

## Content Analysis of an EAP Coursebook in an Islamic University

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### ABSTRACT

Evaluating a coursebook is necessary to find the strengths and weaknesses to improve the quality of sources and professional development. This study aimed to investigate the suitability of EAP coursebook materials with the criteria for good teaching materials and the English language needs of IAIN Purwokerto students. The study engaged 83 second-semester students at IAIN Purwokerto, who were randomly drawn from each study program at IAIN Purwokerto. The researchers employed a content analysis procedure: the unit of analysis covering places, actors, activities, research variables in the form of teaching materials in EAP courses, and data collection using a checklist. The analysis of the research is based on the criteria of good teaching materials and the students' English needs which cover the target requirement component for needs analysis, consisting of the students' needs, shortcomings, and desires. The researchers found that the suitability of the coursebook with the criteria for good text teaching materials has average level of relevance of 50.13%, which is quite appropriate in the category. There were some weaknesses or shortcomings that made this EAP course book not classified as a high level of relevance. English language needs of IAIN Purwokerto students tend to learn integrated language skills, especially speaking and listening.

**Keywords:** *Content analysis, EAP, coursebook, learners' needs*

### Introduction

As English is increasingly accepted as a "lingua franca" in various professions, generally, many English students want to learn languages, especially in their specific fields. Hutchinson & Waters (1987) further stated, "*As English becomes an internationally accepted language in the fields of technology and commerce, it creates a new generation of students who know specifically why they are learning languages.*" Therefore, these demands and requirements have resulted in expansion.

One aspect of learning English is namely learning English for Academic Purposes (EAP). Based on Jordan (1989), English for Academic Purposes offers a holistic perspective on the theory and application of academic English (EAP) focused on the specification of learners' needs and learning skills that suit their needs. In other words, EAP is a language teaching approach, which is based on the needs of students, and the basis of all ESPs is a simple question: Why? does this student need to learn a foreign language? (Hutchinson & Waters, 1987). Through this approach, it can be proposed

that each EAP lecture must adhere to predetermined goal strategies based on a needs analysis that aims to identify what students need for a foreign language. This strategy will help determine what students have to achieve through language learning (Richards, 2001).

EAP is an eclectic and pragmatic discipline in which various languages, applied linguistics, and educational topics can be considered from an English perspective for academic purposes or drawn methodologically to inform EAP. These include language classes, teaching methodologies, teacher education, language assessment, needs analysis, materials development, and evaluation, discourse analysis, acquisition of learning in EAP, research writing, and speaking skills at all academic levels (Hamp-Lyons, 2011).

EAP is an enormous and diverse field, and different considerations must be clarified in the design of an EAP course. Stoller (2001) claims that "students in the subject classrooms have to prepare for the requirements of their EAP courses." In particular, an EAP course may be developed based

on the needs of students, course goals, and goals of a particular institution (Richards, 2001). Overall, there are unique characteristics and demands of any organization. Stoller (2001) argues that the diverse viewpoints on linguistic learning and diversity of organizations make it hard for us to find a unique pattern for EAP training design in this context.

Furthermore, English coursebooks are an essential source for determining the quality of language input and language practice during English courses' teaching and learning process. It functions as a guiding principle and a material that develops a significant and measurable component and pedagogical content and a teaching guide simultaneously. Graves (2000) stated that all the functions mentioned contain decisions regarding developing teaching materials based on trust, understanding, and experience. Generally, teaching materials or materials in the coursebook often rely on the aims and goals, how to conceptualize the contents of the lecture, how to organize and sort lectures, and understand the needs of students.

In Indonesian higher education context, Changes in Competency-Based Curriculum towards KKNI-based Curriculum (Indonesian National Qualification Framework) are expected to be able to juxtapose, equalize, and integrate (from junior high school level to doctoral level) between education and job training fields as well as work experience in order to provide recognition of work competencies under the work structure in various sectors (Kemendikbud, 2011). Thus, each university can independently prepare its academic world according to its needs and challenges. So that lecturers have adequate material for them in preparing learning materials. However, the preparation of teaching materials must be in accordance with the students needs and in accordance with the principles and criteria of good teaching materials in order to achieve learning objectives.

