



# Evaluation on an ESP Course Book: Get Along with English for the Hotel Industry

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This review paper tries to evaluate an ESP coursebook entitled *Get Along with English for the Hotel Industry* published by *Erlangga* in 2012. It is designed based on the ESP approach for Hotel Industry students. It will be beneficial to evaluate this book since in Indonesia, there are few books developed under the ESP approach for Vocational High School (VHS) level. Moreover, a coursebook is considered a necessary aspect of the classroom. Teachers usually follow the content and activities provided in the coursebook. ESP teachers often find difficulty in finding a suitable one. As a result, a book review is needed to match teacher and learners' needs to available solutions. The instrument to evaluate the coursebook used checklist consisted of six majors evaluation criteria and one conclusion and overall evaluation. The method of this study was qualitative descriptive to evaluate the current course book based on the guidelines and framework presented in the available checklist of evaluation criteria. The results indicated that the coursebook can be appropriate for hotel industry students but should be modified in some cases to meet the course objectives and encourage students to use what they learn in their future workplace. The weaknesses found in this book can be a chance for the teachers to develop incomplete/inappropriate materials better and meet the teachers' and students' needs.

**Keywords:** evaluation, ESP, coursebook, VHS

## INTRODUCTION

English for specific purposes (ESP) has been fashionable in English Language Teaching (ELT) and its development is rapidly growing to cover various English skills needed based on the learners' specialty or occupational background. One of the reasons why ESP has developed well is because there is a demand for ESP to achieve learners with instrumental purposes, like in business, engineering, tourism, medicine, law and so on. It leads to differentiate between General English (GE) and ESP. In ESP, it suits the learners' need to meet the specific and precise requirement to respond to the demands in vocational or academic situations in English [Chang \(2009\)](#). [Hutchinson and Waters \(1987\)](#) propose crucial reasons for the rise of ESP; the new focus on its learners, request, and demand in the new world, and revolution in the field of linguistics. They state that one approach to language teaching which can cater to that situation is ESP because it is designed to see the definite needs of the learners. Several sub-divisions under the umbrella term of ESP are English for Business Purposes (EBP), English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English for Medical Purposes (EMP). EOP programs should emphasize on developing communicative competence in their specialty and occupation, such as aviation, business, or tourism.

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The teaching process for EOP has to determine the analysis of the four traditional skills within an appropriate context in the conditions given in the workplace [Tabatabaei and Mokhtari \(2014\)](#).

To meet the needs, the instructors in a course have to establish different various methods and materials which are developed based on the learners' intention and purpose for learning by doing needs and environment analysis. Due to varied disciplines in ESP, sometimes it is difficult for the instructors or teachers to find the suitable ESP coursebook. It is supported by [Hutchinson and Waters \(1987\)](#), they state that ESP teachers are usually evaluators, designers and developers of materials since commercial or nation-wide book publishers are reluctant to publish coursebook for very limited markets. Different from General English, the majors in VHS/SMK are various and it will be costly to produce different books to meet their specifications. [Tevdovska \(2018\)](#) also asked some ESP teachers about the difficulties they faced dealing with the coursebook. The response was that it was hard to find an appropriate book since the book mostly was not suitable in terms of topic, register, or content. It is very challenging for them to provide high-quality materials that meet the learners' needs and wants. Developing or compiling materials is time-consuming while they also have to prepare appropriate and interesting techniques, format and presentation in delivering the materials to the adult learners who usually have instrumental than integrative motivation. Moreover, an ESP coursebook should be specific and contain authentic materials, such as reading texts and audio/video materials.

Furthermore, a coursebook plays an important role it supports the instructors in the teaching-learning process. Selecting a good ESP coursebook determines the running of the course and highlights the lesson. Good content and materials are the foundation of the activities which give a wide range of skills. Materials area connection between what has been already studied, existing knowledge and new information. They may also be a teacher/instructor reflection in a way that shows the instructors' feel and supposes about the learning process [Zahedpisheh et al. \(2017\)](#); [Tevdovska \(2018\)](#). However, the availability of commercially published coursebooks could provide disadvantages not only for teachers or lecturers but also for learners, whether in colleges or VHS. Sometimes the content of those books does not match with their context for the learners [Syai-fulloh \(2014\)](#).

Since finding a suitable coursebook may be hard, developing in-house materials is an alternative way. It is more student-specific, but it takes a long time to develop and it is costly [Woodrow \(2018\)](#). Moreover, [Esteban \(2002\)](#) argued that developing home-made materials is risky if the teachers are not experts in materials production, especially in the content matter area. Therefore, selecting the most representative book with appropriate material could be the best way although there may not be a complete one covering all the skills and the learners' needs.

