

THESIS

***ENGLISH FOR BUSINESS* SYLLABUS DESIGN BASED ON NEEDS
ANALYSIS FOR THE STUDENTS OF FACULTY OF LETTERS
UNIVERSITAS “45” MAKASSAR**

**DESAIN SILABUS *ENGLISH FOR BUSINESS* BERDASARKAN
ANALISIS KEBUTUHAN UNTUK MAHASISWA FAKULTAS SASTRA
UNIVERSITAS “45” MAKASSAR**



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**ENGLISH LANGUAGE STUDIES
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Makassar, August 2008

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ABSTRACT

DAHLIA DAHLIMA MOELIER. *English for Business Syllabus Design Based on Needs Analysis for the Students of Faculty of Letters, "45" University, Makassar.* (Supervised by Hafsah Amin Nur and Andi Buddi Mustari)

This research aims to (1) find out the students' needs in *English for Business*; (2) disclose the students' motivation and attitude toward *English for Business*; and (3) to design syllabi of *English for Business I and II*.

This research was conducted in Makassar. The primary data were obtained through questionnaire from pre-English and post-English for Business students. The sample consisted of the students of "45" University selected using stratified random sampling method. The supporting data were conducted to alumni and their employers in Makassar, Sorong-Papua, and Sangata-East Kalimantan, and to academic staffs. The sample was selected using purposive sampling method.

The results show that needs analysis is absolutely necessary as the basis of syllabus design because different students have different needs. It is also indicated that the students of Faculty of Letters, "45" University, Makassar need to learn English for Business in various topics through discussion and role play, and create something dealing with business, such as business card and letter's heading design. They also need to improve their speaking and writing skills. Based on these facts, two syllabi have been designed by integrating speaking and writing skills with the prioritized topics.

ABSTRAK

DAHLIA DAHLIMA MOELIER. *Desain silabus English for Business Berdasarkan Analisis Kebutuhan Untuk Mahasiswa Fakultas sastra Universitas “45” Makassar.* (dibimbing oleh Hafsah Amin Nur dan Andi Buddi Mustari).

Penelitian ini bertujuan mengetahui kebutuhan mahasiswa dalam mata kuliah *English for Business*; menjelaskan motivasi dan sikap mahasiswa terhadap mata kuliah *English for Business*, dan mendesain silabus *English for Business I dan II*.

Penelitian ini dilaksanakan di Universitas “45” Makassar. Sampel dipilih dengan teknik *Stratified random sampling* dan *purposive sampling*. Pengumpulan data dilakukan dengan cara menyebarkan kuesioner kepada mahasiswa yang belum dan telah memprogramkan mata kuliah *English for Business*, beberapa alumni dan pengguna jasa yang berada di Makassar, Sorong-Papua, Sangata-Kalimantan Timur, dosen dan staf akademik. Data di analisis secara deskriptif.

Hasil penelitian menunjukkan bahwa analisis kebutuhan sangat diperlukan sebagai dasar dalam mendesain silabus, mengingat mahasiswa yang berbeda cenderung memiliki kebutuhan yang berbeda pula. Selain itu, mahasiswa fakultas sastra, Universitas “45” membutuhkan topik yang beragam dengan cara belajar melalui diskusi, permainan peran, dan menciptakan sesuatu yang berhubungan dengan bisnis, misalnya kartu nama dan desain kop surat, untuk menambah keterampilan berbahasa mereka secara lisan atau pun tulisan. Sehubungan dengan itu, dua silabus telah dirancang dengan mengintegrasikan keterampilan berbicara dan menulis, dengan topik-topik yang diprioritaskan.

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**English Language Studies
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APPROVAL FORM

As one of the supervisors, I have read thoroughly and critically commented on the following research proposal written by **DAHLIA DAHLIMA MOELIER (PO 600203007)**

**ENGLISH FOR BUSINESS SYLLABUS DESIGN BASED ON NEED
ANALYSIS OF THE STUDENTS OF FACULTY OF LETTERS
UNIVERSITAS “45 “ MAKASSAR**

Based on my evaluation and to the best of my knowledge, I agree that this proposal is ready for the seminar proposal.
I am willing to help defend on the above mentioned student in the seminar when necessary.

