

A. Analysis of Hand Book

As the criteria above the handbook as instructional material is designed for the lesson process or as the hand out of activity by the teacher. The handbook has to fulfill the need of the department and clearly in arrangement from the content and exercise. For the reason, the handbook has to give the effectiveness of activity or control during the lesson.

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Handbook analysis is matter of judging the fitness of something for particular purpose²³. Hutchinson stated that in analysis the handbook there is no good or bad, it is just degrees for capable in purpose. The purpose in designing for providing the need of the demand in the lesson even after lesson is completed. However handbook does not always attain positive responses among teacher and students well. Another way the handbook should be avoiding the boring organization or complicated in organization. In creating handbook, it is considered to give motivation, meaningful; authentic, appropriate; graded; interesting, integrative skill and contextualized²⁴. The criteria require comprehension going to reader; the handbook is good when the content organization and exercise organization as the supporting for the exploration skill in the book is available then clearly.

For analysis of the handbook, the writer focuses on analyzing handbook in English for sharia economy. Basically English for sharia economy for students is consideration on undergraduate students for taking up career in the future at last the students getting ready as result the purpose of the analysis is clearly explained. In that case, handbook here concentrates it is more specifically in department of Sharia economy. Many resources talked about Islamic banks law and afterward the study will focus in the following sub chapter that is in sub-C criteria of analysis handbook.

²³ Tom Hutchinson & Alan Water, *English For Specific Purposes: A learning centred approach*(Cambridge: Cambridge University Press, 1987), p. 96.

²⁴ Kun aniroh muhrofi, ESP Material Development;Theory and practice(Program Pascasarjana Universitas Brawijaya, Malang, 2011),P. 40.

Checklist for analyzing handbook of instructional m

Criteria of analysis handbook

In this discussion the researcher uses some criteria on

communication, cultures, connections, communities and general elements.

Each variable will be elaborated further into their explanation.

1. Content

Content is material of book.²⁶ The meaning is content is the material for filling the handbook. What kind of the handbook is based on the content is. Content of the book encompasses:

- a) Presentation means the contents presented either topically functionally a logical and organized manner. The description of topical and logical is the function of the content design related with the topic.²⁷ The topical and the functional is one of part that synchronic each other by that statement. And logical that adapted from statement of Marciszewski (1981) the logic is the truth of the material or the authenticity.²⁸ The content is not far from the intended area that about Islamic financial area. The content is not mirage it is specific in topic.
- b) Potential basis for further learning. It means, the contents serve as window into further learning about the intended areas i.e. Islamic banking and Islamic Finance Law. The further learning is purpose to develop the knowledge about intended which finding the goal of the study.²⁹ The goal for Islamic finance is appeared from the reflection

²⁶ Oxford dictionary, third edition, oxford University Press, 2003

²⁷ J.D Brown, *The Elements of Language Curriculum*. (1994)

²⁸ Marciśzewski, W. *Dictionary of Logic as Applied in the Study of Language*. Martinus Nijhoff Publishers, 1981.

²⁹ Bloom, B. S. (Ed.) (1956) *Taxonomy of Educational Objectives: The Classification of Educational Goals*.

the students' insight in intended area.³⁶ The prior for this course that is intended area in other world is about Islamic finance law; it means how the students develop their English ability. English ability means English for Sharia economy purposes. The handbook has to develop student mastered Islamic law by English competence.

- k) Currency and accuracy of information. It means the information is current and accurate.

2. Exercise.

The exercise that one of form to evaluate are:

- a) Interactive and task-based modes. It means there are interactive and task-based activities that require students to use new vocabulary to communicate.
- b) Reading for comprehension. It means the instruction in the handbook tells the students to read for comprehension.
- c) Top-down and bottom up strategies. It means top-down and bottom up strategies used.
- d) Sufficient top-down strategies. It means the students are given sufficient examples to learn top-down techniques for reading comprehension.
- e) Unity in comprehension. It means the texts make comprehension easier by addressing one new concept at a time.

³⁶ Hatcher, D. L., & Spencer Reasoning and writing: From critical thinking to composition. Boston: American Press , L. A. (2000).