The importance of course book in the ESP classroom is to

provide the source of language (especially in Indonesian context since English is a foreign language), to provide learning support, to give motivation and stimulation, and to be a reliable reference. [Lotfi \(2005\)](#); [Woodrow \(2018\)](#) claim ed that one of the elements of effective language teaching is to provide learners with suitable course books, and they should be intended to match what is taught with what is learned. Moreover, [Hutchinson and Waters \(1987\)](#) claimed that in teaching and learning English, any coursebook has a very significant and beneficial role. Its function is to provide the needed input through various operations, lectures, and explanations into classes. Besides, [Richards \(2001\)](#) said that in most language programs, course books are the main element. Their quality is so essential that it determines any course and its participants' success or failure. Therefore, e valuating an ESP coursebook is important to know whether the skills are covered, the kinds of activities provided are appropriate, and the suitable topics are given.

Several studies have been conducted dealing with the evaluation of ESP text/course books. [Brunton \(2009\)](#) evaluated an ESP coursebook for hotel industry students for learners of school, college, or for people training in the hotel industry. He employed Zhang's steps of evaluation to assess the book. The result was the book was suitable since the book had been designed for hotel industry learners. [Suhirman \(2018\)](#) researched ESP textbook evaluation for Islamic learning for college students. He used Likert-scale to evaluate the book. The result showed that the book provided sufficient materials of Islamic studies for Islamic college students, but it was too emphasized on reading and grammar. While [Syahrial \(2018\)](#) focused on evaluating a textbook published by MOEC (Ministry of Education and Culture) for grade XI of VHS using Cunningsworth's checklist. This study showed that the book was pointed for both General High School (SMA/General English) and VHS students. They discovered that the book was not suitable for VHS since the topic was too general; moreover, the activities were still not sufficient especially in vocabulary and grammar, also in integrating four skills.

Based on the previous studies, there is still a lack of research dealing with ESP coursebook for VHS students in the Indonesian context. Moreover, at the moment Indonesia uses the 2013 curriculum. It will be beneficial to know the conformity of this book and the new curriculum, besides the suitability with ESP concept since this book is intended for VHS learners. Therefore, this study tries to examine to what extent an ESP coursebook entitled "Get Along with English for the Hotel Industry" meet s Alan Cunningsworth's checklist of evaluation criteria. In evaluating an ESP coursebook: Get Along with English for the Hotel Industry as a coursebook for professional or vocational students at novice, elementary and intermediate levels who plan to work in the hotel industry. The writers of the book state that the core focus of this book is on speaking and listening skills which are crucial when dealing with hotel guests. However, reading and writing skills are also provided for learners to improve their vocabulary and structure. The general purpose of

this study is to evaluate the coursebook regarding its language content, selection, and grading of language items, presentation and practice of new language items, developing language skills and communicative abilities, supporting materials, motivation and the learner, and conclusions and overall evaluation based on Alan Cunningsworth's checklist of evaluation criteria.

## METHODS

This descriptive qualitative study analyzed and evaluated an ESP coursebook entitled "Get Along with English for the Hotel Industry". It was written by Eka Mulya Astuti and Kuswadi Radit published by Erlangga in 2012. It was also proofread by Paul Edward McAdam from President University. When arranging the book, the authors also consulted with Rosnuly, S.Pd, a teacher from SMK N 57 Jakarta. The book used authentic materials to be developed as designed materials as many as possible for exercises and practices, such as the photographs, texts, and other illustrative materials taken from Mason Pine Hotel, Kota Parahyangan, Bandung, West Java. The researcher also interviewed Mrs. Dian Nur Indah Wijayanti, S.Pd, M.MP as an ESP teacher in SMK N 3 Pati for 8 years. She teaches Front Office and Housekeeping courses. She uses this book as the supplementary book for teaching the courses.

The reason for selecting this book although it was not designed to deal with English in Curriculum 2013 for SMA/SMK (the latest curriculum employed in Indonesian school) is this book fits with Front Office and Housekeeping courses in Curriculum 2013 for Hotel Industry students. These courses are not part of English like in English for SMA/SMK, but the English subject belongs to their local courses (*mulok*). Some of the materials are: "making and receiving phone calls, reservation system, guest services, and housekeeping services". These materials are covered in the book. Therefore, this book might not match with English in Curriculum for SMA/SMK, but it fits with Front Office and Housekeeping courses (they are vocational subjects) in Curriculum 2013.