Coursebooks need to evaluate, for example, exercises or activities on a worksheet. The coursebook evaluation is usually to identify the strengths and weaknesses (Cunningsworth, 1995) or to help the teachers in improving their professional developments (Mohamed, 2013) and getting the nature of course book materials (Ellis, 1997). McGrath's (2016) simple rationale for evaluating the textbook is about finding out if what you wanted was there. Evaluation includes judgment, which means that evaluation is subjective. Garinger (2002) proposes four critical exercises and activities to assess the quality of exercises or activities from textbooks. First, textbook tasks and activities must help students learn the language. Secondly, the exercise should be matched with a regulated, free exercise style. Thirdly, as students pass through the

textbook, the exercise should be gradual, and the exercise should be varied and demanding. In short, an assessment of these requirements enables a typical textbook to be addressed.

Evaluating an EAP coursebook becomes a significant consideration to get information on its strengths and weaknesses and offer improvement methods. About EAP coursebook evaluation, Fikry (2017) found that the English coursebook entitled "*Islamic Learning in EAP*" which is used for Islamic students at Islamic Higher Institution, has poor quality and lack of language tasks and critical thinking skills that can help the students to improve their knowledge in an academic context. Similarly, Lusiyani & Wahyunianto (2019) researched to evaluate the course module used in EAP teaching at the Pharmacy Academy of Surabaya. They found that the module is no more appropriate with specific academic purposes in which pharmacy-related materials are expected to be offered. A coursebook evaluation is needed to make a linkage between the teacher and learners' needs and give available solutions. As Purwanti (2019) found, the ESP coursebook entitled "*Get Along with English*" for the Hotel Industry that is designed using the ESP approach still has some aspects of being modified to meet the students' needs and encourage them to use their knowledge in their workplace in the future.

IAIN Purwokerto, as an Islamic higher education institution, does not limit itself to anti-content that is not related to Islamic identity. English at IAIN Purwokerto has become a compulsory institute course so that all study programs at all faculties at IAIN Purwokerto have English courses. English courses at IAIN Purwokerto are divided into two semesters. There is English Basics course in the first semester, and in the second semester, there is an English for Academic Purposes course. English Basics prioritizes the mastery of the basics of English. Whereas, English for Academic Purposes course is more oriented towards developing an understanding of English in the academic context.

In lecturing English, lecturers and students use EAP coursebook, which is compiled by several English lecturers and printed by the Language Development Institute. In the EAP coursebook, the materials for developing skills and mastery of English grammar are relatively similar. However, the text reading activities are related to various topics to cover all faculties and study programs at IAIN Purwokerto because this coursebook is used for the students from various study programs.

The compilation of teaching materials is also somewhat forced because it has not been through analyzing the needs of students. Besides, the preparation of teaching materials is also based on

the absence of the same teaching materials that lecturers own. So, several lecturers have different teaching material from other lecturers. Furthermore, the impact is on the incompatibility with the objectives of learning subjects.

Based on the formulation of the problems mentioned above, this study aims to: (1) investigate the suitability of EAP coursebook materials with the criteria for good teaching materials; (2) investigate the suitability of EAP coursebook materials with the English language needs of IAIN Purwokerto students.

### Method

This research employed a descriptive approach concerning a qualitative approach. This research is included in a descriptive qualitative study because the researchers here intend to describe the suitability of the English for Academic Purposes course modules with the syllabus, the criteria for writing good teaching materials, and the English needs of students. Researchers here acted as instruments as well as data collectors. However, descriptive quantitative using percentage was also used to measure the level of relevance. The technique used in this research was the Content Analysis research technique. The content analysis procedure in this study refers to Neuman (2011), namely: (1) the unit of analysis covering places, actors, and activities; (2) research variables in the form of teaching materials in English for Academic Purposes courses; and (3) data collection using a checklist.

