.7% of students stated disagree, somewhat agree and agree with Grammar points are presented with a clear explanation, 33.3% of students stated disagree with Grammar points are presented with practice and easy task, 30% of students disagree with Grammar points and vocabulary are introduced in a motivating and realistic context, 36.7% of students stated disagree with The topic in the textbook is sufficient to enable students to use it in their field of study and The topic in this textbook is relevant to the student study program, 33.3% of students disagree with The vocabulary supply in this textbook are in line with the field of study, and the last 46.7% of students stated disagree with the Images in the textbooks are relevant to the topic of the text.

   Thus, from the results of the analysis of product evaluation can be concluded that most students do not agree even some

others stated strongly disagree some others again stated somewhat agree. According to the results of interviews with lecturers, it is because in designing textbooks no special stages or formal stages are used, so many important things that are neglected. It means that ESP textbook used by lecturers to teach pharmacy students at Muhammadiyah Pharmaceutical Academy of Kuningan not relevant or not in line with the curriculum and the needs of the students themselves.

So basically this research is related to previous studies, which shows that an ESP textbook, especially English textbooks for pharmacy students, must have the feasibility of the material, covering all language skills, clear presentation, and engaging graphics or design and organization, skills and strategies, practical considerations and illustrations, language content and exercises and the most important, the textbook must be in accordance with the field of study in order to serve as a learning resource that can support the activity, creativity, and meet the needs of pharmacy students both for academic and after graduation for work purposes.

**Suggestion**

Based on the results of the research discussion and the conclusion above, it can be given suggestions as follows:

a. For English lecturers

1) **Context Evaluation:** By knowing the context of ESP Textbook, the lecturer as a book editor and syllabus designer must have a better understanding of what must and must not be included in the textbook and the next edition of the book will largely be based on the needs of students and goals.

2) **Input Evaluation:** Similarly, performing needs analysis will help the book authors (lecturers) to improve their work and also develop and write materials that suit with the needs of students, the objectives and content dimensions of this ESP Textbook. All the macro skills (reading, writing, speaking and listening) and especially communication skills must be included in ESP course.

3) **Process Evaluation:** In teaching and learning process by using the textbook, lecturer should also be aware of the needs of the students and pay enough attention to their requirements.

4) **Product Evaluation:** The lecturer also should evaluate and develop the textbook include more exercises about other language skills and lesson objectives in order pharmacy students' need to get familiar with the requirements of their future job in real life situations to have professional progress.

b. For the next researcher

For the next researcher is suggested to conduct further research, not only in the form of evaluation research but also must be able to produce research product in the form of ESP textbook for pharmacy student that designed based on students' needs and also must be evaluated continuously so that the textbook is always in accordance with development era.

# DAFTAR PUSTAKA

Muhammad Abdullah., Akhlis, N., Ain, N., Bahruddin, & Syaifulloh, B. 2010. *English for Islamic Studies.* Kediri: STAIN Kediri Press.

Anthony, L. 1997. ESP: What does it mean? Retrieved from the World Wide Web on Oct. 5, 2017, on CUE.

Suharsimi Arikunto. 2008. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: PT. Bumi Aksara.

Baleghizadeh, S. & Amir H. R. 2011. Evaluation of an ESP Textbook for the Students of Sociology. *Journal of Language Teaching and Research*, 2 (*5*), 1009-1014.

Bensoussan, L., Collado, H. Viton, M., Delarque, A. 2009. Should European PRM residents be taught in English? The Experience of the European School Marseille. Annals of Physical and Rehabilitation Medicine, 52, 729–745

Bogdan, Robert C. dan Biklen Kopp Sari, 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston London: Allyn and Bacon, Inc.

Carter, D. 1983. "Some Propositions about ESP", *The ESP Journal*, 2:131-137.

Celani, M. A. 2008. When Myth and Reality Meet: Reflections on ESP in Brazil. ESP Journal, Vol. 27, pp. 412-423.

Cohen, L. and Manion, L. 1994. *Research Methods in Education (fourth edition)*. London: Routledge

Cunningsworth, A. 1995. *Choosing your course book*. Oxford: Heinemann.

Dudley-Evans, T., & St. John, M. J. 1998. *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.

Ella Yulaelawati. 2004. *Kurikulum dan Pembelajaran filosofi teori dan Aplikasi*. Bandung: Pakar Raya Pustaka.

