Philosophy Aspect in Business Basic I Book For ESP Student Used at University

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ABSTRACT
English used for every reason at university for example such as English collaborated with culture and aspect that must be more important in daily uses as the English for specific things or purposes. All we know it as English for Specific Purposes or ESP. Such as in the development of teaching and learning English especially English in university or the most specific in ESP we need a media or book in their procedure and its implementation. And for its procedures every materials or book are definitely must be appropriate with the education aspect such as the philosophical aspects on its. On addition philosophical aspect is the main aspect on it that can be a hence to elaborated the material for the student need especially for ESP student. This research objective is to explain the appropriateness of the philosophical aspects in Business Basic I Book for ESP Student used in STKIP PGRI Tulungagung in terms of contents. The design of this study is descriptive qualitative, and it is taken from documents, audio-video recordings, transcripts, words, pictures, etc. This research is categorized as qualitative research design because this study is aimed to identify the book toward the criteria of good book used in STKIP PGRI Tulungagung. Based on the result and analysis of research that have been done, the writer can conclude that a book with the title "Business Basic I" was categories in an appropriate and a good book related to the description of the material. And for the interpretation toward the philosophical foundation aspects that consist six aspects such as Clarity, Consistency with the fact, Consistency with Experience, Consistency with other Beliefs, Utility and Simplicity it can be shown that this book run and construct by social reconstruction philosophy and structuralism philosophy. It can be shown from the several philosophical foundation aspect from the data collection result.

Keywords: Philosophy Aspect, Book, ESP Student

INTRODUCTION

Why learning English? How did English become a global language? and Will it remain so? Looks like several expert that believe of the development of English in globalization era. They face many aspects in its' accordance, seems likes non linguists, both English and non-English speakers, concerning the rise of English. The several things concern expressed by non-native speakers likes Indonesian. One of the aspects such as that there will be an imbalance of power in favor of English speakers, that less-widely spoken languages may be given up by

their speakers in favor of English, that the learning of other second languages other than English will be threatened, and the most extreme apprehension, that all other languages will eventually be supplanted by English. The New Englishes or non-native varieties have their own distinctive linguistic features due to the process of nativisation. English is an indispensable language in these countries. It is not only used for communication but also for other purposes (Thirusanku. 2014).

According to Gill (2002), the development of English can be classified under two phases; the liberation and expansion phase and the linguistic pragmatism phase. So that is clear that English are not only in language or in their development of its' language but is more abroad such their development in cultural aspect or in other significant aspect uses English.

More over in Indonesia English as the subject that all the student must contribute in the class as the subject at senior and high school until university. Asmah (1977) claims that the function of English was first as an official language and a second language. For instances Indonesians speak several languages as mother language, Bahasa and of course English. But in several aspect English took place as main language in everyday activity as the media used to communication. Nevertheless, English had never been referred to as one of the Indonesian priority languages. English is only accepted as a second language, secondary importance in the used in school and university.

More specific English used for every reason at university for example such as English collaborated with culture and aspect that must be more important in daily uses as the English for specific things or purposes. All we know it as English for Specific Purposes or ESP. The trends in the teaching of English for specific purposes (ESP) present recent developments in ESP praxis from three different but not mutually exclusive points of reference: the socio discoursal, socio cultural, and socio political (Belcher, 2004). Such as in University English more practically in specific purposes in their development for Indonesian students. In Indonesia English has begun as an important subject in education especially for adult learners.

Such as in the development of teaching and learning English especially English in university or the most specific in ESP we need a media or book in their procedure and its implementation. Watanabe, Norris, and Gonzalez-Lloret (2009), while also incorporating recent findings from emerging research on ESP learning and teaching that include topics such as authenticity, learner autonomy and learning transfer. When the model was applied to evaluate a university ESP program, the findings enabled the researchers to identify strengths and weaknesses of the updated model, so every material such as book of English especially ESP in Indonesia the must have an authenticity and the priority elements fundamentals that appropriate to implemented in teaching and learning in Indonesia which is have native philosophical aspect such cultural, moral, ideology etc. Those familiar with ESP as it is often practiced today, or as many would like to see it practiced, would likely deny that the *Onion* scenario and much of the criticism of ESP's narrow window on the world have much to do with current ESP best practices. Ideally, ESP pedagogy is driven by learner-centeredness (Johns & Price-Machado, 2001; but see also Hutchinson & Waters, 1987, for a critique of ESP's learner focus).

Research Question

How is the appropriateness of the philosophical aspects in Business Basic I Book for ESP Student used at STKIP PGRI Tulungagung in terms of its' contents?

