

**NEED ANALYSIS BASED EVALUATION OF ENGLISH  
COURSEBOOK FOR CRIMINAL DEPARTMENT STUDENTS  
OF FACULTY OF LAW OF BENGKULU UNIVERSITY**

**THESIS**



**By**

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*This thesis is submitted to fulfill one of the requirements to obtain  
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**ENGLISH EDUCATION PROGRAM  
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## ABSTRAK

**Yanti, Fuspa Dama. 2016. Evaluasi Buku Bahasa Inggris Mahasiswa Jurusan Hukum Pidana Fakultas Hukum Universitas Bengkulu Berdasarkan Hasil Analisa Kebutuhan. Tesis. Program Pascasarjana Universitas Negeri Padang.**

Buku pembelajaran untuk program pengajaran Bahasa Inggris untuk tujuan tertentu harus sesuai dengan kebutuhan siswa dibidang mereka. Penelitian ini bertujuan untuk mendapatkan kriteria buku bahasa Inggris yang dibutuhkan mahasiswa Jurusan Hukum Pidana Fakultas Hukum Universitas Bengkulu dan mengevaluasi buku bahasa Inggris yang digunakan untuk mengetahui tingkat kecocokan buku dengan kriteria yang diperoleh dari segi bahasa, isi dan metodologi. Penelitian ini merupakan penelitian evaluasi. Kuesioner, panduan wawancara dan format analisis digunakan untuk memperoleh data. Temuan penelitian menunjukkan bahwa: (1) Mahasiswa Jurusan Hukum Pidana Fakultas Hukum Universitas Bengkulu membutuhkan buku Bahasa Inggris yang dari segi bahasa buku harus sesuai dengan level mereka, jurusan mereka dan tingkat kemampuan bahasa Inggris mereka; dari segi isi buku yang digunakan lebih ditekankan pada keterampilan berbicara, teksnya berhubungan dengan konteks hukum pidana, otentik, dan menarik; dan dari segi metodologi buku yang digunakan dilengkapi dengan aktifitas-aktifitas yang meminta mahasiswa untuk melatih kemampuan berbicara sehingga latihan-latihan dan tugas-tugas lebih difokuskan untuk menguji keterampilan berbicara. (2) Tingkat kecocokan buku yang digunakan dengan kriteria dari segi bahasa yaitu 58%. (3) Tingkat kecocokan buku yang digunakan dengan kriteria dari segi isi yaitu 42%. (4) Tingkat kecocokan buku yang digunakan dengan kriteria dari segi metodologi yaitu 54%. Berdasarkan hasil penelitian, dapat disimpulkan bahwa mahasiswa jurusan hukum pidana membutuhkan buku yang membahas konteks-konteks hukum pidana yang mana kegiatan, tugas dan latihan lebih dititik beratkan pada speaking, dan teks yang digunakan harus otentik dan menarik. Terakhir, buku yang digunakan mahasiswa Jurusan Hukum Pidana Fakultas Hukum Universitas Bengkulu perlu direvisi, khususnya dari segi isi.

## **ABSTRACT**

**Yanti, Fuspa Dama. 2016. Need Analysis Based Evaluation of English Coursebook for Criminal Department Students of Faculty of Law of Bengkulu University. Thesis. Graduated Program of State University of Padang.**

Coursebooks for English for Specific Purposes (ESP) program should be suitable for the students' need in their field. This research was aimed to find out the criteria of English coursebook appropriately needed by Criminal Department students of Faculty of Law of Bengkulu University and evaluating the coursebook used to find out the degree of fitness of the coursebook for the criteria on language area, content, and methodology. This research was a kind of evaluation research. Questionnaire, interview guideline and analysis format were used to collect the data of the research. The research finding showed that: (1) The criteria of English coursebook appropriately needed by Criminal Department students of Faculty of Law of Bengkulu University are the language area of the coursebook should be suitable to students' needs, specialism, and English proficiency; the content of the coursebook should be more emphasized on speaking activity which the texts are related to criminal law context, authentic and interesting; and the methodology of the coursebook should provide activities that ask the students to practice their oral ability therefore the exercises and tasks should more focus on assessing the students' production. (2) The degree of fitness of the coursebook used by Criminal Department students of Faculty of Law of Bengkulu University for the criteria on the language area was 58%. (3) The degree of fitness of the coursebook for the criteria on the content was 42%. (4) The degree of fitness of the coursebook for the criteria on the methodology was 54%. Based on the finding, it can be concluded that the coursebook needed by the students should focus on criminal law contexts and more emphasize on speaking activities, tasks, and exercises which provide authentic and interesting texts. Then, English coursebook used by Criminal Department students of Faculty of Law of Bengkulu University needs some revisions and improvements especially for criteria of the content.