**Head of the Supervisory
Committee,**

**Member of the Supervisory
Committee,**

(Prof. Dr. Hafsah Amin Nur, M.S.)
Date:

(Prof. Dr. A. Buddi Mustari, M.S)
Date:

**Approved by
The head of ELS program**

(Dr. Ria Jubhari,MA)
Date:

CHAPTER I

INTRODUCTION

A. Background

Universitas “45” Makassar was established on 5 April 1986 by Dr. (HC) H. Andi Sose, one of heroes of South Sulawesi. His obsession to educate people and to realize people welfare is represented in the establishment of the university. The University vision is to back up national development and to produce entrepreneur alumni.

The name of the university “45” itself is a symbol of big fight and success. It was the year when Indonesian nation fought for freedom from the Dutch. “45” also means fighting spirit without despair. The University has six faculties divided into two groups: Science and Social Science. The first group has two faculties namely Faculty of Engineering and Faculty of Agriculture. The second group has four faculties namely Faculty of Economics, Social and Political Sciences, Letters and Law. In addition, there is also a Diploma Program. The Faculty of Letters is one of the six faculties with two departments: Indonesian and English. The English department was opened in line with the popular use of English in the world and its educational position in Indonesia that necessities English in all sectors.

English in Indonesia has special position as a foreign compulsory subject since junior up to university level. In its history, the use of English then becomes wider than before. English in its position as a foreign

language in Indonesia does not break down its prospect to be favorite language. Nowadays, it becomes more favorable in various needs. The fact that English is taught for nurses, lawyers, commerce and other students and also the emergence of many private courses out of formal schools prove that, gradually, English becomes a need in the field of education and work. Even though English is not an official language in Indonesia, many offices take English as one of the requirements for the applicants to be their employees. Generally they use English for understanding letters and other written text or to communicate with foreign people connected to their offices. For these reasons they learn English For Specific Purposes (ESP).

Hutchinson and Waters (1987:7) state that the emergence of some study in ESP field in the late of 1960s and early of 1970s such as *English descriptions of written scientific* and *Technical English* by Ewer and Latorre (1969), *The analysis of doctor – patient communication* by Candlin, Bruton and Leater (1979) prove that English is needed by a particular group of learners of special area of work or study. Because of that reason the course must be designed by involving and considering learners' necessities, wants and interest as an easy journey to their goal.

Some of alumni of Universitas "45" faculty of letters work for business sectors. This condition motivated the management of Faculty of Letters Universitas "45" Makassar to revise the curriculum and operating since July 2004. One of the subjects which belongs to the English Department *Business Correspondence* was converted into *English For Business*. The

credit hour is also added from 2 to 3 credit hours, offered in two semesters as *English for Business I and English for Business II*. The purpose of taking *English for Business* instead of *Business Correspondence* and the increase of credit hours is to back up the students knowledge of English specifically in the context of business. Both of the subject have similarities that is the content is language used for business, however Business Correspondence focused on how to make business letters, while English For Business is expected to help students not only dealing with correspondence but also with other use of English in the context of business, such as telephoning and socializing. Because of that reason, there should be a deeper study, in this case is *needs analysis* to identify what the students actually need for their *English For Business*.

The current syllabuses of *English for Business I and II* at Universitas "45" are in doubt accommodating the students' needs. This is probably caused by the fact the position of this subject was at the fifth and sixth semester for the students of fifth and sixth semester or higher) is now moved to the third and fourth semester without any change of the syllabuses. This may effect on the students' ability to understand the subject better because their language knowledge is not as high as the fifth and sixth semester students.

Since different levels of knowledge means different needs of target language, there should be different syllabuses. In conformity with the student needs, Sysoyev (2000:1) comments that many problems in L2 classes are resulted in teachers not paying attention to learners' interest

and ignoring students as a source of essential information. He acknowledged that an analysis of the target group of students is very important in teaching L2 to result realistic and achievable goals and objectives.

