

**ESP BUSINESS ENGLISH: THE PROPOSED
STUDENTS' WORKBOOK USED FOR TEACHING
BAHASA INGGRIS BISNIS AT D3 ACCOUNTING OF
ECONOMICS & BUSINESS FACULTY AT UNMER MALANG**

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ABSTRACT

*This paper was written concerning with the needs of teaching materials for **MK Bahasa Inggris Bisnis** (2 credits subject taught once a week and in 100 minutes in each meeting) taught at D3 Accounting of Economics and Business Faculty. It is an Educational Research and Development since it is a qualitative research that aims to develop teaching materials. The writers use materials development procedure adapted from the framework of components of course development processes proposed by Graves (1996). The primary instruments are the researchers themselves and the secondary ones are questionnaires and interview. The products of the research are in the form of a workbook.*

Keywords: ESP, business English subject, integrated skills, R & D, materials development.

"We should not assume that non-native speakers who have attained a high degree of fluency and accuracy in everyday spoken English have the corresponding academic language proficiency." - <http://esl.fis.edu/teachers/support/cummin.htm>

That above quotation is indeed true – having fluency and accuracy in everyday spoken English does not guarantee that the speaker will do well academically. As English as Foreign Language (EFL) lecturers, the writers

cannot disagree with it more. However, doing well academically is still demanded in the formal learning and in this case is in the college level.

Since the students have different background knowledge and their major are not English, the lecturers need to know the purpose of the students to learn English. Most of the students want to study English because of the academic requirements of their study programs and professional levels. Therefore, the students later on are also expected to have standardized test to measure their English ability. In order to reach the goal, the lecturers always provide activities that insist the students on developing their English skills. However, having expectation does not mean that all learners' results are high. Lecturers sometimes need to lower standard depending on the learners' ability. On the other hand, lecturers also see this condition triggers the learners to encourage themselves fulfilling the standard.

In accordance with the above explanation, the most suitable subject to teach them is English for Specific Purposes (ESP) since it is one of components of applied linguistics and has become a vital and innovative activity within ESL (TESL and TEFL). There are some ESP definitions proposed by well-known experts; such as Hutchinson and Waters (1987), Strevens (1988), and Robinson (1991). Before discussing more about those definitions, the following paragraph gives a brief explanation about the origin of ESP.

Applied Linguistics; an academic discipline that has more concerned with foreign language teaching, such as Translation, SLA and ESP which is focusing on how language is used and implemented in the modern era. There are some references refer to the definition of Applied Linguistics and here are two of them.

In the http://en.wikipedia.org/wiki/Applied_linguistics, Applied Linguistics is defined as, “An interdisciplinary field of study that identifies, investigates, and offers solutions to language-related real-life problems. Some of the academic fields related to applied linguistics are education, linguistics, psychology, computer science, anthropology, and sociology.”

The second definition, taken from taken from the following website <http://www.appliedlinguistics.org/applied-linguistics-facts.html>, relates Applied Linguistics to the scientific studies:

Though the term "applied linguistics" has traditionally been associated with the scientific study of such areas as TESOL, TEFL, TESL, language teaching and learning, applied linguists do a variety of things: The basic idea is, as the definition implies, to contribute to the real-world issues.

It is clear now what Applied Linguistics is and what covers on it. It is definitely that Applied Linguistics is also concerned with teaching learning world and one of subjects that included in it is ESP or English for Specific Purposes.

In the book entitled **Development in ESP**, Dudley-Evans and St John (1998: 3) present three different definitions of ESP and state that Stevens' definition is the most comprehensive of the three quoted, “Each definition has validity but also weaknesses, either in the definition or in the features described Stevens' definition is the most comprehensive of the three quoted, but can lead to certain confusion.” Dudley-Evans and St. John have removed the absolute characteristic that ESP is in contrast with General English' and assert that ESP is not necessarily related to a specific discipline. According to them, ESP is likely to be used with adult learners although it can be used in a secondary school setting. They claim that ESP should be associated with the intermediate or advanced level

of the learners, which makes the use of the authentic learning materials feasible. This is indeed a feature of ESP, particularly in self-directed study and research tasks.

