

## HOPKIN CRITERIA IN BOOK ENTITLED "BUSINESS BASIC I" USED FOR STUDENT AT UNIVERSITY

**Piping Rahadianto**

Universitas Bhinneka PGRI

[piping@stkippgritulungagung.ac.id](mailto:piping@stkippgritulungagung.ac.id)

JL. Mayor Sujadi Timur No 7 Tulungagung, Kode Pos 66221

**Abstrak:** Mata kuliah Bahasa Inggris diajarkan bukan hanya untuk mahasiswa jurusan Bahasa Inggris, tetapi Bahasa Inggris merupakan mata kuliah yang diberikan kepada seluruh mahasiswa apapun jurusannya di Universitas. Contohnya Bahasa Inggris yang membahas kaitan dengan English for Business yang memang sangat penting peranannya untuk kebutuhan mahasiswa sehari-hari dalam meningkatkan kecakapannya. Hal tersebut disebut juga ESP atau English for Specific Purposes. Seperti kita tahu pembelajaran ESP di Universitas telah mengalami perubahan dan pengembangan terlebih lagi dalam penggunaan media atau buku untuk pengajarannya. Di Universitas dirasa sangatlah penting ada sebuah buku khususnya ESP yang benar-benar berisi tentang prosedur dan implementasi yang sesuai untuk pengajaran kepada mahasiswa. Buku ESP haruslah berisi materi yang benar-benar cocok untuk mahasiswa terlebih lagi mahasiswa yang hidup di Indonesia. Isi buku tersebut haruslah sesuai dengan kaidah-kaidah pendidikan yang ada di Indonesia seperti halnya sesuai dengan aspek filosofis masyarakat kita. Karena aspek filosofis merupakan aspek utama yang perlu diperhatikan dalam pengajaran dan Pendidikan khususnya ESP. Penelitian ini bertujuan menganalisa dan menjelaskan kesesuaian buku ESP yang berjudul "Business Basic I" mengenai aspek filosofis di dalamnya dengan menggunakan Hopkin theory dalam metodenya. Penelitian ini merupakan penelitian deskripsi kualitatif dengan menggunakan dokumen berupa buku dengan menganalisa materi di dalam buku ESP dengan memperhatikan secara detail isi dan materi yang tertera di dalam buku tersebut. Hasil dari penelitian ini menganalisa dan mengkategorikan bahwa buku ESP berjudul "Business Basic I" merupakan buku yang sesuai dan tepat untuk dipergunakan oleh mahasiswa di tingkat Universitas. Hal tersebut berdasar pada kategori buku yang baik dan bagus dalam segi isi dan materi yang ada di dalamnya. Serta dapat disimpulkan bahwa dalam buku tersebut terdapat enam aspek utama yang penting yaitu kejelasan, kesesuaian dengan fakta yang ada, kesesuaian dengan pengalaman mahasiswa, kesesuaian dengan norma agama, kegunaan serta kemudahan dalam penyajian materi yang ada di dalamnya. Dari beberapa temuan tersebut dapat disimpulkan bahwa buku tersebut dirancang dan dihimpun berdasar aspek filosofi sosial yang ada serta filosofi struktural.

**Kata Kunci:** Hopkin criteria (Philosophy Aspect), Book.

**Abstract:** English used for every reason at university for example English collaborated with business 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 in ESP we need a media or book in their procedure and its implementation. And for its procedures every materials or book are needs to be appropriates in their materials 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 elaborates the material for the student need especially for ESP student. This research objective is to explain the appropriateness of the philosophical aspects by the Hopkin theory in book entitled "Business Basic I" for ESP Student in terms of its contents. The design of this study is

descriptive qualitative, and it is taken from documents and material resumed in its book. This research is categorized as qualitative research design because this study is aimed to identify the book toward the criteria of good book and its content. Based on the result and analysis of the 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 aspects from the data collection result.

**Keywords:** Hopkin criteria (Philosophy Aspect), Book.

## 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. Cultural factors that have contributed to the rise of English as a world language.

More over in Indonesia English as the subject that all the student must contributed 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 then as 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.

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 METHOD

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 for university student.

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 university is categorized as descriptive qualitative and the type of the study is content analysis.

