

Designing a Course Book of English for University Students (Experts' Judgments)

by Linda Septarina

Submission date: 28-Oct-2019 05:13PM (UTC+0800)

Submission ID: 1201889992

File name: Linda_JARDCS_article.pdf (131.67K)

Word count: 4868

Character count: 26598

Designing a Course Book of English for University Students (Experts' Judgments)

Linda Septarina Effendi, IBI Darmajaya Bandar Lampung. E-mail: lindaseptarinaeff@yahoo.com

Sushanty Saleh, IBI Darmajaya Bandar Lampung. E-mail: schanty2000@gmail.com

Hery Yufrizal, Universitas Lampung. E-mail: heryyufrizal@gmail.com

Abstract--- This study was conducted in order to cater for the needs to equip English lecturers at higher education level in Indonesia. English is a compulsory subject at tertiary education level in Indonesian higher level education the study applied experts' judgment on the use of course book for English at tertiary level of education. The experts were asked to make a judgment on the use of course book frame four points of judgment: the Contents of Course Book, evaluations on for language skills, Course Book Appearance, and Practical Consideration of the course book. The results showed that more positive responses were given by the respondents on each aspect of book evaluation.

Keywords--- Designing, Course Book, Tertiary Education.

I. Introduction

his research was undertaken in order to find out the improvement of the quality of English teaching as one of the compulsory subjects in higher education system in Indonesia. English has been an international languages used by many people in the world in all aspects of life, such as a social, economy, politics and technology. Therefore, it is a must for every one to master the language. English is one of the solutions to face the globalisation era, in which the language is used as a tools for communication in almost all parts of the world.

The research is a part of long term planning to find out the most effective ways to improve the quality of English teaching at higher education institutions in Indonesia. The first step of the attempts have been undergone by applying a method called "The development of English learning based on students' learning styles at private higher education institutions in Bandar Lampung". Attempts to improve the quality of English teaching was followed by modifying the methods and approaches of teaching English for university students. (Septarina et al 2007, 2018).

Septarina et al (2017, 2018) found that students' learning style had positive effect on students' learning achievement. They furthermore found that students have their own learning styles and produced different achievements. For teaching English for communicative purposes, students with communicative and concrete learning styles have better achievement than students with other learning styles. The research was undertaken to cater for the improvement of the quality of English teaching and learning in Indonesia. English is a compulsory subject in higher education institutions in Indonesia. English is one of the international languages used by many people in the world in many aspects of life, in the field of technology, economy, social and politics. Therefore, mastering English is very important. English has been a solution to face globalisation era in which the language is used as a communication tool by people all over the world as one of international languages.

II. Theoretical Framework

This research was undertaken by considering many aspects that influence the success or failure of language learning programs. Among the aspects that underlie the execution of the research is the study from experts on the field called 'expert judgment'. The expert judgment has been used by educational administrators in making decisions of educational programs. Expert judgment was defined as "a specifically to a technique in which judgment is made based upon a specific set of criteria and/or expertise that has been acquired in a specific knowledge area, or product area, a particular discipline, an industry, etc. This knowledge base can be provided by a member of the project team, or multiple members of the project team, or by a team leader or team leaders." Expert judgment is an expression on one's or group's opinions for finding solutions and their response are either based on their experience or knowledge or both. Anyone who has worked on a large company appreciates its importance on making good decisions. Project managers must not hesitate to ask or consult experts on different topics such as what methodology to follow or programming language to use and so on. When experts give their opinions in a context of decision-making, these become expert judgments. (Benini, A, et al, 2017) Expert judgment has been one of many ways to improve the quality of education by, Studies in a second or foreign language learning has been much influenced by

many factors, such as the choice of teaching methods, advanced planning of the programs, thorough implementation, and comprehensive planning. The choice of the teaching method deals with lecturers' attempts to plan the contents of the lesson. Advanced planning deals with formulation of learning outcomes, the steps that should followed by students and lecturers. This is followed by thorough implementation plan for the overall instructional planning.

One of the considerations, in planning a language program is in determining a syllabus that contains a short term, midterm, and long term syllabus for a certain institution. A syllabus is a document that describes what the contents of a language course will be and the order in which they will be taught. The content of a syllabus normally reflects certain beliefs about language and language learning.