Since teaching means to guide students come to their goal, teachers have to consider that every student has his/her own needs. Teachers can not teach everything they want to teach or to decide what should be taught without considering students' needs. For this reason they need syllabus to lead what they should do. To accommodate the students' needs, a syllabus can be reformed when it is necessary. This statement is in line to Long and Jacks idea (1987:73) that syllabus does not take place in vacuum. One of the characteristics of business English as one of ESP branch is needs analysis to see what the students need for their ESP. Besides, it would be better if it is adapted with another given subject such as tourism to build a unity curriculum. It is then reasonable to have an opinion that there should be *English for Business* syllabuses that can fit students of Universitas "45" Makassar needs and to improve teaching – learning process.

B. Problem Statement

Based on the reasons above, the questions that are proposed in the research are as follows:

1. What do the students of faculty of letters Universitas "45" need for their *English for Business I and II* course?

2. What is the students' motivation and attitude toward *English for Business I and II* ?
3. How should the syllabuses of *English for Business I and II* be ideally designed?

C. Objectives

The objectives of this research are as follows:

1. To identify the students' needs in *English for Business I and II*
2. To identify the students' motivation and attitude toward English for Business I and II.
3. To design syllabuses of English for Business I and II based on the students' needs .

D. Significance of the Study

It is hoped that the finding of this research will be usefully contribute to the process of teaching and learning English for Business at the faculty of letters Universitas "45", and more widely to the learners of English for Business. In particular the research will come out with two syllabuses of *English for Business I* and *English for Business II* that can be recommended at the faculty of letters.

E. The Scope of the Study

The researcher focuses attention on:

1. The students' needs
2. The students' motivation and attitude

3. Syllabuses design of *English for Business I and II* .

CHAPTER II

REVIEW OF RELATED LITERATURE

And

CONCEPTUAL FRAME WORK

A. Previous Studies

In international level, there have been some names that concerned with ESP syllabus design based on needs analysis.

Al-Jasser (2008) investigates "Correlation Analysis of Students' Performance on English for ESP and General English". He found that the students' need is almost the same in ESP and GE. He suggest GE should be regarded as one entity rather than two separate parts of the EFL program.

Edwards (2000) writes "Language for Business: Effective Needs Assessment, Syllabus Design, and Materials Preparation in a practical ESP. A Case Study. It took place in a specialized bank context involving senior German bankers. He offer recommendation for authentic materials and learners tasks.

Gillet (1989) has been particularly involved in designing ESP course for non native speakers of English. His ESP course is aimed to help overseas students overcome some of the linguistic difficulties involved in studying in English.

In the level of graduate program of UNHAS, there have been three theses focused on needs analysis in the area of English for Specific Purposes (ESP).

Mustari (1987) in unpublished thesis "ESP Teaching Material for Secretarial Students in Ujung Pandang" investigated what the students need in learning ESP. She focused her research on the materials that should be learned by the secretarial students to improve their knowledge of English in secretarial field. She found only 29 % of the respondents were satisfied with the given materials and recommended a sample of ESP syllabus.

Nandar (1988) focused his research on ESP Reading Material for the students of The Academy of Management and Cooperatives in Ujung Pandang. He found that although the demand of ESP materials was relatively high (91.5%) but, unfortunately the given materials were not appropriate to their needs. Because of that reason he concluded that ESP materials based on the students' need were badly needed by the students of this Academy.

Khalik (2001) in his thesis observed students of Economics Universitas "45" needs in learning ESP. He found there were 87.79% of the respondents were motivated to learn English because they want to understand material or their specialist subject written in English. Because of that reason they agree that ESP is very important subject. However, the syllabus and material were not based on needs analysis. As a result, the syllabus and

material did not satisfy the students. He suggested syllabus design and material adaptation based on needs analysis.