- f) Critical thinking exercises. The exercises promote critical thinking of the text.
- g) Authentic materials. It means activities are enhanced by inclusion of authentic materials.

In this study, the researcher does not apply all of the criteria elaborated above. The researcher only selects two criteria which meet the learning objective of the book two criteria of analysis is suitable of pedagogical method. Those are content and exercise.

D. English for Sharia Economy

English for sharia economy is the pedagogical process in learning second or foreign language that purposes for the students' ability in particularly domain. Then, English for specific purpose is decided to approach language with the consideration by the reason of students learning the English based on the content and method. Learning ESP is not for the global area but specific on the major or department related with. For instance learning English for accomplishing the language in finance consequently the English is more specific about finance studying about vocabulary usage for banking. As the reason students got what the aim of they study for their aim.

In addition Naved also stated that ESP is for the function in job or course in proficiency. In this case ESP is divided into two groups. Those are; English for Academic Purpose (EAP) and English for Occupational Purpose (EOP)³⁷. Nevertheless this study just focuses on ESP for occupational,

³⁷ Naved Ahmad, Legal English: English for ESP

Providing handbook of instructional material aims for the pedagogical process is under control. Criteria of the book as instructional material have been clearly explained in previous sub chapter. The evaluation of instructional material ESP in Sharia Economy means evaluating the handbook as guidance for the students in Sharia economy, so the writer focuses in one handbook that the organization handbook by Ridwan³⁸. has to be related with the criteria in language purposes.

As the tool for analysis, Dayane stated that using of checklist is one common instrument to measure the evaluation³⁹. Some criteria inside is to what extent the book, that is the word that is considered to look for the evidence in all aspect on the handbook. The main point is, the instructional material of handbook is existing in the lesson. For Sharia economy, the book is purposing to. The handbook has to load the material about Economic lesson

³⁹ ³⁹ Dyane thous, maryam & Haghighi, Sara, Evaluation of ESP textbooks: Evidence from ESP textbook of computer engineering major, International Journal of Research Studies in Language Learning 2014, Vol. 3, No. 2,p

in Sharia. For instance, the handbook loads the aim of English in Islamic Financial belonging to law in Islamic aspect.

E. Previous Study

In conducting this study, entitled "*EVALUATION Of HANDBOOK OF ENGLISH FOR SHARIA ECONOMY AT UIN SUNAN AMPEL SURABAYA*" the writer focuses on checklist that is used to evaluate the book that aimed to know how the handbook is appropriate based on list on evaluation. And evaluate from the organization of the book with students need in the book and check the content, culture and exercises and communication in the material and how the organization arrangement by using providing checklist⁴⁰ . Then, to supporting the issued from Islamic banking, the department need the handbook to make easier during studying process. For this handbook it is hoped to has the content that provides the need of the good book and has the good exercises with strategies techniques and effectiveness and h cultures to support the book to make the book can complete.

Lawrence in his study is about “*Handbook Evaluation: A Framework for Evaluating The Fitness of the Hongkong New Secondary School (NSS) Curriculum*” focuses on evaluation framework on how handbook’s pedagogical fitness with the New Senior Secondary curriculum⁴¹. And the result goes to the evaluation of framework is regarded to be effective

⁴⁰ Kun aniroh muhrofi, ESP Material Development;Theory and practice(Program Pascasarjana Universitas Brawijaya, Malang, 2011),P.105

⁴¹ Luke Hendricks Petschauer, Dissertation: "Textbook Evaluation, Adaptation, And Supplementation For A Graduate-Level Course In Academic Writing At A Chinese University" (University of St Andrews, 2010)

evaluation in helping teacher to clearly elicit the strength and weakness of a handbook in organization manner.

Petschauer in his study is about “*Handbook Evaluation, Adaptation, and Supplementation for a Graduate-level Course in Academic Writing At a Chinese University*”. focuses on evaluating the handbook and ESP also about teaching in Chinese University. The result said that the book was evaluated that weakness in description but the book is used in studying process. The author assists the teacher for a need on material evaluation and seems important to also dedicate some energy to make what has already been discovered as accessible as possible.