Besides, this study also examined the analysis of students' English needs based on the Hutchinson & Waters (1987) target requirement component for needs analysis. Target needs consist of the needs of students (their target linguistic characteristics), shortcomings (depending on the actual and potential level of proficiency), and desires (what students expect and their needs). English courses at IAIN Purwokerto are compulsory subjects that students in each study program must take. Determining what students need to achieve through English language media, this study aims to determine the English language needs of IAIN Purwokerto students based on their perceptions. Both qualitative and quantitative data are collected through questionnaires distributed to students.

### Respondents

The subjects of this study were 83 second-semester students of IAIN Purwokerto, who were randomly drawn from each study program at IAIN Purwokerto. The majority of students who filled the questionnaire sheets were 17-18 years old, with 64 students or 77.10%. There were 69 students, or

83.13% have been studying English for more than eight years.

**Table 1**  
**The respondents description**

Aspect	N	%	
Age	17 – 18 years old	64	77.10%
	19 – 20 years old	14	16.87%
	21 – 22 years old	5	6.03%
	23 – 24 years old	0	0%
English learning experience	6 years	0	0%
	7 years	3	3.61%
	8 years	11	13.25%
	More than 8 years	69	83.13%

### The Technique of Data Collection

Data collection was done using a check list sheet, which was simultaneously a documentation and questionnaire sheet. The questionnaire is used to measure the suitability of teaching materials with the students' English needs. While the materials in the questionnaire refer to (Hutchinson & Waters, 1987), which lead to target needs and learning needs. The questionnaire measured students' English needs, including three components: students' attitudes toward English, students' attitudes toward language skills and course materials, and English language abilities to be achieved.

**Table 2**  
**The list of questionnaire**

Domains	Aspects	Options
Attitudes toward English	The importance of English learning	Strongly agree, agree, disagree, strongly disagree
	Submitting the tasks on time	Always, often, sometimes, never
Attitudes towards English Skills and Learning Materials	Listening a song, news, or film in English	Always, often, sometimes, never
	Reading books, magazines, newspapers, or journal articles in English	Always, often, sometimes, never
	Speaking with colleagues, lecturer, or tourist in English	Always, often, sometimes, never
	Writing a simple paragraph, letter, or email in English	Always, often, sometimes, never
	Integrated language skills in the coursebook	Strongly agree, agree, disagree, strongly disagree
	Lecturing method by the lecturer	Strongly agree, agree, disagree, strongly disagree
	Students active learning	Strongly agree, agree, disagree, strongly disagree
	Presenting individual/group	Strongly agree, agree, disagree,

	work in the class	strongly disagree
	Most liked language skills	listening, speaking, reading, writing
	Most suitable learning topics	Daily activities, science, Islamic contents, related to study program
Language skills	The present level of language skills (listening, speaking, reading, writing, grammar, pronunciation, vocabulary, and communication)	Low, moderate, good, advanced
	Linguistics aspects to be focused on the EAP coursebook	Specific grammar, technical vocabulary, general vocabulary, reading comprehension, listening comprehension, writing skills, speaking skills, communicative skills

### The Technique of Data Analysis

Data analysis is performed after all data has been collected. Activities in this data analysis include grouping data based on items to be revoked, tabulating data based on variables, presenting data for each variable studied, and calculating each indicator item, so that indicators of problems are known, and the level of the problem is known, to answer the problem formulation and research questions. The score obtained from the questionnaire is calculated in a percentage. This technique is often called quantitative descriptive with percentage calculation.