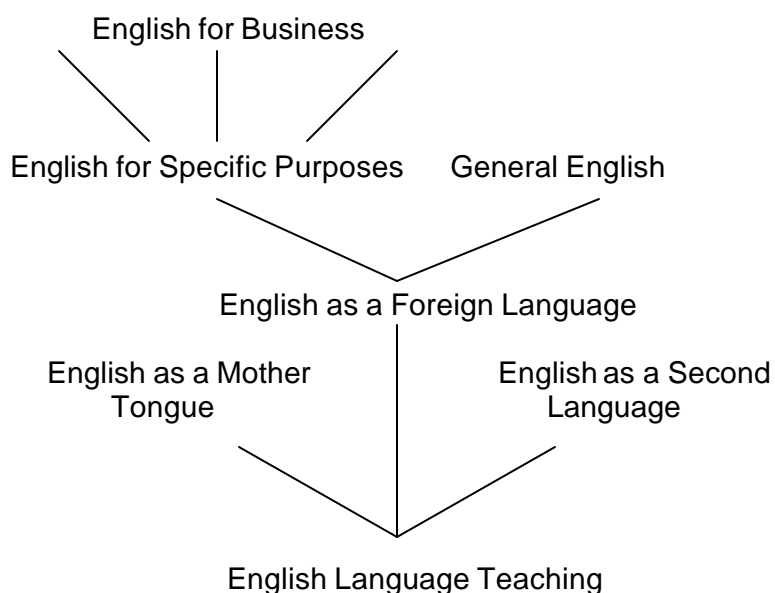
B. English for Specific Purposes and English for Business

1. English for Specific Purposes : The History

Hutchinson and Waters (1987:17) figure the division of English Language Teaching (ELT) in a tree diagram. ELT grows three main branches called English as a Mother Tongue (EMT), English as a Second Language (ESL) and English as a Foreign Language (EFL). Each of these branches grows many other branches. By focusing in English as a foreign language, Hutchinson and Waters mention General English (GE) and English for Specific Purposes (ESP) as the branches. The other branch grows up such as business English as part of ESP.

In order to see how the divisions grow Hutchinson and Waters (1987: 17) give the tree diagram as can be seen as follows:

Figure 1: The tree of ELT



(Hutchinson and Waters, 1987:17)

The emergence of ESP in the late of 1960s and early 1970s was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends. There are three main reasons common to the emergence of all ESP; the expansion of English, revolution in linguistics and the development in educational psychology which emphasize on the student needs and interest. (Hutchinson and Waters. 1987:76)

Crystal (1998:78-80) states that English language influence grew immensely through expansion in the first world war in 1919 through political expansion but, the growth of English in this way was already on the wane. In the post-world war, English came to be far more important language because it has its way to be a legal language in League of Nations (The United Nations) and used as language in

international scale such as in press field, broadcasting, international traffic, technology and commerce. Wello and Nur (1999:3) state the use of English in large need creates a whole new mass of people who want to learn English as the key to international currencies of technology and commerce. To gather this need, there was new generation of learner who knew specifically why they were learning the language. Example: business people who wanted to sell their products and mechanics who had to read instruction manuals. The generation learns English for their specific purposes.

McDonough (1984:1) states the field of specific purposes language teaching has grown very quickly and become fashionable in the language-teaching world. As a branch of ESP, Business English has attractive increasing interest and awareness. Oxford University Press (2006:1) reports in the last two decades, a number of facts show the increasing of Business English, such as there are over 100 schools in the United Kingdom which offer Business English courses, and there are more than 150 Business English titles on United Kingdom publishers' lists. Wello (2002:3) finds similar facts that in ESP field, Business English is expanding rapidly. This statement is based on the facts there are lots of formal and informal education in Indonesia which offer and doing the program of Business English, such as short course, in-service training, and distance learning by using on-line course via internet.