Comparing to regular Curriculum 2013 of English for SMA/SMK, this book does not cover all the materials in that curriculum. Citing Purwani et al. (2017), some aspects of Curriculum 2013 should be represented in a coursebook, such as the implementation of core and basic competences, the scientific approach, the material appropriateness, and the evaluation standard. Other aspects are authenticity, meaningfulness, and student-centered activity. While in its development, the scientific approach seems not too appropriate to implement for TEFL in Indonesia. Dyaksa et al. (2018) studied that a Genre-based Approach (GBA) can be integrated with curriculum 2013. Many teachers thought that the only approach can be used to teach EFL in curriculum 2013 is only scientific approach whereas the concept of GBA also enhances the spirit of curriculum 2013, like authenticity, meaningfulness, integration of four skill, and student-centered learning.

However, the drawback of this book is it does not cover

the core and basic competences since it has not been developed to be in line with Curriculum 2013. Nevertheless, the basic competencies for English in curriculum 2013 must be reviewed. Purwanti (2013) argued that the English course design in VHS is vague between General English and ESP. While theoretically, VHS is closer to ESP rather than GE. Moreover, the textbook for VHS published by MOEC is also not too suitable for ESP learning. Therefore, the researcher considers although this coursebook does not represent the core and basic competences of curriculum 2013, this coursebook can be used as supplementary material dealing with the students' major. For instance, in the simple present tense in chapter 1 (At Work), it also exists in curriculum 2013. Therefore, the teacher can use this book along with the textbook provided by the government.

Since this book was designed for the Hotel Industry, the topics are more situational and contextual to the hotel work situations. They are selected as the title of each chapter, such as: At Work, Reservation System, Hotel Operations, Guest Services, Health and Safety at a Hotel, Housekeeping Services, Hotel Transactions, Laundry and Valet Services, and Conferences and Banquets. Of the curriculum 2013 point of view, the contents are authentic, meaningful, and student-centered rather than the textbook from the government itself. Another reason why this book is selected as the subject of the study is it is rare to find an Indonesian ESP coursebook for VHS level, mostly I found from the previous studies are for college level, usually for a diploma program or English for MKU (English as a general course offered at university).

The instrument used was the checklist of evaluation criteria taken from Evaluating and Selecting EFL Teaching Materials written by Allan Cunningsworth published in 1984. Jusuf (2018) stated that the checklist technique is a tool that helps evaluators effectively and practically assess the course books. There are several well-established checklists, like Sheldon (1988), Cunningsworth (1984), Mcgrath (2002), and Litz (2005). This study employs Cunningsworth's since it is one of the most well-established checklists. It has eight aspects. This checklist is a qualitative one with 'yes' or 'no' questions. The criteria are available in the whole book, so the evaluators can gain a detail explanation and guideline for assessing each item. The checklist itself is based on each chapter of the book. It is divided into 7 sub-headings; language content, selection and grading of language items, presentation and practice of new language items, developing language skills and communicative abilities, supporting materials, motivation and the learner, and conclusions and overall evaluation.

## RESULTS AND DISCUSSION

The book is a practical book with many activities provided. It also has a CD with the audio materials to help the learners communicate with hotel guests as well as to negotiate with English speakers. It covers a wide range of different work situa-

tions in a hotel, including Reception work, Reservation system, Answering the phone and taking the messages, Writing short e-mails and letters, Dealing with guests' problems, Giving direction inside and outside the hotel, Hotel health and safety procedures, Processing an account settlement, Laundry and valet services, and Preparing conferences room and banquets.

Of the units given, the reviewer could see that some of the topics are functional, like number 3-6, 8 and 10, while the others are the situational syllabus. Those situations are covered in 9 units; At Work, Reservation System, Hotel Operations, Guest Services, Health and Safety at a Hotel, Housekeeping Services, Hotel Transactions, Laundry and Valet Services, and Conferences and Banquets. Each unit has language focus (tenses, modals, prepositions, formal letters, how to make and receive phone calls, indirect sentences, adjective clauses, conditional clauses with commands, offering help, instructions, adverbs, passive sentences, preference, and comparisons), vocabulary (i.e daily duties, reservation terms, bell-desk terms, cleaning tools, etc), and professional practice (i.e communicating at the workplace, recommending and explaining reservations, check-in process, cleaning and tidying rooms, etc). The findings are categorized based on the checklist of evaluation criteria.

## Language Content

There are five main criteria to evaluate; the aspects of the language system taught, the aspects of language form taught, the matching of language to its social context and function, the kind of English taught, and the language skills taught.

In the language system, it discusses language form, language function, and patterns of communicative interactions. The aspects of language form provided in this book are tenses, vocabulary, and discourse. At the end of the unit, it is provided the expressions/phrases to learn and in what situation, new words to use and collocations to notice. Form and function, however, are both important to be provided in a course-book. The question is which one is more dominant in the book. It can be concluded that a person can create a functional course without comprehending the form, moreover, communicative interactions should be considered since we produce sentences based on context and situation.