Although maybe Stevens' definition is the most appropriate of all but still it has weaknesses. However, here are four important points included in Stevens' ESP definition concerning with the English language teaching; first, it is designed to meet specified needs of the learners; second, it is related in content to particular disciplines, occupation and activities; next, it is centred on language appropriate to those activities in syntax, lexis, discourse, semantics, and so on; the last, it is in contrast with 'General English'.

This R & D research was conducted due to the needs of teaching materials for teaching *Bahasa Inggris Bisnis* subject to the first semester students of D3 English Accounting (as stated in the curriculum of the Program). To start with, the researchers conducted the preliminary interview with the Head of the Program of D3 Accounting and they found out that the Program had no teaching materials used for teaching the related subject. Thus, it is considered necessary to conduct this research. It gave mutual benefits to both the Program and the lecturers themselves. As for the main purposes, the Program finally can provide its students with English materials for studying and the lecturers have proper teaching materials for teaching *Bahasa Inggris Bisnis* subject.

The *Bahasa Inggris Bisnis* is a 2 credit subject and taught once a week for one semester that equals to 16 meetings, including the mid-term and final tests. Thus, for this purpose, the writers have to propose 14 Units (or 14 meetings) to develop the teaching materials that cover 4 English skills; listening, speaking,

reading and writing, in which the listening skill is done integratedly with reading and speaking skills. The following Table 1 shows the details about *MK Bahasa Inggris Bisnis* as stated in the *Pedoman Penyelenggaraan Pendidikan*, University of Merdeka Malang, Academic Year 2016-2017, which also includes subject code (*Kode MK*), number of credits (*sks*), the semester when it is taught or given and its characteristics (*Sifat*).

Table 1. The Program Curriculum: D3 Accounting

<i>No.</i>	<i>Kode MK</i>	<i>Nama MK</i>	<i>SKS</i>	<i>Semester</i>	<i>Sifat</i>
1.	620401	<i>Bahasa Inggris Bisnis</i>	2	1	<i>Wajib</i>

The four basic skills in language learning are speaking, listening, reading and writing, have been increasingly integrated in course offerings, textbooks, and lesson plans since the advent of the Whole Language model and the communicative language teaching (CLT) methodology in the 80's and 90's. The Whole Language model brings all language skills to bear on a given topic through blending reading, discussion, meaning negotiation, and articulation and writing (Blanton, 1992). Skill integration is a key factor in contextualized, authentic language learning experiences that help students use the target language successfully outside the classroom. Multimedia ELT courseware expert, L. Knowles (2004) explains how integrating the four skills provide the optimum input environment for language learning. He cites neuropsychologist Donald Hebb, one of the first to hypothesize that learning involves the alteration of neural connections. Hebb's ideas are often expressed through the phrase, "neurons that fire together wire together". For language learning, a key element is the

synchronized activation of the auditory, phonological, and visual systems in the brain, especially important for listening and reading development. These distinct systems work together with grammatical and conceptual processors to decode sensory input into meaningful language.

Fortunately, in many instances where an ESL or EFL course is labeled by a single skill, the integration of language skills might be only partial or even illusory. If the teacher is creative, a course bearing a discrete-skill title might actually involve multiple, integrated skills. For example, in a course on intermediate reading, the teacher probably gives all of the directions orally in English, thus causing students to use their listening ability to understand the assignment. In this course, students might discuss their readings, thus employing speaking and listening skills and certain associated skills, such as pronunciation, syntax, and social usage. Students might be asked to summarize or analyze readings in written form, thus activating their writing skills. This means that we are teaching at the discourse level, not just at the level of sentences or individual words and phrases. Discourse is a whole unit of communicative text, either spoken or written. In a real sense, then, some courses that are labeled according to one specific skill might actually reflect an integrated-skill approach after all.

METHODOLOGY

In this research, the writers also have role as the lecturers of the *MK Bahasa Inggris Bisnis*. They conducted the research based on their experience in both developing the materials and teaching the related subject. Thus, the most suitable research design used is Research and Development (often shortened as R

& D) one. The following is a quotation that supports R & D as the most appropriate research design to be used in developing teaching materials. In this case, they are materials for teaching ESP Business English.