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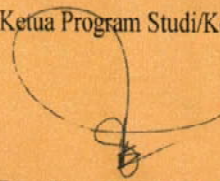
  
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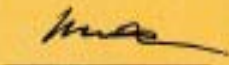

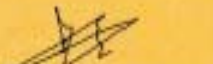
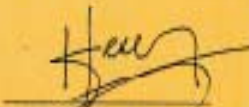

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## SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya yang berjudul **Need Analysis Based Evaluation of English Coursebook for Criminal Department Students of Faculty of Law of Bengkulu University** adalah asli dan belum pernah diajukan untuk mendapat gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
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Saya yang menyatakan,



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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

There are two types of English teaching program: English for General Purposes (EGP) and English for Specific Purposes (ESP). English for General Purposes (EGP) is a program which is designed to teach English generally. It focuses on education, deals with many different topics, and each of the four skills is equally treated. The examples of EGP program are teaching English in junior and senior high schools. Meanwhile, teaching English based on the students' interest in specific discipline area is called English for Specific Purposes (ESP) program. It is an approach to language teaching in which all decisions as to content and method are based on the student's reason for learning.

In English for Specific Purposes (ESP) program, the students who have different field are given different materials, learning activities, learning strategies, and the assessment and evaluation. They have to be appropriate to the students' needs because the students of different discipline areas have different objectives in learning English. For examples, law students need to learn English in order to enrich their law English ability, economics students learn English to enrich their English ability related to the economic terms and contexts, etc. By knowing the objectives, the lecturers are able to design the appropriate materials, learning activities, learning strategies, and the assessment and evaluation.

English for Specific Purposes (ESP) program is divided into two branches. The first one is English for Academic Purposes (EAP). It refers to English teaching that relates to the specific communicative needs and practices of particular groups in academic contexts. It is followed by the students who want to learn English based on their field in educational setting, such as teaching and learning English in university level. Besides that, the other branch is English for Occupational Purposes (EOP). It is a program which focuses on English teaching that relates to the specific communicative needs and practices of particular groups in occupational settings. It is designed for the people who want to learn English related to their jobs, for example English for hotel employees.

Related to branches of English for Specific Purposes (ESP) program, Faculty of Law of Bengkulu University, especially Criminal Department had conducted English for Academic Purposes (EAP) program which was called English 2 subject. It was provided in sixth semester for two credit hours. The students had to pass English 1 subject (general English) before they entered English 2 subject. According to curriculum of Faculty of Law of Bengkulu University, the main common reasons of teaching criminal law English were to enrich students' English skills such as practice law, reading law articles and documents, as well as drafting and writing law documents and advocacy and to increase students' ability in understanding law terminologies and language functions used in law context.

There are several elements that influence the process of teaching and learning process in the classroom, such as instructors, students, instructional materials, media, strategies, as well as techniques. They need each other. The students need the instructors, materials, media, strategies, and techniques in their learning process. In the other sides, the instructors also need them in order to achieve better result in teaching and learning process. As the result, the instructors have to choose appropriate media, instructional materials, and techniques in the teaching process.

The suitable media and technique can be conducted based on materials used. Materials can be taken from any sources such as textbooks, modules, journals, articles, internets, etc as long as they can be used in obtaining the objectives of teaching and learning. They also can be in many forms: papers-based, audio, video cassetts, overhead transparencies, computers, and other equipments and real objects. Dealing with those, materials used by Criminal Department students of Faculty of Law of Bengkulu University was a coursebook which was designed by a team which consisted of some English lecturers. The tittle of the coursebook is “*Selected English Materials for Law Undergraduate Students (English 2)*”.

The coursebook has the crucial roles in teaching and learning process. It is needed for teachers and students to achieve the objectives of teaching and learning process. According to Tok (2010: 508), coursebooks do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide for the teacher when conducting lessons. In

other words, it can be said that the teachers use the coursebooks as the source in transferring the knowledge to the students. From the coursebooks, they are able to prepare a lesson and media for teaching, design a test for students, and give the homework and assignment.

Since the coursebooks become the important source in the process of teaching and learning, especially for English for Academic Purposes (EAP) program, they have to be designed as suitable as possible for students' needs. The data of students' needs can be obtained by conducting need analysis. It is a crucial aspect in collecting the information about the needs of a particular group of students in order to design a suitable curriculum, syllabus, and materials (Dudley-Evans and St. John, 1998: 121). Thus, English coursebooks for EAP program have to be designed based on the need analysis.

In sum, EAP program is designed to teach English based on the students' needs. All English skills are given, however the most skill needed by the students should be more emphasized than others. The needs of the students can be obtained by doing need analysis. After obtained the data, the lecturers are able to design the appropriate objectives, materials, learning activities, assessment, and evaluation. Unfortunately, in preliminary research which had been conducted on Monday, December 22<sup>nd</sup>, 2014, the objectives of the course based on the curriculum of Faculty of Law of Bengkulu University were still general which aimed to enrich students English ability of law and to increase students' ability in understanding law terminologies and language functions

used in law context. It means that in the program all English skills and language points had same portion in teaching and learning process.