Example

A syllabus might be designed around the order in which grammatical items are introduced. Starting with 'present simple' then 'past simple', then 'present perfect' etc. In the classroom there are many different types of syllabus (although often in language classrooms the syllabus from the course book is the only document). Syllabus types include grammatical, lexical and functional, which focus on the building blocks of language, and task-based and learner-centered, which focus on processes of communication and learning.

In this study, the type of syllabus is one which was planned by a particular institution. The syllabus is used along an educational program was designed, organised, and executed in a particular level of program. There are various kinds of syllabuses for language program, such as structural syllabus, audio lingual syllabus, communicative syllabus, and soon. The type of syllabus analyzed in this study is a language syllabus for students of higher education system in Indonesia. It is a syllabus arranged for specific purposes. A syllabus designed specifically for university students studying English as a general subject for students at higher level of education.

III. Research Procedure

The research was undertaken based on expert opinions on the planning, the execution, the evaluation and overall aspects of English teaching and learning at university level. The object of the research is experts' judgment on the use of learning materials for university students in Indonesia. The subjects of the study are university lecturers teaching English as a foreign language. The number of subjects is 9 (nine) lecturers of English as a foreign language for university level. They come from six private institutions and a public university. Their ranks vary from professor, Ph.D holder and master holders. Their ages vary from 61 years old to thirty five years of age. The subjects' responsibility is to answer a set of questionnaire on the assessment of English learning for university students. The questionnaire consists of 42 questions with the following distribution: Part 1 contains 8 questions on Respondents' valuation to the Contents of Course Book. Part 2 contains questions on evaluations on for language skills: listening, speaking, reading and writing; as well as three language aspects: grammar, vocabulary, and pronunciation, Part 3 contains questions on Respondents' reply to Course Book Appearance. Part 4 contains questions on Respondents valuation on Practical Consideration of the course book

IV. Results

1. Geographical Data of Respondents

In this research, the respondents are lecturers from 7 higher institutions in Bandar Lampung. The respondents are higher institution lecturers with the following qualifications: 1 professor holder, 1 Ph.D holder, and 7 master holders. Table 1 illustrated the respondents and their qualifications

Table 1: Distribution of Respondents Based on their Educational Qualification

No	Institution	N
1.	A2L	1
2.	Akper Panca Bakti	1
3.	STKIP PGRI	1
4.	Darma Jaya	1
5.	USBRJ	1
6.	UTB	1
7	Unila	3
	Total	9

The number of respondents recruited for this study is 9 people coming from state and private higher education institutions in Lampung Province.

2. Data of Respondents' Evaluation

The followings are data of respondent' evaluation on the writing of the course book given to students.

Respondents' evaluation to the Contents of Course Book Ten questionnaire items are asked about the contents of the course book. The ten questions are: Does the content serve as a window into learning about the target language culture 55% answered Yes and 45% answered No.

For the second question to the fourth : Are the subject and content of the course book interesting? Is the content of the course book challenging enough to foster new learning's?, Are the subject and content of the course book motivating?, Is the thematic content understandable for students? 100% of respondents answered yes. For items no5, 6, and 7 Is the thematic content understandable for students?, Is there sufficient variety in the subject and content of the course book?, Is the thematic content culturally appropriate?, Six (six) respondents (72%) answered yes, and 3 respondents (28%) answered no.

For questions 8, 9, 10 Are the topics and texts free from any kind of discrimination (gender, race etc.)? Is there a relationship between the content of the course book and real-life situations (society)? Do the topics and texts in the course book include elements from both local and target culture? Each question are responded Yes 7 people (82%) who stated Yes, and 2 respondents (18,2%) stated no.

The second part of the questionnaire asked respondents' evaluations on for language skills: listening, speaking, reading and writing; as well as three language aspects: grammar, vocabulary, and pronunciation,

1. Subjects' Responses Toward Reading Skill

For questions about reading skill, Three items are asked: Are there adequate and appropriate exercises and tasks for improving reading comprehension?, Is there a wide range of different reading texts with different subject content? And Are the reading selections authentic pieces of language?. For question about the respondents' reactions toward the content of reading skill, from 9 respondent, 6 respondent (67,7%) stated sufficient 3 orang (33,3%) who stated not sufficient.