As stated by Latief (2010: 101) in his book entitled *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*, “*Penelitian pengembangan bertujuan untuk menghasilkan perangkat pembelajaran, seperti silabus, bahan ajar, media, modul praktikum, latihan kerja siswa, alat mengukur kemajuan belajar, alat mengukur hasil belajar, dsb.* (The purpose of R & D is to produce a set of teaching learning apparatus, such as syllabus, teaching materials, teaching media, module, students’ workbook, etc.)”.

The primary and the secondary instruments to collect the data consisted of the writers themselves (primary) and questionnaires and interview (secondary). The primary instruments interviewed the person in charge at D3 Accounting of Economics and Business, in the case it is the Head of the Program. They also asked the students to fill questionnaires. The purpose of interviewing and giving questionnaires was to know their needs and expectation of the materials to be developed.

In this research, the primary collected data were in the form of written data on the questionnaires given to the students. The other data was collected from the interview; they were in the form of written data as well. From those collected data, the writers analyzed the data and used materials development procedure adapted from the framework of components of course development processes proposed by Graves (1996). The selected model of R & D can be seen in the following table (Table 2. Procedures of Materials Development).

Table 2. Procedures of Materials Development

First Step:		
-	Preliminary Step	Problematizing profiling the course problematizing improvement
Second Step:		
Framework of Components of Course Development Processes by Graves (1996)		
No.	Components	Contents
1.	Needs Assessment/Analysis What are my students' needs? How can I assess them so that I can address them? Questionnaires? Observation? Interview? Etc.	Objective and Subjective Needs
2.	Determining Goals and Objectives What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?	Goals (the intended outcomes of the course). Objectives (what to do and learn to achieve the goals).
3.	Conceptualizing Content What will be the backbone of what I teach? What will I include in my syllabus?	Language Components Language Functions Language Skills Genre/Texts Etc.
4.	Selecting and Developing Materials and Activities How and with what will I teach the course? What is my role? What are my students'	Selecting Materials (Adopt? Develop? Adapt?) Teaching-Learning Techniques Material Evaluation

roles?

5. **Organizing Content and Activities** Lesson Level and Course Level

How will I organize the content and activities?

What system will I develop?

6. **Evaluation** Students' Assessment

How will I assess what students have learned?

How will I assess the effectiveness of the course?

7. **Consideration of Resources and** -

Constraints

What are the givens of my situation?

Third Step:

Lesson Plan and RPSCL

- A Lesson Plan and A Syllabus Making -

FINDINGS AND DISCUSSION

Based on the preliminary interview done with the Head of the D3 Accounting Program and questionnaires filled by the students, finally the researchers decided to propose 14 Units drafts of teaching materials (consist of 4 language skills; Reading, Speaking, Listening and Writing) in the form of handouts used to teach *MK Bahasa Inggris Bisnis* at D3 Accounting of Economics and Business Faculty at UNMER Malang, as the finding of this R & D reserach.

The drafts cover the language skills; Reading, Speaking, Listening and Writing, which are taught integratedly during the class sessions. Reading materials are integratedly given with vocabulary in the form of glossary list (as seen in Appendix 1). Apart from that, the students also can write some more words on the provided spaces (Activity 2). Those spaces are for new words that the students find and do not understand the meaning while reading the passage. The purposes of this section are the students can practice reading skill and improve their vocabulary. On this section, Reading and Listening skills can be taught integratedly.

As for the Speaking skill, which is integratedly taught with Listening skill, the materials are given in the form of dialogues (as seen in Appendix 2). This section is divided into 3 parts; dialogue drilling, conversation practice and cultural focus. The purposes are to make the students to practice their speaking and as well as to learn culture (Task 3). In this case, American culture is related to the discussed topic. The last part, on Writing skill, the students are given exercises on writing business letters (as seen in Appendix 3). Since Writing skill is considered as the most difficult skill compared to the other three skills, the lecturer should guide the students in the process of doing the exercises.

The following Table 2 shows the proposed topics of 14 Units used to teach *MK Bahasa Inggris Bisnis* for one the semester.