The results of calculations in the form of percentages are interpreted by a table of criteria for the level of difficulty in each factor and an indicator which is then determined by the level of the problem. The lowest score is 0, and the highest score of each answer is 4 so that with a range of 5 intervals with very high relevant criteria, highly relevant, fairly relevant, irrelevant, and very irrelevant can be calculated the percentage range of each level of relevance. The results obtained from the subsequent percentage calculations are compared with the above scale as the following table:

**Table 3**  
**The criteria of relevance level**

Interval of Relevance Levels	Relevance Levels
76 % < % < 100 %	Very High Relevant
60 % < % < 76 %	High Relevant
44 % < % < 60 %	Fairly Relevant
28 % < % < 44 %	Irrelevant
20 % < % < 28 %	Very Irrelevant

### Findings and Discussion

### The Suitability of EAP Course Book Materials with Good Teaching Materials

Teaching materials are adjusted to theories of good teaching materials. Based on the study results, the suitability of the criteria for good text teaching materials has an average level of relevance at 50.13%, which is classified as reasonably appropriate. The checklist criteria for the suitability of good teaching materials have 12 indicators announced in 15 statements. 3 agreements have a high enough level of conformity with good teaching materials. Those were module conformity with standards competencies, basic competencies, and EAP syllabus. Module suitability with standards competencies has a relevance level of 75.30%, so it is included in the high relevant category. Following the level of suitability of the module with the competency standard, the suitability level of the module with the basic competency and material based on the syllabus also results in a high degree of relevance with a percentage value of 72.45% and 63.78%.

The level of relevance included in the relevant category is included in 6 statements. The six agreed concerning good grammar and easy-to-understand, where the results obtained at 58.34% relevance level. Meanwhile, six other questions related to the level of relevance were less with a percentage in the range of 28% < % < 44%.

The EAP module has an average relevance rate of 50.13%. That means the module is quite relevant or fits the criteria of a good textbook. For more details, it can be seen from the following table.

**Table 4**  
**The conformity of the coursebook with the criteria of a good textbook**

Indicators	Percentage	Category
Suitable with standards competencies	75,30%	High
Suitable with basic competencies	72,45%	High
Material based on syllabus	63,78%	High
Using good grammar and easy to understand	58,34%	Fairy
Attractive appearance/layout	34,64%	Low
Practical course book	46,15%	Fairy
Clear materials	56,90%	Fairy
Systematic arrangements from simple to complex	54,71%	Fairy
Up to date materials	48,22%	Fairy
The materials are closely related to other subjects	47,21%	Fairy
Easy to obtain	35,50%	Low
Useful for students	40,34%	Low
Giving students curiosity	38,80%	Low

Joyful to learn English	37,12%	Low
Improving students' abilities	42,56%	Low
Average Level of Relevance	50,13%	Fairy

In addition to adjusting teaching materials with the curriculum used, teaching materials must also be adjusted to the criteria of good teaching materials from expert opinions. Based on the study results, the suitability of the criteria for good text teaching materials has an average level of relevance at 50.13%, which is classified as quite an appropriate category. The coursebook needs to be improved to meet students' needs and learning goals as found also by Fikry (2017) and Lusiyanı & Wahyunianto (2019). Although the EAP module is quite appropriate, there are some weaknesses that researchers found. Weaknesses or shortcomings that make the module not classified in the high level of relevance include:

First, students consider that the EAP coursebook has not improved students' English skills. It can be caused by several factors and are interrelated. The concept of writing a book is certainly adjusted to the needs of students. Also, instructions for using books must also be clearly stated to use them to study well. However, students' answers to this statement are not limited to weaknesses in the module book; the use by the lecturers themselves, or psychological factors of students can also influence. The choice of topic material in the coursebook must be adjusted to the scientific discipline and needs of students as a readiness to enter the workforce and improve language skills (Sukarni, 2016). Furthermore, Hassane (2018) concluded that the needs analysis is the starting point for developing the curriculum content, teaching materials, and methods which can lead the learners to success and increase their motivation to engage the learning process.

Second, the statement with a low level of relevance is that the module book is considered by students not to be very useful for them (40,34%). Presentation of material in the book has not placed students as learning subjects, so the books' descriptions need to be supported by activities that can shape the independence of student learning, for example, by independent assignments. The suitability of the contents and ease of use can be a reason in assessing the book. Besides, the material contained in the book is considered not to provide significant benefits to their scientific abilities.