For the second question: Is there a wide range of different reading texts with different subject content? 5 respondents (55,6%) answered yes 4 people (44,4%) stated No.

2. Respondents' Valuation on Listening Skill

For questions on listening skill, three questions were asked: Does the course book have appropriate listening tasks with well-defined goals?, Is the listening material well recorded, as authentic as possible?, and Is the listening material accompanied by background information, questions and activities which help comprehension?

For question Does the course book have appropriate listening tasks with well defined goals?. Six respondents (67,7%) answered Yes, and 3 respondents (33,3%) stated No. For question Is the listening material well recorded, as authentic as possible? 55,5% answered Yes and 44,4% answered No. For question Are the reading selections authentic pieces of language?. 6 respondents (63,8%) yes and 3 respondents (36,2%) stated No.

3. Respondents' Valuation on Speaking Skill

For questions that asked about the content speaking skill, there are three questions asked to respondents: Does the course book have appropriate listening tasks with well-defined goals?, Is the listening material well recorded, as authentic as possible?, and Is the listening material accompanied by background information, questions and activities which help comprehension?. For question: does the course book have appropriate listening tasks with well-defined goals, from 9 respondents, 8 of them (88,7%) answered Yes, and only 1 respondent (12,2%) who answered No.

For the second question: Is the listening material well recorded, as authentic as possible, it was found that 76,6% who responded Yes, and 2 respondents who answered No.

For question: Is the listening material accompanied by background information, questions and activities which help comprehension, 7 respondent (76,6%) answered yes, and 2 respondents (23,4%) stated No.

4. Respondents' Validation on Writing Skill

For question on writing skill content. Three questions were asked to the respondents

Are models provided for different genres, do the tasks have achievable goals and take into consideration learner capabilities? and Is practice provided in controlled and guided composition in the early stages?

For question Are models provided for different genres?, From 9 respondents, 4 of them 4 (44%) stated good, 5 people not good.

For the second question Do the tasks have achievable goals and take into consideration learner capabilities, 66,6% of the respondents answered yes, and 3 people (34,4%) answered No.

5. Respondents' Answer to Vocabulary Aspect

There are 5 questions asked from the aspect of vocabulary: Does the vocabulary load (i.e. The number of new words introduced every lesson) seem to be reasonable for the students of that level?, Does the vocabulary load (i.e. the number of new words introduced every lesson) seem to be reasonable for the students of that level? Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? and Is the new vocabulary integrated in varying contexts and situations?

For questions 1 and 2 Does the vocabulary load (i.e. The number of new words introduced every lesson) seem to be reasonable for the students of that level?, And does the vocabulary load (i.e. the number of new words introduced every lesson) seem to be reasonable for the students of that level? 5 respondents (54,6%) answered yes, and 4 respondents (44,4%) answered No. For question no.3 all respondents answered Yes. For questions No.3 and 4: Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? and Is the new vocabulary integrated in varying contexts and situations, 6 respondents (62,8%) answered Yes, and 3 people (37,2%) answered No.

6. Respondents' Answers to Grammar Aspect

For grammar aspect, Five questions were asked: Does the vocabulary load (i.e. the number of new words introduced every lesson) seem to be reasonable for the students of that level?, Is there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book?, Do the vocabulary exercises promote internalization of previously and newly introduced items?, Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?, and Is the new vocabulary integrated in varying contexts and situations?

For question no.1, all respondents (100%) answered yes. Questions 2 to 5, 7 respondentst (76,6%) answered yes, and 2 respondents (23,4 %) stated No.

7. Respondents' Answers to Pronunciation Aspect

There are 3 questions asked on pronunciation aspect: Is there sufficient work on recognition and production of stress patterns, intonation and individual sounds?, Is there sufficient work on recognition and production of stress patterns, intonation and individual sounds? Does the course book cover other sub-skills like note-taking, skimming, scanning, inferring meaning, listening for gist, etc.?

For the first and the second questions, 6 people (66,6%) who answered yes, and 3 people (34,4%) answered No. For question no.3, four people (46,6) answered yes, and 5 people (54,4%) answered No. Respondents' reply to Course Book Appearance.