Table 2. Proposed Topics

No.	Unit/Meeting	Skills	Proposed Topics
1.	Unit 1	Reading & Vocabulary	The Meaning of Economics
2.	Unit 2	Speaking (Dialogues)	Business Introduction
3.	Unit 3	Reading & Vocabulary	How a Business is Organized
4.	Unit 4	Speaking (Dialogues)	Around the Office
5.	Unit 5	Reading Vocabulary & Vocabulary	Basic Factors in Business
6.	Unit 6	Writing	Types of Letters and Components of Letters
7.	Unit 7	Writing	Inquiry Letters
8.	UTS / Mid-term Test		
9.	Unit 8	Speaking (Dialogues) & Vocabulary	On the Phone
10.	Unit 9	Writing	Answer to Inquiry Letters
11.	Unit 10	Speaking (Dialogues) & Vocabulary	Making Reservation
12.	Unit 11	Writing	Order & Answer to Order Letters
13.	Unit 12	Speaking (Dialogues)	Making an Order
14.	Unit 13	Writing	Delayed Order & Answer to Delayed Order Letters

15.	Unit 14	Writing	CV and Application Letter
16.	UAS / Final Test		

CONCLUSIONS AND SUGGESTIONS

The R&D may take months or years to yield fruitful results. Manufacturers of a variety of products utilize this process for new product development and innovation. Though each company or industry may have its own unique research methodology, a basic research process will form the framework for it. At this point the research team may sit down to brainstorm. The discussion may start with an understanding and itemization of the issues faced in their particular industry and then narrowed down to important or core areas of opportunity or concern. Researchers may work closely with product developers to understand and agree on how an idea may be turned into a practical product. As the process iterates, the prototype complexity may start to increase and issues such as mass production and sales tactics may begin to enter the process. When the prototype of the materials are ready, the writers are ready to trial it to the students of D3 Accounting Program of Economics and Business Faculty at University of Merdeka Malang.

The concept of developing the English materials in D3 Accounting Program of Economics and Business Faculty at University of Merdeka Malang to new heights should not only entail trying to increase the number of English references, but in the process to instill the value of development of the Program itself and better the communication between the people in the Program and the English lecturers; in this case they are the researchers. This will reflect positively,

as the local individuals or business are encouraged and begin to develop the high quality of English materials. Also, having adequate support from the duty of the Program will encourage committed collaboration from English lecturers. Thus, as discussed, the duty of the Program, that is D3 Accounting of Economics & Business Faculty, is to cater more attention in English subject, such as by giving support in facilitating the media used in English teaching learning process and the English references based on the professional majors for the students in order to make English as the subject in specific purposes at D3 Accounting Program could run much better.

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Appendix 1

UNIT THREE

Reading Section:

Passage: HOW A BUSINESS IS ORGANIZED

Activity 1: Reading Comprehension: read the following passage carefully before doing the comprehension exercises.

In business there are many legal forms of organization. The form of organization means the type of ownership. The main differences between the types of ownership are in their ability to raise *capital*, the size and continuity of *enterprise*, the disposition of profit, and the legal *obligation* in the event of bankruptcy. Each form has certain advantages and disadvantages. The two forms discussed in this lesson are the sole *proprietorship* and a partnership.

The form which requires the least amount of capital and personnel is the sole proprietorship. Sole means single, and the proprietor is the owner. Therefore, a sole proprietorship is a business owned and operated by a single person. This single person can start a business by simply *purchasing* the necessary goods and equipment and opening up shop. There are very few government and legal *regulation* to *comply with*.

The sole proprietor has the opportunity to be successful, but he also runs the risk of financial ruin. The sole proprietor owns all the assets of the businesses, but he also has to supply all the capital, and his ability to borrow is limited to his personal amount of money and wealth.

A partnership presents a completely different set of problems. A partnership consists of two or more people who share the **ownership** of a business. A partnership should begin with a legal agreement covering the various aspects of the business. Two important items that need to be covered are exactly which assets **terminated**. This agreement is called the articles of co-partnership.