This book attempts to be more focus on function and communicative interactions which is a positive point from this book since it is designed for ESP class that should be more functional in learning a language. Nevertheless, this book still discusses the form like tenses, but in a way more contextual, for instance, is when the students learn the word 'please', the authors provide directly the use related to the hotel industry. Housekeeping Services is described in [Table 1](#).

For the second question dealing with the aspects of language form, this book covers all aspects like phonology, grammar, vocabulary, and discourse. However, it seems vocabulary and discourse are two aspects which are more emphasized.

The weakness found is phonology aspects like stress, rhythm, intonation, and production of individual sounds are

not formally discussed here. Furthermore, the book does not have transcriptions to facilitate the learners in pronouncing words. In each unit, it has speaking activities, but the writers do not provide ways to use stress, rhythm, and intonation. This drawback will make students face difficulty in speaking skills. Another weakness of language form is grammar. The grammar like tenses is discussed, but not in a detailed way. It may be because the authors of the book are eager to highlight the function, not the form, but it will give difficulty for students who have not good basic knowledge about tenses. In addition, in the beginning, the authors did not mention the requirements of the users to use this book well.

The strengths of the language content are that it provides adequate new vocabulary based on the theme for each unit (see table 1). The vocabulary and discourse parts of this book are about expressions/phrases to learn, collocations to notice, and new words to use. They are integrated with the unit/chapter of the book, so the students will learn new vocabulary in each unit.

Another strength came from the selection of activities which leads the learners to express the language functions like meaningful and contextual form. Those things lead to the patterns of communicative interaction. Some sentences/phrases are taught isolated, but the others show the integration of the four skills in a meaningful and contextual way connected to the communicative function. The appropriateness of matching the language to its social context and function is at the average level. For instance, in the structure to practice, it does not only tell the pattern but also when and how to apply it contextually.

The language in the book establishes a formal style. The positive point of this criterion is in line with the topic of each unit, the activities and explanation use occupational register, such as the job description of head chef, switchboard operator, and the collocations related to the hotel industry, like *in charge of*, *responsible for*, and *respond to*. It is very beneficial for the students rather than learning general English vocabulary. These occupational words will help them to broaden both their English knowledge and their subject matter about the hotel industry.

The medium for teaching the materials are both spoken and written form. This medium related to the language skills taught, they are listening, speaking, reading, and writing in an integration. It can be said that this book integrates four skills and language aspects. It is in line with the soul of Curriculum 2013 which requires language integration. The activities in this book are usually the integration of four skills, like practicing conversation. Nevertheless, this book also concerns on each language skill, so the activities are mostly divided per skill, such as listening, speaking, reading, and writing.

Based on the above discussion, the language content has been good at providing the users both with the form and function of language. Nevertheless, the lack of discussion about language forms like tenses and phonology brings a drawback about this book.

**TABLE 1** | Lists of Phrases/Expressions, Collocations, and New Lexis in Unit 6

No	Expressions/Phrases	Collocations	New Words
1	One moment, I'll check for you	Please (as an adverb, interjection): Please fold the blanket	Amenities
2	I'll send someone up, right away	Oh, please!	Complimentary
3	Yes, sir. I'll order you one now	Please (as a verb): Her performance pleases the manager	Housekeeping
4	First, we have to strip the beds	Please (to make a polite request): Take your seats, ladies, and gentlemen, if you please	Toiletries
5	Order of actions (first. Then, next. Finally)	Please (to indicate mild annoyance): And now, if you please, the manager wants me to clean the room all over again!	Procedures

## Selection and Grading of Language Items

The authors of the book state that the materials and activities focus more on communicative learning which belongs to the functional syllabus, however, several activities still establish a structural syllabus which points the internal structure of the language rather than its use. The following instruction is the example of the functional activity (p. 74 ). The unit is Guest Services, while the topic is Check-in Process. The students are asked to select one out of four situations, then creating a dialog based on it.

An Example of Functional Activity is presented in activity 9.

Activity 9. Work in pairs. In turn, play a role as a front desk and a guest during a check-in process. Close your book while you are practicing your role.

The structural activity is taken from a reading activity about Processing an Account Settlement in unit 7 (Hotel Transactions). The students are asked to match the words related to the hotel transactions with their definitions. Below are some samples of the words.

An Example of Structural Activity is presented in activity 6.

Activity 6. Match the following words with their definitions.