Third, in addition to the lack of usefulness for students, the book is considered less arousing students' curiosity. With a percentage of relevance level of 40.34%, it shows that less than half of students consider that their curiosity, especially in learning English, is not so encouraged when using

the book. Fostering students' curiosity is not too difficult to make everyone feel like they want to know something because basically everyone has that feeling and those who are facing a subject matter. So, teaching materials must be able to make the curiosity always there. Many ways can be done, such as presenting questions that tickle or provoke the imagination. Ruzhekova-rogozherova (2018) concluded that the ESP coursebook with cognitive-based materials could provide students' language skills and communicative competence. Through the construction, elaboration, and consolidation of linguistically and contextually adequate mental representations on the course book, can corroborate learner motivation and, consequently, promotes the independent study, self-assessment, and learner responsibility

Fourth, the book is considered not able to arouse student motivation. This is seen from the percentage of statements that the book has not aroused pleasure to learn English. Learning motivation can indeed be obtained from various things, and one of them is also through textbooks. If the textbook used does not provide or foster enthusiasm and motivation to learn, it will undoubtedly affect success in the learning process. Preparation of teaching materials and paying attention to the curriculum and syllabus, must also consider the criteria of the suitability of good teaching materials according to students so that learning objectives can be more achieved. Often we read many floating textbooks that talk many things, tend to go nowhere, and do not have focus. Textbooks are expected to have a clear perspective, especially regarding the principles used, the approach adopted, the methods used, and the teaching techniques used. Making textbooks should present a good source of materials as fillers. The arrangement is organized, systematic, varied, and rich in information. Also, it has a strong appeal because it will affect student interest in the book (Millar & Schrier, 2015). Therefore, the textbook should challenge, stimulate, and support student activity and creativity.

### ***Description of Students' English Needs***

The questionnaire used to measure students' English needs is a questionnaire material that refers to Hutchinson & Waters (1987) leading to target needs and learning needs. This questionnaire material includes 3 components: students' attitudes towards English, students' attitudes toward language skills and lecture material, and English language abilities to be achieved.

#### *Student attitudes towards English*

To measure students' attitudes towards English, researchers measured through questions

about the importance of English for students and the timeliness of collecting assignments. The questionnaire results showed that the majority of students with around 78 students or 93.97% stated that English was very important to learn for them. Next is about the timeliness of students in collecting English assignments. The results obtained showed that there were 56 students or 67.46% of students on time collecting assignments.

#### *The student's attitude toward language skills and lecture material*

In this section, researchers described the findings of students' interest in four language skills, namely listening, speaking, reading, and writing. The four domains of language skills are essential to be learned at the student level because they directly contact scientific work that they will have to do.

The first was about the aspect of listening skills. Listening to songs, news, and films in English was an indicator of students' interest in listening skills. The results obtained from the student questionnaire showed that the majority of students, or 38.55%, of students, said sometimes or not too often.

Second, questionnaire questions revolve around students' attitudes toward reading books, newspapers, magazines, and journals in English. This question showed that the majority of students, with around 42 students, or 50.60% of the total, admitted that they rarely read the written text in English.

Third, in the speaking aspect, researchers asked students about their daily use of English both with family at home, friends, lecturers, or foreign tourists. As a result, the majority of them, around 48 students or around 57.83% of the total, said sometimes using English to interact.

Fourth, the researchers asked the students to write simple paragraphs, letters, or stories in English. Data showed that they do not always want to write simple paragraphs, letters, or stories in English with around 45 students or 54.21%.

The fifth is their opinions if the language knowledge teaching material is integrated with language skills (reading, listening, writing, and speaking). If all four language skills were included in the teaching materials they used, 34 students agreed to that.