A partnership usually has more capital than a sole proprietorship. In a partnership the personal wealth of all the partners can be used to secure loans and credit. This personal wealth may also be used to settle the debts of the business. Like the sole proprietorship, the partnership has unlimited financial liability in the even of bankruptcy. Unlike the sole proprietorship when one owner-manager makes all the decisions. The smooth operation of a partnership requires both owners to agree on management policy. If a partnership wished to **cease** doing business, the owners would have to agree on how to dissolve it.

Activity 2: Difficult Words: *you are provided with some difficult words (bold and italicized) and their meanings (in the glossary box).*

If you still have some more words, you can write them down on the provided spaces. Discuss them with your friends. Use your dictionary to help you.

Glossary

Capital (n)	: <i>modal</i>
Enterprise (n)	: <i>perusahaan, firma</i>
Obligation (n)	: <i>obligasi</i>
Proprietorship (n)	: <i>kepemilikan</i>
Purchase (v)	: <i>membeli, memperoleh</i>
Regulation (n)	: <i>peraturan</i>
Comply with (v)	: <i>memenuhi</i>
Ownership (n)	: <i>kepemilikan</i>
Terminated (adj)	: <i>akhir</i>
Cease (v)	: <i>mengakhiri</i>

1. _____ : _____
2. _____ : _____
3. _____ : _____
4. _____ : _____
5. _____ : _____
6. _____ : _____
7. _____ : _____
8. _____ : _____

An Organized Business Owner



Appendix 2

UNIT FOUR

Speaking Section:

AROUND THE OFFICE

SHORT DIALOGUES

Activity 1: Drilling

Listen and repeat after the teacher. Then practice it in pairs.

1. Mike : I've still got a few things left to do.

Paul : Is there anything I can do to help?

2. Steve : How's your headache?

Lisa : No better, I'm afraid.

3. Mike : Can I get you a coffee?

Steve : No thanks. I've just had one.

4. Lisa : Do you think we'll get the contract?

John : It's difficult to say at this stage.

5. Paul : Thanks for your help.

Steve : You're welcome.

6. Steve : I'm afraid I've forgotten the telephone number.

Paul : Oh it doesn't matter.



Activity 2: Conversation

Practice it with the teacher. Then, practice in pairs with your friend before present it in front of the class.

John : Hi, how are you?

Lisa : Great. How about you?

John : Fine. Could you give your hand?

Lisa : Sure. What can I do?

John : I have made some mistakes in my typing.

I need something to correct them.

Lisa : What you need is correcting pen. You can use for
your hand writing or your typing.

John : Oh. Thank you so much, Lisa.

Lisa : Don't mention it.

John : By the way, do you think we'll get the contract?

Lisa : I'm not sure. It's difficult to say at this stage.

John : OK, then. I'll see you around.

Lisa : See you later, John.

Activity 3: Culture Focus

Informality at the Office

Relationships at work are often more informal in America than in other countries. For example, Tim Sovec is an office worker and John McKay is a security guard, but they use first names with each other. Co-workers often call each other by their first names. If someone is older or in a higher position, however, it is best not to use that person's first name unless you are invited to do so. In such cases, he or she will say, "Please call me (Bob)."

Appendix 3

UNIT SEVEN

Writing Section:

Letters: 1. ENQUIRIES

Activity 1: Completing: study the following incomplete letters.

Choose the correct words or phrases for each blank space below. Use the provided spaces to write your answers. Then, complete the letter.

advertisement	discount	latest catalogue	price list
advise	faithfully	model	price
range			
current issues	forward	particularly	reference
dear	information	payment	still
available			

A.

1. Sir,

I have seen your **2.** in the **3.** of “Office Weekly” and am interested in your range of office stationery.

Could you please send me your **4.** and **5.** I look **6.** to hearing from you.

Yours **7.**,

B.

With 8. to your advertisement in today's "Times", could you please send me 9. about your office furniture. I am 10. interested in your adjustable typist's chairs.

C.

Some time ago we purchased from you some JF72 solar-powered pocket calculators.

As this 11. was so popular with our customers, we would like to know if it is

12. If so, would you kindly 13. us of your terms of 14.

..... and

any quantity 15. available. Could you also include details of any new models in the same 16.