Revolution in linguistics also influences the emergence of ESP. The traditional aim of teaching a language is to describe the rules of the usage or grammar was revolutionized in the ways in which language is actually used in real communication. The fact that English is needed for various specific needs was a reason that English must also be tailored to the specific needs, example: English for commerce is different with English for engineering. (Hutchinson and Waters. 1987:6).The need of language could be identified by analyzing the linguistic characteristics of their specialist area of work or study. "Tell me what you need English for and I will tell you English that you need" is a guiding principle of ESP (Wello and Nur, 1999:3)

The development in new science and technology in the world influences the way the people think and need. They need to have better knowledge to face the globalization era. By considering the fact, Indonesian government applies a curriculum named Competence-Based Curriculum. It is an educational consequence based on the expectation that every student must have a big desire to know by learning to learn. It is stated that the material and the process of learning is focused on the students' interests. (Direktorat Pembinaan Akademik dan Kemahasiswaan, 2005: 16)

The development in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitudes to learning. The effective of learning is influenced by the motivation of the learners. With different needs and interest, they

will have different motivation. The relevance of English course to learners' need would improve their motivation and thereby make learning better and faster (Hutchinson and waters. 1987:8). Learners are source of essential information. An analysis of the target group of learners is very important in teaching L2 to result realistic and achievable goals and objectives.(Sysoyev. 2001:1).

2. ESP and Business English : The Definition

2.1 ESP

The definition of ESP is various given by people who concern in the field. Martin (1992:16) states that ESP stand for English For Specific Purposes, but one time it was thought that ESP stand for English for Special Purposes. Swales (1986) one prominent ESP theoretician prefers ESP to mean English for Speciable purposes (Martin, 1992:17).In the contrary way with Swales, Hutchinson and Waters (1987:18) show their definition of ESP by showing what ESP is not. According to them there are three categories of ESP as follows:

- a. ESP is not a matter of teaching 'specialized varieties' of English because the language used does not imply that it is a special form of the language, and different in kind from other forms.
- b. ESP is not just a matter of science words and grammar for scientist, hotel words and grammar for hotel staff and so on.

- c. ESP is not different kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning.

From the statement above it could be said ESP is an approach to language learning which is based on learners' needs. It is also an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning.

As part of ESP, Business English generally has the same categories as ESP. Wello and Nur (1987:88) state that business English must be seen in the overall of ESP, as it shares important elements of ESP, such as needs analysis, syllabus design, course design and material selection and development. They add these elements are common to all fields of work in ESP. However, Business English is not like other varieties of ESP. In that it is often a mix of specific content (depend on job area or industry) and general contact (relating to ability of communication in business transaction).

2.2 Business English

Historically, the term of business referred to activities or interest. The meaning grows and become synonymous with an individual commercial enterprise and also becomes more general in meaning of a nexus of commercial activities. Business

English is defined as English especially related to international trade, finance, and international relations focuses on vocabulary and topics used in the world of business. It also refers to the communication skills used in the workplace such as presentations, negotiations, meetings, correspondence, and so on. (en.wikipedia.org/wiki/Business English, 2005). Ellis and Christine (1994:3) state “business English is a specific language corpus and emphasis in a particular kinds of communication in a specific context”. Wello (2002:5) quotes Picket’s idea (1989) of business English that it is a mediating language between the technicalities of a particular business and the language of the general public. It is not purely for intra group communication.

Business English is a specific language corpus, which mediate people to communicate both by oral and written communication in the specific context.

3. Characteristics of ESP and The Language of Business

3.1 Characteristics of ESP

Stevens (1981:116) claims that ESP need to be distinguished from two characteristics; those are absolute and variable characteristics.

a. Absolute Characteristics

Streven mentions that ESP consists of English language teaching which is

- designed to meet specific needs of learner
- related in content to a particular discipline, occupation and activities
- focused on the language appropriate to those activities in syntax, lexis, discourse, semantics and analysis of discourse.

b. Variable Characteristics

In the variable characteristics, it is mentioned that ESP may be, but not necessarily

- restricted as to the language skills to be learned; for example reading only.
- not taught according to any pre-ordained methodology.