The sixth question was concerning the teaching style of lecturers in English subjects. The lecture method became the core of this question. The majority of students agreed that they did not agree if the English learning process of lecturers used the lecture method with around 58 students or 81.92% of students filling out the questionnaire.

The seventh was different from the sixth

question, where the seventh question about the learning process prioritized students more active in the learning process. The results obtained were the opposite of the results of the sixth question. The 57 second-semester students wanted the learning process to provide space for students to be active by expressing their agreement.

Eighth, assignments given by lecturers were independent or group assignments that were presented. Their answers to this question were very varied. Forty-three students, as the majority, gave only agreed answers.

Ninth, this question might describe students about what aspects of language they like the most. From the four aspects of language (reading, listening, writing, and speaking), most students, with 42 students or 50.60%, said they liked speaking skills.

The tenth question was about the topic of material in learning language skills. The topic of this material was intended, which is in the teaching material they use. This question showed that 45.78% of the second-semester students fill out the questionnaire stating that they wanted the topic of language learning materials suitable for their chosen discipline.

#### *English language skills to be achieved*

The fourth part of the questionnaire seeks to measure the English proficiency of current and desired students. The language skills desired by students were indeed those focused on the English for Academic Purposes course. Aspects of language skills in question included: speaking, listening, reading, writing, grammar, vocabulary, pronunciation, and communication. From the data taken through the questionnaire, the speaking ability was recognized by students to be a weak point in their English language abilities with 64 students or around 77.10% of the total students filling out the questionnaire stated that they were not good at speaking.

The students' listening skills were pretty even, with 39 students stated that they were quite good in listening skills and 40 students said that they were not good enough, and four students said they were not good at listening. There were no students who stated that they were very good at listening.

Then, the aspect of reading skill was also almost the same as listening skill. The difference was 5 students admitted that they were outstanding at reading. Twenty-six students, or 31.32% of the students who completed the questionnaire, stated well in the reading field. Students who expressed unfavorably in reading were around 44 students or 53% of the total students filling out the

questionnaire. The remaining eight students filled out the questionnaire who stated that they were not good in the reading aspect.

The realm of writing also produced data that was almost the same as the aspect of speaking. Forty-eight students admitted that they were not good at writing in English. At the same time, there were only about 18 students who started well in the aspect of writing. The rest of students were not good at writing using English.

The results of data regarding the ability of grammar were also varied. 6 students responded very well in grammar aspects. While 21 students stated good, 38 students answered less well, and 18 students admitted that they were not good in grammar. Likewise, with the vocabulary aspect, where only three students admitted very well in vocabulary, 34.94% of the total questionnaire fillers or 29 students answered both. While 39 students stated that they were not good in vocabulary, and 12 students stated that they were not good in vocabulary.

While the results obtained in measuring pronunciation skills showed that 34 students stated unfavorable in terms of pronunciation of words. 16.86% or 14 students claimed to have good pronunciation skills. The remaining 35 students showed that they were not good at pronouncing English words.

The last one was the communication aspect. In measuring this aspect of skills, the researchers found that 23 students claimed to be good at communicating in English. At the same time, 42 students or equal to 50.60%, stated that they were not good in communication and 18 other students answered that they were not good in communication skills.

### ***Conformity of EAP Course Book Materials with Student Needs for English***

Changes in Competency-Based Curriculum towards KKNI-based Curriculum (Indonesian National Qualification Framework) are expected to be able to juxtapose, equalize, and integrate (from junior high school level to doctoral level) between education and job training fields as well as work experience in order to provide recognition of work competencies under the work structure in various sectors (Kemendikbud, 2011).

The curriculum is aimed at equalizing graduate qualifications so that they can compete in the world of work. Sourced from the Ministry of Education and Culture (Kemendikbud, 2011), the description of competencies achieved for level 6 Bachelor (S1) is (1) able to apply their fields of expertise and utilize science and technology in their fields in problem-solving and be able to adapt to the

situation at hand; (2) Mastering theoretical concepts in a particular field of knowledge in general and the theoretical concepts of special sections in that field of knowledge in-depth, as well as being able to formulate procedural problem-solving.