El-Sakranin in his study is entitled “*Evaluation of an English for Specific Purposes (ESP) Book for Students of Islamic and Arabic Studies*”. The writer focused on evaluating the handbook of ESP used by Islamic and Arabic studies⁴². He also stated to apply the criteria what the book’s purpose by dividing criteria of evaluation into internal and external criteria. The result is the reading of the passage is all about famous writers decided in the handbook; it has to fill the learner’s need. The point is the book has to accomplish the need for students or the book has really specific purposes.

Baleghizadeh in his study entitled “*Evaluation of an ESP Handbook for the Students of Sociology*” that focused on handbook in Tehran University. This study is aimed to ensure the handbook in pedagogical value is suitable. The researcher of this study uses some participants and some

⁴² Ayah T. El Sakran, Evaluation of English for Specific Purposes (ESP) book for students islamic and arabic studies. English for Specific Purpose world ISSN 1682-3257, Vol 12

questionnaire⁴³. And the result is the book was not very suitable for the course even the book has the merits. And to provide a suitable handbook for learners, different issues should be taken into consideration like the background knowledge and English level of the learners. However, as seen in the previous section, most of the participants believed that the book was not in harmony with their English proficiency. Simple structures and vocabulary should be introduced earlier, so the students will not be overwhelmed with a huge number of new structures.

Maryam and Haghighi in their study entitled “*Evaluation of ESP handbooks: Evidence from ESP handbook of computer engineering major*” that focused using six criteria for evaluating handbook. In term of criteria of aims and approaches, design and organization, skills and strategies, topics, practical considerations and illustrations, language content and exercises have to good in arrangement⁴⁴. This evaluation focused on English for computer engineering .Findings indicated that despite having pedagogical values, the handbook was not very good according to design and organization, language content and exercises, skills and strategies, practical considerations and illustrations. The results showed that the ESP handbook meets the students’ needs. The general consensus among students is that the handbook provides some examples to support the activities. Additionally, the sequencing of content on the basis of complexity and the suitability of topics are not

⁴³ Sasan Baleghizadeh & Amir Hossein Rahimi, Evaluation of an ESP Textbook for the Students of Sociology, *Journal of Language Teaching and Research*, ISSN 1798-4769 2011, Vol. 2

⁴⁴ Dayane Tous, Maryam & Haqiqi, Sara. Evaluation of ESP textbooks: Evidence from ESP textbook of computer engineering major, International Journal of Research Studies in Language Learning 2014, Vol. 3

different from what computer engineering students expected. Contrary to these strengths, the students' responses on the questionnaire items imply the need for paying attention to weaknesses. While internalizing the content through appropriate organizations of materials is recommended in the literature, the current handbook is not very effective in terms of adequate recycling and revision. Besides, encouraging students to become independent learners has been overlooked. Also, all four language skills are not covered adequately. The handbook fails to provide students with appropriate illustrations, as well. In conclusion, it seems that the current handbook does not meet the engineering students' expectations to high extent.

Sarem and Hamidi and Mahmoudie in their study entitled “*A Critical Look at Handbook Evaluation: A Case Study of Evaluating an ESP Course-Book: English for International Tourism*” that stated the handbook is heart of pedagogical process, so they intended to evaluate the handbook focuses on ESP in tourism area. Evaluation procedure or checklist can lead to a more systematic and thorough examination of potential handbooks and to enhanced outcomes for learners, instructors, and administrators⁴⁵. These checklists have been considered as the basis not only for selecting general EFL books but also for selecting specialized books designed for those students who are majoring in ESP courses. The obtained results showed that the current book can be used as an acceptable handbook to teach students who are interested in studying tourism. The characteristics of the book were mainly analyzed in

⁴⁵ Saied Najafi, A critical look at textbook evaluation. International Research Journal of Applied and Basic Sciences ISSN 2251-838X 2013. Vol. 4