1. Settlement — a. Payment of a bill
2. Settle — b. To put something off until a later time
3. Defer — c. The total amount of business transacted in a given period
4. Billing — d. To pay a bill

Of the activities, we can observe that they are designed with the suitability of the materials being evaluated to the needs of the hotel industry students. The language, for example, grammar is considered to be steeply graded. This is because, in each unit, the learners are given a new structure to use, for instance in unit 1, they learn simple present tense, in unit 2, they learn prepositions, then move into the present perfect tense and simple past tense in unit 3 and 4. It can be inferred that this book is not for the students who are beginners in English, but it is for experienced ones. It is suitable for VHS students since they

have learned English in junior high school (the previous level), so they have at least basic English in their schemata.

Several of the vocabularies used in this book are also recycled and related to each other like in unit 2 Reservation System and unit 3 Hotel Operations. They use vocabularies related to how to reserve but in different ways. This pattern brings a positive impact for the users since they have acquainted with the vocabularies. They will be able to know another use of the vocabulary. At the same time, the users also will learn other new vocabularies that will enrich the students' words. These recycled vocabularies and materials bring the learners to the cyclical course because they move from one language item to others but also progressively return to each item but in a deeper or another way of materials/activities. It is also suitable for learners who are learning English for particular purposes and expect to put what they learn to practical use soon. It also allows the students for absenteeism for important leaves. While most of the other units are linear, but they are related in content and vocabulary.

## Presentation and Practice of New Language Items

The third criteria to be assessed are the presentation and practice of new language items. There are six items, such as the underlying characteristics of the approach to language teaching, the language learning process, presentation of grammar items, the practice of grammar items, presentation and practice of new lexis, and teaching phonology.

The approach employed in this book is the combination of both behavioristic and cognitive approaches. It could be seen from the activities, like in reading activity on page 51. The instruction is to complete the table with the correct word forms from noun to verb and vice versa, such as *confirmation, reservation, choose, and cancel*. It is an example of behaviorist activity, more focusing on form than function. However, like the researcher has stated earlier in criteria 1.2, the form is also important for the learners to comprehend. The strength point of this book is, it provides more cognitive activities rather than behaviorism. It is also in line with Curriculum 2013 where it is

developed by cognitivism; that makes the learners think how to think, not only understanding and remembering.

Moreover, HOTS or higher-order thinking skills are also highlighted in this current curriculum. HOTS and cognitivism are parallel, it means by developing tasks and activities based on cognitive approach, it also enhances HOTS because the activities will not only deal with LOTS (lower-order thinking skills) like understanding and remembering in most grammar, translation, and drilling activities, but also analyzing, evaluating, and creating. It can be seen in several activities in the book, one of the examples is found on page 71 about the warm-up activity. There are two photographs of a bell-boy and receptionist servicing their guests. The instruction for the first activity is the learners should analyze and discuss with their partners what makes the two situations in the photographs different. Then, in the following activity, there are some sentences, and the students should decide which picture each of the sentences belongs to. These exercises involve students' critical thinking, not only remembering. The next item is the language learning process. It can be identified that the book employs a combination of the both inductive and deductive learning process. It is because in some activities, the writers provide the examples which embody the rule to be learned by the learners, and the other activities make the learners get the explanation of rules (especially grammar) and then they are asked to apply them. For instance in activity 14 about language focus: structure to practice on page 104. The author provides the explanation and the rule first about the adjective clause, the students deduce the correct instances of language from the rule. Therefore, in the teaching process, the teacher will analytically explain the rule, then the students are expected to apply the rule.

Cunningsworth (1984) explained that there is no better way between inductive and deductive learning process since the goal is the same, that is the students be able to use the rules of the language in all skills needed. Nevertheless, Curriculum 2013 invites the teachers and teaching-learning process to be in an inductive way since it is assumed to enhance students' critical thinking and it will lead them to be autonomous learners. Inductively, the students induce the rule from numerous examples, then they analyze and create a hypothesis about the rule. It fits with the syntax of the scientific approach as it is being emphasized in Curriculum 2013.

On the other hand, although several activities in this book are based on deductive learning, some others are inductive way, for instance, in a dialog about the checkout process on pages 77-78. Most of the utterances in the dialog use the simple past tense. The teacher can invite the students to analyze the reason for using simple past tense in those utterances before they learn and discover the explanation on page 85.

The presentation of a new structure is related to what has been previously studied and it is meaningful in context. In the previous criteria about language content (see point 1.2), the researcher stated that the grading is steep because this book is designed for the experienced students in English. For example explanation about the present perfect tense on page 66, the

explanation is very simple. It begins with three sentences with underlined expressions of the present perfect tense. Then, it is followed by the explanation of the use and the rule of the present perfect tense. However, if it is compared with the standard English book for VHS level, a much more detailed explanation and examples of tenses are provided. Therefore, it could be inferred that this book is for experienced ones. Moreover, the grammar presentation and practice are more focus on the context and relevance to the students' needs and interests. The writing activity of procedure text consists of steps and safety tips dealing with their major; cleaning a guest's bathroom and vacuuming a guest's room.