The claims for ESP are as follows:

- ESP focuses on the learner's needs and wasting no time
- ESP is relevant to the learner
- ESP is successful in imparting learning and it is more cost effective than general English.

Robinsons (1991:1) agrees with Strevens's statement that ESP must be focused on learners' needs. He formulates ESP characteristics as follows:

- a. ESP course is normally directed. This means that the students study English because they need it for study or work purposes.
- b. ESP course is based on a need analysis. This means the course of ESP is to specify as closely as possible to what students have to do through the medium of English.
- c. The students of an ESP course are likely to be adults rather than children. This means the students are experienced members of a workforce or at least they have had knowledge of English.
- d. ESP course may be written about as though they consist of identical students. This means the students are involved in the same kind of work or specialist studies.

3.2 Characteristics of the Language of Business

As an international business language English is used as a mean of communication between businessmen and women in their area of work. Since they come from different countries and different cultures they need the way of effective communication that is a language in which they can use it as lingua franca without any misunderstanding. Because of that reason the words they use must be clear, logic and relevant. The most important characteristic of exchanges in the context of business meeting, telephone calls and discussion is a sense of purpose, such as to

get the sense of business. (Wello, 2002:6). For example, to open meeting a chairman will say “ **ladies and gentlemen, I declare** the meeting open” and to close the discussion he will say “ on behalf of the Dean of faculty of letters, I **officially declare** the meeting close”. The words: ladies and gentlemen, officially declare, give the sense of business in formal situation.

Further Wello and Nur (1987:89) state that user of business English need to speak primarily so they can achieve more in their jobs. Much of the language needed by business people will be transactional: getting what the speaker wants and persuading others to agree with the course of an action proposed by the speaker. Therefore the language will be frequently be objective rather than subjective and personal. Similarly, Gartside (1989: 4) shares his ideas by giving the way to have a good communication in business. He suggests to choose language with care. This means whenever possible avoid using abstract nouns but, using the concrete. It is better to avoid slang from business vocabulary because it may not be received well by people from outside of one’s company.

C. Teaching And Learning Business English: The Objectives

The objective of teaching English can be divided into two main groups; English for general purposes and English for specific purposes. For both of the groups, the main objective of teaching and learning a foreign language (English) is to provide the learners with the

communication competence, that is operational knowledge of a culturally and contextually embedded meaning system. Loveday in Khalik (2001:21) defines communicative competence is simultaneously, the knowledge and the ability to construct meaning in a way that is socioculturally appropriate in all contexts of communication.

Philips (1992:92) states that the first and crucial notion that gives LSP (Language For Specific Purposes) its identity as a distinctive area of language teaching is learner's purpose. The objective of learning business English is to have knowledge of English in the field of business. The teaching of business English is to bring learners to learn English in context of business area.

D. Learners and Teachers of Business English

1. Learners of Business English

ESP learners are likely to be adults rather than children. This means that ESP are not beginners but they who already have knowledge of English, at least general English. It means Business English as one among ESP branches will also be learned by adult learners. However, ESP can certainly be taught to the students who are beginning start of their study of the language.

Learners of business English are various in purposes. The learners who have experiences, must be different compare with those who have no any experiences in job. Based on that fact, Ellis and Christine (1994: 15) divide the learners into three groups. They

mention the groups as pre-experience learners, low - experience learners, and job experienced learners.

1.1 Pre – experience Learners

Pre- experience learners are those who learn business English because of two reasons. Firstly, they learn this because they need to read their books written in English or because they must learn their subject in English. The position of business English as compulsory subject in their curriculum also become a reason to take a part of this subject. Secondly, they learn business English as means to work in business job.

1.2 Low–experience Learners

Low – experience learners are junior workers who have to learn business English to increase their qualification in English for their career.

1.3 Job-experienced learners

This group of learners learns business English as a demand of their job. They who have new position with new function and duty in which English become one of their needs. These learners need practical English more than any others knowledge of English.