Based on student profiles, the data obtained shows that most students who fill out the questionnaire are still fresh graduates or new high school level graduates. It means that school lessons, especially English, are still in their memories because they have not graduated long ago. So that the ability to speak English is undoubtedly still easy to continue to be sharpened even better. Besides, students have studied English for more than eight years. It means they are assumed to have basic knowledge of English and master general English so that it is easy to learn English for academic purposes. Like Sukarni (2016) concluded, the coursebook's suitability with scientific disciplines and student needs would increase motivation and language skills.

Language teaching materials that are integrated with language skills (reading, listening, writing, and speaking) become crucial questions in this study. The results obtained by this question describe that students want the four English skills to be integrated into a module book or teaching material. This data is essential to use as consideration for teaching lecturers and central institutions in preparing teaching materials. These four skills can be integrated into one teaching material. The ability to listen and speak can be realized if there is English communication between students and lecturers. Besides, the media used by lecturers can be a tool to hone these two abilities such as songs or films, and of course, also inherent in the series of the material discussed. The ability to read and write should be easy to combine in EAP teaching materials at IAIN Purwokerto. However, integrating these four language skills must undoubtedly be adjusted to the allocation of time given. Do not let because the allocation is limited, and lecturers are required to integrate these four language skills to make the learning process not directed, and in the end, the learning objectives are not achieved. A critical principle in preparing coursebook material is that the coursebook must enhance communicative competence components and learning motivation. Thus, the transfer of knowledge and skills can be achieved following the goals and learners' needs (Danaye Tous & Haghighi, 2014).

In line with efforts to improve the ability to communicate in English in an academic environment, the data states that of the four aspects of language (reading, listening, writing, and speaking), most students with 42 students or

50.60%, said they liked speaking skills as the data that they sometimes use English in interacting with family at home, friends, lecturers, foreign tourists, speaking ability is reasonable if they want to improve. Communication between lecturers-students using English is an important key to improve speaking skills in delivering this teaching material.

The data generated from the questionnaire also measures the level of English proficiency of current and desired students. The weakest ability recognized by students is speaking ability. So it's only fitting that they always want to improve their speaking skills by expressing their likes. Besides speaking, writing also belongs to the category of abilities that students recognize as their weak abilities. They hope that these two abilities can continue to be improved because they are very close to their academic environment. In contrast, other language skills are relatively evenly distributed. Data on the real conditions of students' English proficiency is considered in the preparation of teaching materials. Speaking and writing as the weakest skills recognized by students are at least integrated EAP teaching materials at IAIN Purwokerto. As Fikry (2017) stated, the EAP textbook for Islamic students at Islamic Higher Institution should enhance their language skills, especially for reading skills and specific knowledge in the academic context.

### Conclusion

Although the EAP coursebook is quite relevant, there are some weaknesses that researchers found. Weaknesses or shortcomings that make the module book not classified in the high level of relevance. Weaknesses or deficiencies are related to lack of improving students' English proficiency, lack of providing significant benefits, lacking a sense of curiosity, not being able to arouse learning motivation, lack of attractive layout, and the difficulty of getting the book.

It is better for teaching staff to pay attention to students' English language needs to achieve learning objectives. Lecturers are also expected always to motivate their students for the importance of English and help improve their speaking and writing abilities which students recognize are the weakest skills they have. The use of other teaching materials is needed to facilitate student understanding. However, this study is limited to analyze the content analysis of an EAP coursebook in an Islamic university. The researchers suggested to analyze deeper the discourse analysis in the broader area of respondents and various universities.

Compiling the course book is better if the

material for linguistic knowledge is integrated with language skills. Also, language teaching is more focused on language skills where communication in English in the classroom becomes very significant in improving students' language skills particularly speaking and listening. The topic of teaching materials is chosen following scientific disciplines and needs in society as preparation for entering the workforce and supporting language skills.

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