In line with the concept of the functional and situational syllabus, the presentation of new lexis is varied provided in word lists, with visuals, and in a text. This is a positive point of this book because the learners will gain new vocabulary in various contextual and authentic ways. They can see pictures represented the vocabularies and new words to use based on the topic of each unit as presented in Figure 1 and Figure 2.

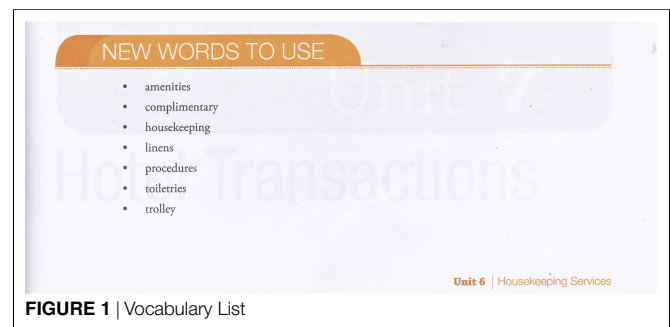


FIGURE 1 | Vocabulary List

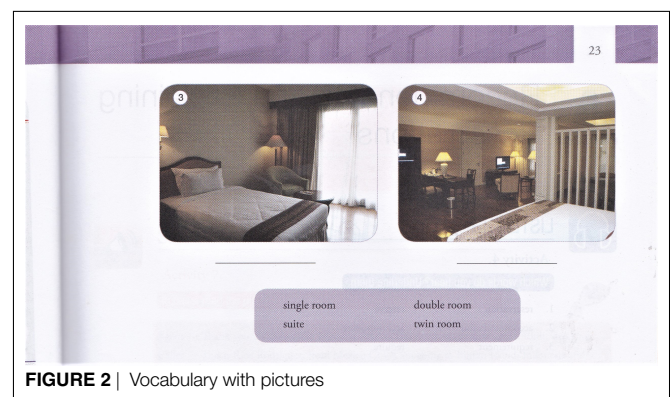


FIGURE 2 | Vocabulary with pictures

The last item in this criterion is the phonological system. It provides several listening activities to provide the recognition and production of individual sounds. While for the recognition and understanding and production of stress patterns and intonation contours are not given explicitly in the activities. However, some speaking activities are dealing with those aspects, but the writers do not put like the stress and intonation patterns, also the phonetic transcriptions.

## Developing Language Skills and Communicative Abilities

In developing language skills and communicative abilities, the items need to be pointed out are free production of speech, materials for reading, listening, and writing, integrated skills, and communicative abilities. One of the strengths of this criterion is the book provides free production of speech like role play and simulation activities. The important point is the proportion of presentation, practice, and free production is balanced. The materials are related to real-life integrating two or more of the four skills. The activities and materials lead the learners to practice in coping with communicative situations involving the realistic integration of language skills and the development of cognitive strategies, e.g. how to handle the reservation. Therefore, the materials suit the learners' background and learning objectives.

The reading activities are always provided in each unit with the materials depending on the topic of the unit. It is usually more than one in each unit. The reading theme deals with the learners' specialty, like Bell Services, Overview of Required Tasks, etc. They are followed by exercises, such as true-false, questions and answers, completing a text, completing a table, etc. Based on the exercises, it can be seen that some of them are still under the structural approach, whereas the authors consider this book under the communicative approach. As a result, the teacher needs to modify them to be more communicative in use.

Listening activities are also given more than one in each unit. The theme of the audio is adjusted to the topic of the unit. The listening section sometimes occurs as the warming up activity. The forms of listening practice are dialog, selecting correct words (minimal pair, correct answer, correct intonation, and stress), true-false, paraphrasing, multiple-choice, completing a table, form, sentence, or passage, selecting pictures, listening and repeating. The audio is available on a CD.

After reading and listening, the writers also provide comprehensive writing activities with a suitable topic for each unit. The writers focus more on communication ability like in listening and speaking, but they also consider the needs of the learners to read and write. The activities are various, interesting, and most of them are communicative ones. Some of them are integrated into the other three skills activities. Several types of activities provided; writing a staff profile or opinion, replying an e-mail/fax, completing a form, making a report or hotel bills, arranging a letter, responding to several expressions, making steps and safety tips, and so on. The writers also provide vary speaking activities.