Objective of the Study

To analyses the appropriateness of the philosophical aspects in Business Basic I Book for ESP Student used at STKIP PGRI Tulungagung in terms of its' contents.

Significances of study

The result of this research is fully expected to give some theoretical and practical advantages for the following parties:

Theoretically, this research provides beneficial and referential contributions in giving general knowledge of the way to knowing English book especially in philosophical aspect that appropriate to implemented for Indonesian ESP student.

Practically, the result of this study is beneficial: For the researcher, the research can give a practice in developing her knowledge and skill in knowing English book especially in philosophical aspect that appropriate to implemented for Indonesian ESP student.

For English teachers, the result of the study can provide helpful information in selecting and knowing good book especially for ESP student before making decision to use it in classroom practices.

For English textbook writers, the result of the study may help them to be more careful in developing English book especially for ESP student in Indonesia and more aware of the worthiness of content, the language correctness and appropriateness.

For other researchers, the research can give general knowledge about philosophical aspect that appropriate used for ESP student in Indonesia. The research also can be used as the foundation for the next research.

THEORETICAL FRAMEWORK

In many respects, the means and ends of ESP and genre studies are so similar that it is difficult to disentangle the two: both investigate the discourse of specific speech communities, with attention to the types of written and oral texts, or "structured communicative events" (Hyland, 2003), used and valued in those contexts. The fact that such influential and productive scholars as Swales (1990), Johns (2002b) and Hyland (in press) straddle both domains no doubt contributes to some of the blurring of boundaries. Many in ESP would argue that genre analysis is a tool of ESP, an engine for discovery and analysis of target text-types (see Paltridge, 2002, on the text-type/genre distinction) and for generation of

genre-oriented teaching materials. Others, such as Hyon (1996) and Hyland (2002), have looked at ESP as a subcategory of genre studies, with North American New Rhetoric, a product of postmodernist theory and L1 composition research (see Hyland, in press), and the Australian Sydney School, derived from Systemic-Functional Linguistics (SFL), as the other two branches. Taking ESP as one's major vantage point on genre, however, it is easy to view ESP as having subsumed the other non-ESP genre studies offshoots, or put another way, as having co-opted them, and becoming the richer for having done so (Hyland, 2003).

Despite the research efforts—including both action research and more formal published research—of several generations of ESP specialists, probably few in this field, as is the case throughout ELT, are satisfied with the current state of knowledge. Those interested in genre analysis, for example, have called attention to how many genres remain under- or uninvestigated. It seems that we are just beginning to understand part-genres, blended genres, genre sets, and genre systems (Bazerman, 2002; Bhatia, 2002; Swales, 2002). With the advent of computermediated communication have come a host of entirely new genres, situated somewhere between oracy and literacy yet also extending beyond those realms in their inclusion of visual and auditory "literacies" as well—via color, sound, graphics, and video (Kress, 1998). Few literate occupations or academic sites, in the developed or developing world, will likely escape the impact of these emerging cybergenres. One of the resulting challenges for ESP researchers will be to find ways to facilitate practitioners' conceptualization and operationalization of a more broadly inclusive multiliteracies approach to fostering and assessing genre competence a "big tent" approach, to borrow Merrifield's (1998, p. 3) term. Such an approach would encompass a multitude of purposes (as seen from learner, teacher, client, community, and others' vantage points) and the growing variety of communicative practices that can lead to their realization.

It would be interesting to see how the general profile of adult learners just drawn can be integrated within the ESP context. As we will see, these characteristics are evidently valid when considering ESP learners' needs and a

concomitant teaching methodology. Such issues are often taken for granted by needs analysts and ESP teachers, more so in the earlier days of English for science and technology (EST) and less so in the learning- and learner-centred approaches of the 1980s and 1990s (cf. Hutchinson & Waters, 1987).

RESEARCH METHOD

Design of the Study

The design of this study is descriptive qualitative. According to Bogdan and Biklen (2003), Descriptive is the characteristic of data in qualitative research because it is taken from documents, audio-video recordings, transcripts, words, pictures, etc. This research is categorized as qualitative research design because this study is aimed to identify the book toward the criteria of good book used in STKIP PGRI Tulungagung.

Anderson (2007) defined a descriptive presentation of qualitative data as content analysis. Content analysis is also a method used in analysing qualitative data. Content analysis is applicable to various studies including language studies, which concern with analysing content of certain matter through classification, tabulation, and evaluation. Based on the above-mentioned theory it can be concluded that the research design of analysis on the Philosophy aspects in ESP book that use by student at STKIP PGRI Tulungagung is categorized as descriptive qualitative and the type of the study is content analysis.