There are 7 questions on the appearance of the course book. The questions are:

- a) Is the printing quality high?
- b) Does the course book look interesting and fun?
- c) Does the course book include a detailed overview of the functions and structures that will be taught in each unit?
- d) Does the course book reflect learners' preferences in terms of layout, design, and organization?
- e) Does the course book contain enough pictures, diagrams, tables etc. helping students understand the printed text?
- f) Are the illustrations informative and functional?
- g) Do the size and weight of the course book seem convenient for students to handle?
- h) Do the size and weight of the course book seem convenient for students to handle?

For question a) 4 people (44,4%) answer Yes, and 5 people (55,6%) answer no. For question b) 6 people (61,8%) who answered yes, 4 people (38,2%) answer No. For questions c) through h, each are answered by 5 people (55,6%) with yes answer, and 4 people (44,4%) who answered no.

Respondents valuation on Practical Consideration of the course book.

There 13 questions for practical considerations on the course book. The questions covered:

- a.). Is the course book up-to-date (e.g. published within the past 10 years)?
- b). Is the course book easily accessible?
- c). Is the course book affordable?
- d). Does the course book have supplementary materials (tapes, visuals etc.)?
- e). Does the course book have supporting online materials/tests and e-format?
- f). Does the book address different learning styles and strategies?
- g) Do the activities and exercises introduce the main principles of CLT?
- h) Does the course book include self-assessment parts?
- i) Can the activities be exploited fully and embrace various methodologies in ELT?
- j) Is / are the type/s of syllabus design used in the book appropriate for learners?
- l) Can the course book easily be integrated into technology, thereby allowing for individual study outside the school?
- m) Does the course book fit curriculum/goals?
- n) Are the objectives specified explicitly in the course book?

For question a) Is the course book up-to-date (e.g. Published within the past 10 years)? 6 respondents (62,2%) answered Yes, 3 respondents (37,8%) answered No.

For question b) Is the course book easily accessible 7 respondents answered no. For questions c) Is the course book affordable? and d) Does the course book have supplementary materials (tapes, visuals etc.) Respondents (62,2%) answered yes, and 3 respondents (37,8%) answered no. For question e) Does the course book have supporting online materials/tests and e-format, 100% respondents answered Yes.

For question f) Does the book address different learning styles and strategies?, 7 respondents (84%) answered Yes, and 2 respondents (16%) who replied No.

For question g) Does the course book include self-assessment parts, 5 respondents (54,4%) who answered Yes, and 4 respondents who replied No.

For question h) Does the course book include self-assessment parts?, 7 respondents (84%) answered yes, and 2 respondents replied no. For questions i), j, and k), all respondents replied yes. For questions l) and n) respondents (84%) stated yes, 2 respondents replied No.

Course Book Contents

Learning materials that are designed and proposed comprises 10 lesson units. Unit 1 My name is Rooney. Unit 2 Unit 2 What Time do you start your day.

Topic no.3 1a What did you do last week; Unit 4. Present Continues, Unit 5, What will you do on vacation.. The next parts are Conditional, Comparison and contrast Passive Voice, and Is English spoken much there.

The course book designed comprises: one short reading material of one or two short paragraphs supplemented by 3 reading comprehensions exercises. The second part contains exercise for reading comprehension. The third part comprises Grammar exercises and explanation. The last part of the book is writing exercises.

V. Analysis

Some conclusions can be drawn from the discussion of the research. The questionnaire was divided into four parts of evaluation: respondents' evaluation on the subject and the content, part 2 of the book is the evaluation on the skills and their subsequent part. Part 3 comprises the layout of the book and part 4 assessment.

From the results of the research, some conclusions can be drawn. The questionnaire is divided into four evaluation points: part 1, the respondents' evaluation on the subject and its contents. Part 2 the evaluation toward the language skill and its parts. Part 3 contains the layout of the book, and part 4 Practical considerations.

For the first part of the questionnaire, there are 10 questions, each comprises the content of the book. From 10 questions asked, three first questions gain balanced responses between those which gain positive and negative points. Other questions gain positive points higher than negative points.

The conclusion that can be deduced from the first part questionnaire that respondents placed positive responses on the book proposed. Respondents showed critical responses toward the appearance of the course book.

The questions asked for second part of the evaluation is the language skills and subskills included in text book. There are four sub language skills and 3 language aspects asked: writing skill, listening skill, reading skill, and speaking skill. While the three language aspects are vocabulary, grammar, and pronunciation.