To sum up, based on the activities, the book encourages the development of four skills and the implementation of communicative abilities. It does not only attempt to integrate the skills (i.e. in doing role-play; the skills like listening, speaking, reading, and writing are involved), but it also has specific activities for each skill. Nevertheless, it does not mean when the students do writing skill, they do not involve another skill,

for example in writing activity on page 166. There is a 'banquet event order' form where the students have to fill the form based on data in the previous activity. It means they both integrate the reading and writing skills. Moreover, the activities are contextual and authentic. It is a strong point of this book since besides improving the students' language skills, the contextual and authentic activities related to the students' major also facilitate them enhancing their vocational skills. The learners have to practice dealing with the communicative situations, additionally the students who will be positioned as guest services. They have to gain good communication ability. Therefore, they need to gain a lot of exposure to communication ability which represents and models on the processes that take place in real language use.

## Supporting Materials

The presentation of the supporting materials is attractive in the form of visual aids, audio in CD, vocabulary lists, and example of materials taken from real hotels designed into communicative activities. Visual aids can give illustrations to make the students clearer in comprehending materials. A strength point for illustrations is the authors try to use authentic materials which functions not only to give attractive pages but also integral to the course as teaching materials.

A question from the Cunningsworth's checklist also assesses how much support the material provides the teacher with or in other words, whether the material requires a high degree of teacher input or not. Based on the activities and materials, mostly they are easily used by non-native speaker teachers. Furthermore, since this is an ESP book for the hotel industry, of course, the content is not only about providing English exposure but also the subject matter, in this case, is the hotel industry. The teachers may need some background knowledge or information connecting with the hotel industry to gain more comprehension about the subject matter.

According to the reviewer's observation derived from the texts provided, they make use of language to convey information which brings intrinsic interest to the learners. For instance, in the reading activities, the reading texts do not only give English materials, but also tips or strategy dealing with behaving as hotel staff or how to use hotel valet parking and other contextual texts. As a result, they improve both students' knowledge in English and their specialty.

The materials do not impose any specific physical restraints, but it has requirements for listening activities, such as a CD player and a speaker. At every beginning of the unit, the writers provide images related to the hotel industry. Some of the vocabulary activities also give colorful images. The overall impression of the units is it has a good balance between visual material and written text. Moreover, the book is also printed in color version, medium-size font, and a good layout to make it easier to read.

## Motivation

Cunningsworth (1984) argued that motivation plays a great role in determining success or failure in language learning. This book attempts to increase students' motivation by providing various, appealing, and authentic materials related to the students' needs and interests. One of the positive points about this book is it has a good and attractive layout. Every unit is started with a big image of a hotel-related activity or thing. The font is medium-sized and space is not too close. The pages are colorful which makes the learners avoid the boredom. It also provides with 'did you know' section which gives the learners advantageous information dealing with the hotel industry and also improves students' reading skills. Besides, to begin each unit, the writers give 'warm-up' activities to bring the learners what they are going to learn at the moment. It also has a map of the book consists a table with the information of unit, language focus, vocabulary, and professional practice as a guide for the learners to comprehend more about the use of the book.

According to the interviewee, her Hotel Industry students are motivated in doing the activities since it contains encouragement for the personal involvement of the learners in the learning process like they are playing roles as a sales manager or hotel staff. The learners are also invited to practice both individually and collectively or in pairs. There are a lot of pair works provided by the authors, and they encourage the problem-solving ability of the students. For instance, they are asked to make dialog based on a given situation or to give responses to the guest's requests. It helps the students much in learning English, especially in speaking due to the many speaking activities provided in the book.

The last question dealing with the motivation and the learner is about cultural specific. The materials given are not cultural specific due to the international convention and standard of the hotel industry. They apply a hotel industry culture that has an international standard, therefore, the materials are minimally similar to the other hotels around the world. So, that hotel cultural context will help the learners to match their language to the situation and make the learners ready to be accepted in every hotel not only in Indonesia but also in the abroad. Some examples taken from unit 2 about reservation system, such as the expressions in the dialog of recommending and explaining reservations, writing activity completing the reservation form (the form is more or less similar in all hotels in every country, like the name, surname, first, and middle name, company, position, full address, type of room, rate, credit card details, and so on), the additional information for the learners that provided in 'did you know' section (it gives further information related to the topic learned at that unit, e.g. the explanation of 'reservation inquiry'), and also the topic of reading material (it is also related to the theme of the unit, e.g. 'types of reservation'). These non-cultural specific will help the students to know further about the standard rules or standard hotel management not only in Indonesia but also in other countries since the hotel industry must have its standard rule everywhere. As a result, if there are students after graduating

who want to work in a hotel abroad, they will not face too many difficulties in understanding the hotel's rules.