In addition, English coursebook used by criminal law students was designed without analyzing the students' needs. The team who was designed the coursebook only discussed what should be learned by criminal Department students without finding the data from the stakeholders like English for Specific Purposes (ESP) experts, a chief of Faculty of Law, law lecturers and the students. Then, the date of preparation of the syllabus and coursebook had been quite a long time, which was dated 26 January 2011. It means that the coursebook had been used for five years and had never been evaluated or revised since the first using.

Therefore the analyzing of students' need was exactly needed to obtain the criteria of English coursebook appropriattely needed by Criminal Department students of Faculty of Law of Bengkulu University and the evaluation of the coursebook was also exactly needed to know the the degrees of fitness of the coursebook for the students' needs. Evaluation is a procedure that measures the value of a set material (Tomlinson, 2013: 21). It means that it is considered as a crucial part in English for Academic Purposes (EAP) coursebooks selection in order to know what is useful and what is not in order to avoid it when selecting for another time.

Criminal Department of Faculty of Law of Bengkulu University was chosen as the setting of this research because EAP program had been conducted for fifteen years in the department however based on curriculum

used the aims of the course was still general, and the coursebook used was designed without analyzing the students' need and also had never been evaluated. In evaluating whether the coursebook qualifies English for Specific Purposes (EAP) material principles or not, there are three aspects to be considered. They are about language area, content, and methodology of the coursebook. Those aspects have crucial roles in obtaining a good quality of materials.

Moreover, the research was conducted to analyzing Criminal Department students' need in order to obtain the criteria of English coursebook appropriately needed by the students and to evaluate the coursebook used in order to obtain the degrees of fitness of the coursebook for the criteria. The students' need was analyzed and the coursebook was evaluated in terms of language area, content, as well as methodology. The evaluation process was conducted after analyzing Criminal Department students' needs. It means that English coursebook used by Criminal Department students of Faculty of Law of Bengkulu University was matched to the criteria which are combined the experts' theories and need analysis result.

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

Based on the background, the problems identified were related to need analysis and coursebook evaluation. Need analysis is a process of collecting information about students' needs in order to obtain the criteria of English coursebook needed by the students. Then, coursebook evaluation is a process

of matching the coursebook used and the criteria obtained after doing need analysis. Unfortunately, English coursebook used by Criminal Department students of Law Faculty of Bengkulu University had not been analyzed quite a long time and there was no need analysis conducted in designing the coursebook. Thus, there was a need to analyze the students' need and to evaluate the coursebook used by Criminal Department students of Faculty of Law of Bengkulu University based on the criteria obtained after doing need analysis.

### **C. Focus of the Research**

This research focused on analyzing Criminal Department students' need and evaluating the coursebook used. The analyzing of students' need and evaluating the coursebook used were limited into three terms. They are about language area, content, and methodology.

### **D. Formulation of the Problem**

Based on the focus of the research above, the problems of the research were formulated as follows: "What are the criteria of English coursebook appropriately needed by Criminal Department students of Faculty of Law of Bengkulu University and how far does the coursebook used match to the criteria?"

#### **E. Research Question**

Based on the formulation of the problem previously, the research questions are stated below:

1. What are the criteria of English coursebook appropriately needed by Criminal Department students of Faculty of Law of Bengkulu University?
2. How is the language area of English coursebook used by Criminal Department students of Faculty of Law of Bengkulu University?
3. How is the content of English coursebook used by Criminal Department students of Faculty of Law of Bengkulu University?
4. How is the methodology of English coursebook used by Criminal Department students of Faculty of Law of Bengkulu University?

#### **F. Purpose of the Research**

The purposes of this research are:

1. to find out the criteria of English coursebook appropriately needed by Criminal Department students of Faculty of Law of Bengkulu University
2. to find out how far the language area of English coursebook used by Criminal Department students of Faculty of Law of Bengkulu University matches to the criteria.
3. to find out how far the content of English coursebook used by Criminal Department students of Faculty of Law of Bengkulu University matches to the criteria.



4. to find out how far the methodology of English coursebook used by Criminal Department students of Faculty of Law of Bengkulu University matches to the criteria.

### **G. Significance of the Research**

The findings of this research are expected to give a significance contribution to teaching and learning English development. Theoretically, the result of this research is expected to enrich the theories of English teaching and learning, especially teaching and learning English for Specific Purposes (ESP). Practically, since this research mainly is focused on an evaluation, it just can result in the conclusions related to the coursebook evaluation. Therefore, the factual data obtained are useful as inputs for improving the quality of English coursebook in the future. Furthermore, this research finding might give an extra insight for English lecturers in selecting and evaluating a suitable coursebook that is used in English teaching.