The data for analysis was collected from ESP book that used by student at Universitas Bhinneka 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.

## FINDINGS AND DISCUSSIONS

### Findings

The material of English Book Entitled “Business Basic I” adopts scientific approach that is designed to make students construct concepts and principles actively through some steps. The steps are observing, questioning, collecting information, associating and communicating. The description of the material of English Book Entitled “Business Basic I” is as follow.

Unit 01 Careers	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Careers.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about Careers.
Associating	In this section, learners are asked to write all information about their output about Careers.
Communicating	In this section, learners will study about all aspect in Careers and describe all aspects they now about Careers.
Unit 02 Organization	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Organizations in Modern Era.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about “Organization”.
Associating	In this section, learners are asked to write all information about their output about “Organization”.
Communicating	In this section, learners will study about all aspect in “Organization” and describe all aspects they now about “Organization”.
Unit 03 Business morality	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Business Morality.

Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Business Morality".
Associating	In this section, learners are asked to write all information about their output about "Business Morality".
Communicating	In this section, learners will study about all aspect in "Business Morality" and describe all aspects they now about "Business Morality".
<b>Unit 04 Managing people</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Managing People and how to work it related with modern era.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Managing People".
Associating	In this section, learners are asked to write all information about their output about "Managing People".
Communicating	In this section, learners will study about all aspect in "Managing People" and describe all aspects they now about "Managing People".
<b>Unit 05 Leadership</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Leadership ang how to deal it.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Leadership".
Associating	In this section, learners are asked to write all information about their output about "Leadership".
Communicating	In this section, learners will study about all aspect in "Leadership" and describe all aspects they now about "Leadership".
<b>Unit 06 Stress</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of problem and all Stress aspect that can make an impact in business and its' development.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Stress".
Associating	In this section, learners are asked to write all information about their output about "Stress".
Communicating	In this section, learners will study about all aspect in "Stress" and describe all aspects they now about "Stress".
<b>Unit 07 Planning</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of make a good planning in business works.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Planning".
Associating	In this section, learners are asked to write all information about their output about "Planning".
Communicating	In this section, learners will study about all aspect in "Planning" and describe all aspects they now about "Planning".
<b>Unit 08 Money management</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Money management.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Money Management".

Associating	In this section, learners are asked to write all information about their output about "Money Management".
Communicating	In this section, learners will study about all aspect in "Money Management" and describe all aspects they now about "Money Management".
<b>Unit 09 Trade</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Trade.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Trade".
Associating	In this section, learners are asked to write all information about their output about "Trade".
Communicating	In this section, learners will study about all aspect in "Trade"and describe all aspects they now about "Trade".
<b>Unit 10 Marketing</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Marketing.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Marketing".
Associating	In this section, learners are asked to write all information about their output about "Marketing".
Communicating	In this section, learners will study about all aspect in "Marketing"and describe all aspects they now about "Marketing".
<b>Unit 11 Presentation</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Presentation in Business.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Presentation".
Associating	In this section, learners are asked to write all information about their output about "Presentation".
Communicating	In this section, learners will study about all aspect in "Presentation" and describe all aspects they now about "Presentation".
<b>Unit 12 Meetings</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Meeting in Business.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Meeting".
Associating	In this section, learners are asked to write all information about their output about "Meeting".
Communicating	In this section, learners will study about all aspect in "Meeting" and describe all aspects they now about "Meeting".
<b>Unit 13 Negotiation</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Negotiation in Business.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Negotiation".
Associating	In this section, learners are asked to write all information about their output about "Negotiation".
Communicating	In this section, learners will study about all aspect in "Negotiation"