## CONCLUSION

The objectives of the whole book are to prepare the VHS students or professionals who plan to work in the hotel industry and to prepare the users of the book to be able to communicate with hotel guests also to negotiate with English speakers. According to the activities and the authors' statement in the preface, one of this book's objectives is to enhance the users' speaking and listening skills which are necessary when they deal with hotel guests. While reading and writing skills are expected to allow learners to enhance their vocabulary and structure.

These objectives are based on students' needs, especially their occupational needs. On the other hand, coping with Curriculum 2013, the core and basic competences of the curriculum may not be all represented in this coursebook. However, after the thorough evaluation, this book employs a similar concept with what Curriculum 2013 requires, such as improving HOTS, making autonomous learners, student-centered and communicative learning, integrating 4 skills and language aspects, and creating contextual, meaningful, and authentic materials and activities. On the contrary, the English textbook for VHS issued by the government does not too well represent both ESP and Curriculum 2013 itself. Although not all of the basic competencies in Curriculum 2013 are discussed in this book, some of the materials are provided, especially the tenses. The activities are also more meaningful, contextual, and authentic for VHS students. Therefore, using this book is recommended to use for VHS students of the hotel industry as the supporting book beside the textbook published by the government. These two books can complete each other, additionally; they will facilitate the learners better in learning English in a more specific way, and also in facilitating their occupational needs. Also, in Indonesia, there are still a few ESP books for VHS level.

The objectives then are broken down into goals in every unit. The author's state goals at the beginning of each unit to tell the users about what they are going to do in that unit. For instance, in unit 1, the objectives are learning about communicating at the workplace, helping a colleague or a customer, maintaining self-performance, and working in a team. The goals can be considered achieved by the indicators, such as the materials are developed by the goals, the activities provided represent the goals and the tests like progress or achievement test or assessment to check the students' progress. However, the latter is not provided in the book, but the two former indicators

Based on activities and materials explained in the findings section, there are several strengths in this very useful and handy book as in the following: (1) it provides map of the book and learning objectives of every unit, (2) the activities involve and integrate four skills, (3) several of the activities are communica-



tive and learner-centered even though there are still structural activities, (4) it establishes functional and situational syllabus, (5) new structures and lexis are taught in each unit through context and meaningful, (6) it has good supporting materials, such as taken from real hotel audio and visual aids, close to the real use of language, vocabulary and collocation lists, did you know and warm up activities, (7) it also has good layout and typography and colorful pages, (8) the materials and activities are various, have a model of real life situation, and have specific hotel industry background, and (9) the materials and activities encourage the learners to be more active in the learning process by solving problems in individual, pair, and group works.

However, this book also contains some weaknesses, such as: (1) even though the book proposed the concept of functional, there are some grammar activities which are still structural, (2) it does not provide the phonetic transcription, stress and intonation patterns, (3) due to the characteristics of a nationally-published book, it may not meet all the specific students' needs and interests, and (4) the book is not fully compatible with Curriculum 2013.

The materials and activities of this book are suitable for a learner-centered and communicative learning situation. Since this book is designed for hotel industry students at the high school level, the authors may consider that they already have basic knowledge about grammar from the previous level. Therefore, grammar is not to be emphasized in this book.

However, the users will learn grammar in a more contextual and meaningful way by involving the hotel industry topic. Furthermore, this book is not suitable for learners who have limited knowledge of English, especially grammar.

Based on the evaluation through Cunningsworth's checklist, this book is recommended for vocational high school students especially in Indonesia because the materials are easy to understand by non-native speakers. The materials are systematically discussed with various and communicative activities

which are related to the hotel industry. In addition, the activities can be easily followed by the teachers and learners. They can explore more the activities and materials to make it more contextual and meet their needs and interests as this book is commercially published in general in Indonesia. Besides, the materials also do not have culture-specific, so they are acceptable for every hotel industry learners.

It is suggested that the drawbacks found from this book can be improved for the instructors or teachers. Another suggestion is since this book has not been designed based on either General English or English in Hotel Industry in Curriculum 2013, the teachers can use this book as supplementary material for the learners, moreover, in Indonesia; there is a lack of ESP coursebook for VHS level. Due to this book's strengths, it is recommended for VHS students in Hotel Industry to use this book as a secondary book beside the English textbook from the government and the coursebook for Hotel Industry. Furthermore, the contents of the book are also stated in the basic competencies in Curriculum 2013, the problem is the order of the topics in the curriculum and the book is not similar. Therefore, the teacher should guide the learners on how to use this book to make it advantageous.

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