Data Collection Technique

The data for analysis was collected from ESP book that used by student at STKIP PGRI Tulungagung entitled Business Basic I. Because the source of the data is in the form of document, the method that was used to collect the data is documentation. Document represents past event note, document can be in the form of article, picture, or monumental creation of someone. Document in written form can be a daily note, life histories, story, biography, policy or regulation. In the form of picture can be a motion picture, photo, vignette etc. Document in form of creation can be a swan song these are picture, film, statue, etc. According to

Bogdan as cited by Sugiyono in most tradition of qualitative research, the phrase personal document is used broadly refers to any first person narrative produced by an individual who describes his or her own actions, experience and believe.

Data Analysis Technique

This research used document analysis or content analysis to describe the philosophical aspects of the book. The checklists are used to gather the data and to gain information. This checklist contains several aspects. Those aspects are content, language, presentation.

FINDINGS

Profile of Book Entitled "Business Basic I"

An English book "Business Basic I" is the main object of this research. It was published by English Everywhere (http://www.englisheverywhere.com) copyright 2010. The thickness of the textbook is 139 pages and size of the textbook is 176 x 250 mm (B5). The writer is Stephanie Jones, M.Ed, B.Ed, B.A.

Description of the Book

An English book entitled "Business Basic I" is a book that can be used for ESP student at University. This textbook consists 17 units. Those are:

Unit 01 Careers
Unit 02 Organization
Unit 03 Business morality
Unit 04 Managing people
Unit 05 Leadership
Unit 06 Stress
Unit 07 Planning
Unit 08 Money management
Unit 09 Trade
Unit 10 Marketing
Unit 11 Presentation
Unit 12 Meetings
Unit 13 Negotiation
Unit 14 Dealing with problems
Unit 15 On the Telephone
Unit 16 Going on a Business Trip
Unit 17 Review

Results and Discussions

Based on the result and analysis of research that have been done above, the researcher found the data summarized on the table below:

Description of the material	
Observing and questioning	Mostly all the unit on the book are delivered good enough in task and lesson that include several skills in supporting to improved student competencies in English especially in ESP.
Collecting information	Mostly all the unit on this book compiled the material that can used to richness the information about several topics.
Associating	Mostly all the unit on this book consist the task and activity to support the associating aspect for the student to elaborated several topics on its.
Communicating	Mostly all the unit on this book consist aspect elaborated with the new need of communication in several topic with related issues in modern era.
Philosophical foundation aspects	
Clarity	Mostly the unit on this book consist the clarity about the educational object that must need for the student development in specific topic.
Consistency with the Fact	Mostly the unit on this book consist a valid consistency and tendencies with the related facts and issues in now a day event.
Consistency with Experience	Mostly the unit on this book consist the material that can improve student consistencies between their experience in daily life activity.
Consistency with other Beliefs	There is no a huge aspect that not related with the religious aspect and beliefs.
Utility	Mostly the unit on this book consist the task and activity that very useful for the student in their development on cognitive, affective and psychomotor aspects.
Simplicity	Mostly the unit on this book consist the material that appropriate with student need and it is very practically as the good arrangement in structure and its components.

CONCLUSIONS AND SUGGESTIONS

Based on the result and analysis of research that have been done, the writer can conclude that a book with the title "Business Basic I" was categories in an appropriate and a good book related to the description of the material. The criteria of the description consist Observing and Questioning, Collecting information, Associating and Communicating. With the result that this book is presented with the fulfil a good description in the material or in contents. And for the interpretation toward the philosophical foundation aspects that consist six aspects such as Clarity, Consistency with the fact, Consistency with Experience, Consistency with other Beliefs, Utility and Simplicity it can be shown that this book run and construct by social reconstruction philosophy and structuralism philosophy. It can be shown from the several philosophical foundation aspect from the data collection result.

Based on the result of this research, some recommendations which are helpful for those who are directly related to the book such as teachers, textbook writers and publishers are included in this chapter.

The recommendations are as follow: For teacher: Teachers should be selective in choosing English book can be used in the classroom but teachers should use an additional book as a supplement. For students: Students should use an additional book as an additional reference in learning English especially for ESP student. They also should use a technology wisely as an educational media to obtain as much information. For further researchers in English Education Department This research is about a content analysis of English book especially for ESP student and what the philosophy aspect on it. The upcoming content analysis studies for the same books or for similar subjects should explore more aspects and gives more valuable result.

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