Al Fraidan in his study entitled “*Evaluation of Two ESP Handbooks*” is evaluated two ESP handbooks using the evaluation of McDonough and Shaw based on external and internal evaluation. The first handbook is “*Business Objectives*” by Vicki Hollett, and the second handbook is “*Business Studies, Second Edition*” by Alain Anderton. The course is for business major students who wish to apply for jobs at The Saudi Telecommunication Company (STC), which requires a strong command of English⁴⁷. The evaluation indicated that both books would be appropriate if we merge them together and add some additional materials, as a handbook that can accommodate the needs of all learners does not exist. The analyzing in two main stages: external and internal evaluations. The external evaluation consisted of a brief scan to determine whether the blurbs and claims of the

⁴⁷ Abdullah Al Fraidan, Evaluation of Two ESP Textbooks, English language teaching 2012, Vol.5

authors match the content of the books. In the internal evaluation, the two books were judged by different criteria: language; authenticity; appropriateness; and other factors, such as usability generalisability, adaptability and flexibility.

Benavent and Sonsoles Peñamaría in their study entitled “Use of Authentic *Materials in the ESP Classroom*” that focused on choosing good material in ESP class that in this research talked the crucial to improve the skill of students. Authentic materials are important tools for use in ESP classes for the material motivates and immerse learners in specific areas of the target language in which practice is needed⁴⁸. Finally, it is important to point out that while ESP learners often have radically different levels and standards of language ability, the higher their level of language, the more will they profit from their learning process.

Zafarghandi and Masoud and Shabab in their study entitled *“Developing an ESP needs profile of Iranian students of Business Administration”* that focused on how to develop the need of students in business. They wanted to grow the skill of the student undergraduate by consideration using good material. Here, a significant modification of ESP books and materials seems to be unavoidable. The majority of the participants were dissatisfied with the inappropriate level of the ESP books. Moreover, most of them believed that the topics and the contents of the books were drastically outdated. Even though the Iranian center for studying and

⁴⁸ Gabriela Torregrosa Benavent, Sonsoles Sánchez-Reyes Peñamaría, *Use of Authentic Materials in The Esp Classroom*, Universidad de Salamanca, 2011

compiling University Books (SAMT) has published a series of handbooks for the students of management, as the participant ESP instructors teaching in different universities reported, the university instructors use materials of their own choice, assign dissimilar materials, not consistent with SMAT's publications, a considerable number of them even compile their self-selected sources to teach⁴⁹. Therefore, as indicated in this study, materials presented without an overall supervisory coordination might not be consistent with at least many students' needs, nor could it promote their proficiency level. Finally, as most graduate and ESP instructors pointed out, it was not possible to fully cover all the chapters in the handbooks during the course.

Some researches here talked about evaluation of lesson and handbook that the department uses in the lesson process. The evaluation purposes to know the correlation between the books with the course that proficiency need. The book for guidance they consider the unit that can not be separated during the teaching process. Then, the researcher discussed about the way evaluating the handbook in ESP as the program for proficiency. The book evaluated to develop the demand of workplace. The learners need the good book of ESP to support the need of the department. Some condition or criteria is raised filling the expectation of handbook for evaluation. The criterion for evaluation is checklist. The checklist measures the good parameter of expected book. Final of the evaluation gave the weakness that is consideration of book's development.

⁴⁹ Mahdavi Zafarghandi, Amir & Khalili Sabet, Masoud & Sharoudi Lomar, Shabab, Developing an ESP needs profile of Iranian students of Business Administration, International Journal of Research Studies in Language Learning ISSN: 2243-7754 2014, Vol.3

However in the research that writer uses in this handbook's evaluation is to elaborate the Sharia Economy's handbook to meet the criteria of appropriate handbook that demand of new era. The evaluation does not use the comparison between two books. It just focuses a handbook entitled "*English for Sharia Economic Department*". By Arfiyan Ridwan. The handbook just focuses on Economy in Islamic law. Even the department is connected to Islamic law. In kind of handbook evaluation, the researcher focuses on evaluating arrangement that has some criteria of evaluation those are evaluating content, exercise, communication and culture.