Gatehouse K. 2001. *Key issues in English for specific purposes (ESP) curriculum development*. The Internet TESL J. 7:10

Hadley, R. G., & Mitchell, L. K. 1996. *Counseling research and program evaluation*. Brooks/Cole, CA: Pacific Grove.

Harimansyah W, G, Luh Anik Mayani, Kity Karenisa, Joko Sugiarto. 2008. Pengembangan Model Pembelajaran: Uji Efektivitas Bahan Ajar BIPA. Jakarta: Pusat Bahasa.

Hutchinson, T. & Waters, A. 1987. *English for Specific Purposes: A Learning-Centered Approach*. Cambridge: Cambridge University Press.

_____. 1994. The textbook as agent of change. *ELT Journal, 48*, 315-328.

Karimi, S. 2006. ESP Textbook Evaluation: English for the Students of Computer. Unpublished Master's Thesis. Tehran, Iran: Allameh Tabataba'i University.

Kimball J. 1998. Task-based Medical English: Eelements for Internetassisted Language Learning. Computer Assisted Language Learning, 11(4):. 411-417 (7). Lowe I. 2009.

Mackay, R., & Mountford, A. (Eds.). 1978. *English for Specific Purposes*. London: Longman.

Miles, M. B., & Huberman, A. M. 1994. *Qualitative Data Analysis*: An Expanded Sourcebook (2nd ed.). Thousand Oaks, CA: Sage Publications.

Mukundan, J., Reza H., &Vahid N. 2011. Developing an English Language Textbook Evaluation Checklist. *Contemporary Issues in Education Research,* 4 (*6*), 21-27.

Nasution, S. 2003. Metode Penelitian Naturalistik-Kualitatif. Bandung: Tarsito.

Noordin, N. And Samad, A. 2003. *Examining the Importance of EST and ESL Textbooks and Materials: Objectives, Content and Form*, ESP World, 1: A-9.

Nunan, D. 1992. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Ornstein AC dan Hunkins FP. 1988. *Curiculum: Principles, Foundations and Issues*. Englewood Cliffs, NJ: Prentice Hall.

Permenristekdikti No. 44. 2015. on National Standard of Indonesian Higher Education (SN-Dikti).

Riazi, A. M. 2003. What textbook evaluation schemes tell us? A study of the textbook evaluation schemes of three decades. In W. A. Renandya. (Ed.), *Methodology and materials design in language teaching* (pp. 52-68). Singapore: SEAMEO Regional Center.

Richards, J. C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

Smoak, R. 2003. What is English for Specific Purposes? English Teaching Forum Online, 41 (2), pp. 22-27.

Strevens, P., & Johnson, E. 1983. SEASPEAK: A Project in Applied Linguistics, Language Engineering, and Eventually ESP for Sailors. English for Specific Purposes, 2 (2), 123-29.

Stufflebeam, D. L., & Millman, J. 1995. A Proposed Model for Superintendent Evaluation. Journal ofPersonnel Evaluation in Education, 9 (4), 383-410.

_____. 2000. The CIPP model for evaluation. In T. Kellaghan and D.L Stufflebeam (Eds). *International Handbook of Educational Evaluation,* Part 1 (pp.31-62). Dordrecht: Kluwer Academic Publishers.

Sugiyono. 2007. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Swales, 1985. Episodes in ESP. Oxford: Pergamon Institute of English. Swales, J. M. 1989. Service English Program Design and Opportunity Cost. In Johnson (Ed.), The Second Language Curriculum (pp. 79-90).

Swales, J. M. 1990. Genre Analysis: English in Academic and Research Settings. Cambridge: Cambridge University Press.

The Curriculum of Indonesian National Qualifications Framework (INQF/KKNI) 2015.

Tok, H. 2010. TEFL Textbook Evaluation: From Teachers' Perspectives, *Educational Research and Review,* 5 (*9*), 508-517.

Varnosfadrani, A. D. 2009. Teaching English for Specific Purposes. In: Reinelt, R. (Ed.), Into the Next Decade with (2nd) FL Teaching. Rudolf Reinelt Research Laboratory EU Matsuyama, Japan, p. 181-201.

Weir, C. J. & Jon R. 1994. *Evaluation in ELT*. Oxford: Blackwell.

Worthen R., & Sanders, R. 1998. Educational Evaluation: Alternative Approaches and Practical Guidelines. New York: Longman.

1. Wright, C. 1992. The Benefits of ESP. Cambridge: Cambridge Language Consultants.