### **H. Definition of the Key Term**

To avoid confusion of the readers in understanding the topic that was discussed, the researcher described some key terms:

1. English coursebook is a kind of English materials that is used by the lecturers or students to facilitate the teaching and learning activities.
2. Need analysis is a process of collecting the information about students' needs in order to obtain the criteria of coursebook needed by the students.

3. Coursebook evaluation is a process of comparing and matching the coursebook used and the criteria obtained after doing need analysis in order to obtain the appropriateness of both of them. It is conducted to improve the quality of the coursebook used.
4. Language area of coursebook refers to several aspects that related to the audiences such as their age, specialism, and educational background as well as the aim of the coursebooks.
5. Content of coursebook is the presentation of what is being taught. It is related to language points, micro-skill, text types, and content organized of the coursebooks.
6. Methodology of coursebook is the body of knowledge or principle about how to conduct the coursebook. It refers to kinds of exercises and tasks, teaching-learning techniques, guide/support, and flexibility of the coursebooks.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

#### **A. Conclusions**

Coursebook evaluation is a process of comparing and matching the coursebook used and the criteria of a good coursebook. However, there are some criteria that may be different between one program and others. The criteria are about language area, content, and methodology. In obtaining the appropriate criteria for the program, it is needed to analyze the students' need.

In general, a good coursebook for Law Department students should consider three main points. The first point is related to the students who use the coursebook. It is needed to know the students' level, specialism, English proficiency, and need. The second one is related to the content of the coursebook. A good coursebook should be organized based on the skill needed by the students, namely speaking; and provide authentic, up to date, comprehensible texts. The last point is about the activity which is provided in the coursebook. The activity should provide opportunities for the students in practicing their speaking ability. Therefore, they can be used as the indicators in evaluating the coursebook used by criminal law students.

Language area of a coursebook is related to the audience and aim. A coursebook could be categorized as a good coursebook if the difficulty of the coursebook is suitable for the students' level of English proficiency and it talks about criminal law contexts. In this case, the coursebook used by Criminal Department students of Faculty of Law of Bengkulu University is suitable for

students' level and specialism. Then, the students' specialism also determines the aim of the material. The coursebook for criminal law students should be aimed to enrich students' ability in communication and comprehension. However, the coursebook used is less suitable for this criterion.

Content of a coursebook refers to the presentation of what is being taught. Skills and texts which are provided in the coursebook affect the appropriateness of criminal law coursebook. If the coursebook more focuses on reading skill, it can be less suitable for criminal law students or if the texts are unspecific and not up to date it can be also less suitable for criminal law students. Therefore, to obtain an appropriate coursebook, it has to focus on speaking skill and provide specific and up to date texts.

Dealing with the methodology of a coursebook, it is needed to consider what the coursebook provides for teaching and learning process. A coursebook has to provide appropriate activities, in this case, speaking activities are more needed by criminal law students. Then, it also has to provide the proper guideline related to how the activities are given in the classroom. Moreover, the activities and guideline should be flexible. All of them are the points to obtain an appropriate coursebook.

## **B. Implications**

Based on the conclusion stated above, there are some implications that can be drawn. Firstly, dealing with the criteria of coursebook appropriately needed by criminal law students, language area, content, and methodology of

the coursebook should be based on criminal law students' need. It implies that the coursebook is less suitable for the students when it only matches to one or two criteria, however, it will be suitable when it matches to all criteria.

Secondly, language area refers to the level of difficulties of the coursebook and the students' specialism. Criminal law students should learn in medium level and about criminal law contexts. It implies that the level of language and context will determine whether the coursebook is suitable or not for the students.

Thirdly, content of a coursebook refers to skills and texts which are provided in the coursebook. The students need to learn more about speaking skill, as well as specific and up to date texts. It implies that appropriate skill and text will give appropriate knowledge for the students.

The last, there are three main points related to methodology of the coursebook. They are about activities provided, proper guideline for the activities, and the flexibility of the activities and guideline. It implies that three main points which support each other will make the methodology of the coursebook is suitable for the students.

### **C. Suggestions**

After doing this research, the researcher will give suggestions related to this study.

1. English lecturers should use a coursebook which is suitable for students' age, English proficiency, specialism, and skills needed in real life situation.

2. In general, the coursebook is less suitable for Criminal Department students of Faculty of Law of Bengkulu University, however not all indicators are less suitable for the students. The revisions and improvements should be more focused on the the indicator of aims, micro-skill, text types, content organized, kinds of exercises and tasks, and guide/support.
3. In obtaining objectives of teaching and learning process, it is suggested to add the credit hour of English subject. Then, lecturers who teach English subject for other programs should have double degree, such as a lecturer who teaches English for Criminal Department students should have both educational degree, English and Law.

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