	and describe all aspects they now about "Negotiation".
<b>Unit 14 Dealing with problems</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Dealing with problems in Business.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Dealing with problems".
Associating	In this section, learners are asked to write all information about their output about "Dealing with problems".
Communicating	In this section, learners will study about all aspect in "Dealing with problems" and describe all aspects they now about "Dealing with problems".
<b>Unit 15 On the Telephone</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Telephoning with the clients.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Telephone".
Associating	In this section, learners are asked to write all information about their output about "Telephone".
Communicating	In this section, learners will study about all aspect in "Telephone" and describe all aspects they now about "Telephone".
<b>Unit 16 Going on a Business Trip</b>	
Observing and questioning	In this section, there are task and lessons that can improved and included several skills in English such as are Reading, Speaking, Writing and Listening. In which all the activity is about the theme of Going on a Business Trip.
Collecting information	In this section, learners are asked to compiled all of their cognitive aspect about "Going on a Business Trip".
Associating	In this section, learners are asked to write all information about their output about "Going on a Business Trip".
Communicating	In this section, learners will study about all aspect in "Going on a Business Trip" and describe all aspects they now about "Going on a Business Trip".
<b>Unit 17 Review</b>	
Observing and questioning	Reviewing all units
Collecting information	Reviewing all units
Associating	Reviewing all units
Communicating	Reviewing all units

In conducting the evaluation within the study, the researchers assigned modified six criteria of good philosophical foundation aspects within a book according to Hopkin (Ornstein & Hunkins, 2004, p.38) and these criteria were: (1) clarity; (2) consistency with the fact; (3) consistency with experience; (4) consistency with other beliefs; (5) utility; and (6) simplicity. These criteria would be elaborated as follows.

<b>Unit 01 Careers</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Careers".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social

	facts are very clearly presented in each activity with the topic of "Careers"
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Careers".
Consistency with other Beliefs	In this unit aspect on the religious aspect and beliefs are fair enough.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Careers".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Careers". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 02 Organization</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Organization".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Organization".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Organization".
Consistency with other Beliefs	There is no religious content that inappropriate with the different aspect in this unit.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Organization".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Organization". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 03 Business morality</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Business morality".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Business morality".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that



	accordance with the educational aspect Indonesia that perform with the topic about "Business morality".
Consistency with other Beliefs	In this unit aspect on the religious aspect and beliefs are fair enough. In accordance aspect morality is the main issue in this unit.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Business morality".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Business morality". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 04 Managing people</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Managing people".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Managing people".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Managing people".
Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Managing people".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Managing people". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 05 Leadership</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Leadership".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Leadership".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Leadership".
Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants

	are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Leadership".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Leadership". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 06 Stress</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Stress".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Stress".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Stress".
Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Stress".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Stress". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 07 Planning</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Planning".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Planning".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Planning".
Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Planning".
Simplicity	In this unit aspect on the learning paradigm and elaboration both

	of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Planning". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 08 Money management</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Money Management".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Money Management".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Money Management".
Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Money Management".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Money Management". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 09 Trade</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Trade". There is many information about the newest things about the trade and its' components in now a day development.
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Trade".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Trade".
Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Trade".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Trade". Student can elaborate the materials on the book by

	implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 10 Marketing</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Marketing".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Marketing".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Marketing".
Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Marketing".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Marketing". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 11 Presentation</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Presentation".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Presentation".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Presentation".
Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Presentation".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Presentation". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 12 Meetings</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and

	learning material about "Meetings".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Meetings".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Meetings".
Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Meetings".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Meetings". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 13 Negotiation</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Negotiation".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Negotiation".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Negotiation".
Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Negotiation".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Negotiation". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 14 Dealing with problems</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Dealing with problems".
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Dealing with problems".
Consistency with Experience	In this unit aspect on the experiences that the students are



	related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Dealing with problems".
Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "Dealing with problems".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Dealing with problems". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 15 On the Telephone</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "On the Telephone". All the task and activities directly to the useful aspect that can improve student ability in practice and its development.
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "On the Telephone".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "On the Telephone".
Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic about "On the Telephone".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "On the Telephone". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
<b>Unit 16 Going on a Business Trip</b>	
Clarity	In this unit aspect of educational object are formulated clearly enough with the related events now a days and the newest correspondences in the development of the teaching and learning material about "Going on a Business Trip". There are many practically activity on this unit.
Consistency with the Fact	In this unit aspect of the description about educational success, academic and non-academic success and existing with social facts are very clearly presented in each activity with the topic of "Going on a Business Trip".
Consistency with Experience	In this unit aspect on the experiences that the students are related with the newest events and appropriate issues that accordance with the educational aspect Indonesia that perform with the topic about "Going on a Business Trip".