For reading skill, three questions are asked: about the availability and the contents of the practice, the availability of reading materials, and readiness of exercise books in the market. Almost all questions got positive answers from the respondents.

For reading skill, three questions asked are the availability and appropriateness of training materials in the market. Almost all questions got positive responses from the respondents except the third question which obtain balanced positive and negative responses.

For listening skill, three questions were asked concerning the attitude of respondents toward listening skill. From the respondents' answers to question on the respondents' attitude toward the content of listening practice, 50% of the respondents are critical toward the matter. They thought that content of the practice is not sufficient to improve the students' listening skill. For speaking skill, three questions were asked concerning the conversation situation, speaking activities, and individual speaking activities. Almost all respondents gave positive reactions toward speaking skill.

For writing skill, three questions were asked each about the genre in writing exercise, the learners' ability, and form of exercise. From 3 questions asked there were balanced responses between positive and negative responses.

For questions about training on vocabulary, there are 5 items asked: about vocabulary load, type of word distribution, drilling on the words being learned, types of word, and the integration of new words.

From the respondents' answers only on the questions of the new word burden and the word distribution which gained negative answers bigger than the positive answers. The rest of the questions, positive answers are dominating more than negative answers.

For questions about grammar aspect, five questions were asked: the explanation and providing grammatical point examples, the difficulty increase of grammar point examples, main functions of grammatical points, the increase of grammatical difficulty, and grammatical point exercises.

The respondents' reactions toward all questions are all positive. For questions on pronunciation aspect, three questions were asked: about trainings on identifying and use of word stress pattern, about pronunciation pattern drill, and pronunciation sub skill.

The third part of questions asked to respondents is the course book performance. Respondents were asked to describe the appearance of book content. From 9 questions asked, on the average the respondents gave positive responses toward the performance of the course book.

The fourth part of the questionnaire is the practical justification on the use of the course book. The 13 question items asked to the respondents covers the resource persons' about the currencies of the learning materials. The respondents' reactions toward the course book appearance are varied from negative to positive responses.

In general, it can be deduced that the course book proposed in this research was responded positively by the respondents. From the four aspects evaluated; from the language learning context, language skill context, and from outer performance of the book, they contain positive responses. Practical consideration that must be noticed is the practical try out by students as the users of the book.

VI. Conclusions

This research was undertaken in order to improve the learning quality of subject at higher education institutions. The study divided into several phases. The first phase was aimed at analyzing the roles of learning styles on the quality of English learning at higher institutions by identifying students' learning styles and correlated them with the students' academic achievement Septarine, et al. (2017, 2018).

The follow ups of the study was by identifying expert opinions on the proposal for writing a course book arranged to facilitate students' need for quality improvement in higher education system. The instruments used for such objectives was by asking questions about learning materials used for higher education students. Additionally, an example of course book is attached to accompany the questionnaire proposed.

In order to obtain expert judgment on the course book offered, a questionnaire on the quality of the course book was given to experts on the teaching of English for higher education students was arranged.

The experts proposed consists of one professor, one Ph.D holder, and 7 master degree holders. These experts come from 6 higher education institutions in Lampung Province.

There are 4 evaluation aspects: the first is respondents' evaluation on the content of the course book, the second is respondents' evaluation on the aspects of reading, listening, speaking, writing, vocabulary, grammar, and pronunciation. The third evaluation is on the appearance of the book, and the fourth aspect is the practical considerations.

In general, the research showed positive responses from the experts on the rubrics asked. From the aspect of the contents of the book, on the average respondents give positive signals. Like wise on exercises on language elements (reading, listening, speaking, writing, on language aspects: vocabulary, grammar and pronunciation, all received positive responses. Positive responses were also given to appearance of the course book. There is no responses from the experts nor the student users on the use of the book because of limited use of the book..

Suggestions

Considering the preliminary results of the proposal on the writing of course book on learning English as a compulsory subject at higher education institution based on students' learning styles showed positive responses from experts, the following things are suggested: The study needs to be followed up in terms of writing course book that are suitable with the results of the research.

Improvements need to be done regarding additional supplementary materials for student handbook. Course book production in massive quantity should be done by making use of institutional facilities.

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GRADEMARK REPORT

FINAL GRADE

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GENERAL COMMENTS

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