Consistency with other Beliefs	In this unit there is no aspect on the religious aspect and beliefs.
Utility	In this unit aspect on the usefulness for the learning participants are provided several skills such as four elementary skill in English. It presented in every task and activity that support all the student skill in improvement their cognitive aspect in accordance with demanding issues in modern era with the related topic "Going on a Business Trip".
Simplicity	In this unit aspect on the learning paradigm and elaboration both of material and concept is completely as a whole procedure in a book as the media in fulfilment of the material and needs of the student in practically aspect related the specific topic about "Going on a Business Trip". Student can elaborate the materials on the book by implement it during daily activity and seems related with the today environment and its' development.
Unit 17 Review	
Clarity	Reviewing all the units.
Consistency with the Fact	Reviewing all the units.
Consistency with Experience	Reviewing all the units.
Consistency with other Beliefs	Reviewing all the units.
Utility	Reviewing all the units.
Simplicity	Reviewing all the units.

## Discussions

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.

## REFERENCES

- Anderson, B. (2007). *Pedagogical Rules and Their Relationship to Frequency in Input: Observational and Empirical Data from French*, *Applied Linguistics* 28 (2)
- Bazerman, C. (2002). Rhetorical research for reflective practice: A multi-layered narrative. In C. Candlin (Ed.), *Research and practice in professional discourse* (pp. 79–93). Hong Kong: City University of Hong Kong Press.
- Bhatia, V. K. (2002). Professional discourse: Towards a multi-dimensional approach and shared practice. In C. Candlin (Ed.), *Research and practice in professional discourse* (pp. 39–60). Hong Kong: City University of Hong Kong Press.

- Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative Research of Education: An Introductive to Theories and Methods* (4th ed.). Boston: Allyn and Bacon.
- Diane D. Belcher. (2004). Trends In Teaching English for Specific Purposes. *Annual Review of Applied Linguistics* (2004) 24, 165B186. Printed in the USA. Cambridge University Press.
- Gill, S. K. (2002a). *International Communication: English Language Challenges for Malaysia*. Serdang: Universiti Putra Malaysia.
- Gill, S. K. (2002b). Language policy and English language standards in Malaysia: Nationalism versus pragmatism. *Journal of Asia-Pacific Communication*, 12(1), 95-115. <http://dx.doi.org/10.1075/japc.12.1.07gil>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.
- Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing*, 12, 17–29.
- Jantmary Thirusanku & Melor Md Yunus, (2014). Status of English in Malaysia. *Asian Social Science*; Vol. 10, No. 14; 2014. Published by Canadian Center of Science and Education
- Kress, G. (1998). Visual and verbal modes of representation in electronically mediated communication: The potentials of new forms of text. In I. Snyder (Ed.), *Page to screen: Taking literacy into the electronic era* (pp. 53–79). London: Routledge.
- Merrifield, J. (1998). Contested ground: Performance accountability in adult basic education. NCSALL Briefs—Report #1.
- Ornstein, A. C., & Hunkins, F. P. (2004). *Curriculum foundation, principles and issues*. Boston: Pearson.
- Paltridge, B. (2002). Genre, text type, and the English for academic purposes (EAP) classroom. In A. Johns (Ed.), *Genre in the classroom: Multiple perspectives* (pp. 73–90). Mahwah, NJ: Erlbaum.
- Sugiyono. (2013). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.
- Swales, J. (2002). On models in applied discourse analysis. In C. Candlin (Ed.), *Research and practice in professional discourse* (pp. 61–77). Hong Kong: City University of Hong Kong Press.
- Swales, J., & Lindemann, S. (2002). Teaching the literature review to international graduate students. In A. Johns (Ed.), *Genre in the classroom: Multiple perspectives* (pp. 105–119). Mahwah, NJ: Erlbaum.
- Swales, J., & Luebs, M. (2002). Genre analysis and the advanced second language writer. In E. Barton & G. Stygall (Eds.), *Discourse studies in composition* (pp. 135–154). Cresskill, NJ: Hampton Press.
- Watanabe, Norris, and Gonzalez-Lloret (2009). Identifying and responding to evaluation needs in College foreign language programs. In J. M. Norris, J. McE. Davis, C. Sinicrope, & Y. Watanabe (Eds.), *towards useful program evaluation in college foreign language education*. Honolulu, HI: National Foreign Language Resource Center.