In accordance with Ellis and Christine, Wello (2002:9) divides learners of business English based on their purposes of

learn in three categories: Business English for Academic Purposes (BEAP), Business English for Employment Preparation Purposes (BEEPP) and Business English for Employment Purpose (BEEP) learners.

Further, Wello explains learners of Business English who still occupy as students learn this for their academic purposes. Learners who prepare to work for foreign company or work abroad (pre-service training) learn business English for employment preparation purposes. The other category is the learners who have job but, still need English for their job or promotion, learn business English for employment purposes.

2. Teachers of Business English

It is not so simply to categorize an ideal business English teacher. It is still found conflicting points about qualification and capability for ESP teacher, especially teacher of business English. Ellis and Christine (1994:25) state it is easier to train a business people to teach than train English teacher to be a business teacher. However, there are some statements can be used to define how teacher of Business English should be.

Wello and Nur (1987:15) argue that ESP teacher should be aware who their students are, what their strength and weaknesses as learners are, and what is conducive to their language development. Generally an English general purpose teacher can become teacher of

ESP. However, businessman/woman can also become teacher of BE if they have qualification of TEFL or TESOL.

For that reason, Wello (2002:10) argues what so very important for BE teachers is they must have qualification of English teachers. They do not need to learn specialist subject of knowledge in business because their role is not as teachers of subject matter. The qualifications they must have are the ability to identify their students' knowledge of English, to prepare suitable material (shaping the input) and to promote practice and use of English in real life situations. Wello (2002:11) adds teachers of business English must have abilities and personalities such as : an out going personality, a good negotiator and to be interested in all aspects of business. Teacher of BE must have an out going personality to interact with people in flexible way. The teachers must also be good negotiator especially if they teach job-experienced learners. Besides, teacher of BE must develop their knowledge and vocabulary in Business English language.

E. The Purpose of Business English at Universitas “45” Makassar

Universitas “45” Makassar in its curriculum presents *English for Business* to support students to have knowledge of English in business context. Before coming to the conclusion of what purpose the students of Universitas “45” study their English for Business we might as well see comments or reasons of the subject.

Wello (2002:12) differentiates Business English in three categories based on their purposes. The three categories are mentioned as English for general business purposes, Business English for specific purposes and business English for academic purposes.

Business English for general purposes is Business English for the students who want to study Business English without focusing their attention on certain segment of business. The subject can be buying and selling, business travel, hotel and transportation, office transactions, business communication skills, e.g. telephoning, correspondence and presentation, contract of sale, marketing, personnel management, banking and finance, etc.

Business English for specific purposes is Business English for groups of professionals who focus their attention on their own field of work. The groups, such as Bank Cashiers learn business English for bank cashier, secretaries learn English for secretary, etc.

Business English for academic purposes is Business English for students who belong to certain concentration of study. The students will learn the certain concentration of study, such as accounting, marketing, money and banking, international trade, business law, etc. Based on the categories mentioned, Business English learned by the students of faculty of letters Universitas "45" can be categorized as Business English for general purposes. They are not in group of one certain field of work, but consist of students who want to study business English for various purposes. The students are categorized as pre-experience learners who

learn the subject as means to work in business job and also, or only as a compulsory subject in their curriculum.

F. Needs Analysis: The Definition, Types, Practical Guidelines and Participant

1. Definition of Needs Analysis

Need means different thing to different people. Hutchinson and Waters (1987: 54) state that in the language-centred approach needs mean the ability to comprehend and /or to produce the linguistic features of the target situation, for example the ability to understand the passive voice.

Widdowson and Robinson (cited in Khalik, 2001: 27) define what needs are. According to Widdowson, Needs, can refer to the students' study or job requirements, that is, what they have to do at the end of their language course. Needs also mean what the students need to do to acquire the language. According to Robinson, needs can be interpreted as **lacks**, that is what the students do not know or can not do in target language.

Needs analysis has been defined as the identification of difficulties and standard situation by observation of participants functioning in a target situation. In language program it is often viewed simply as identification of the language forms that students will likely need to use in the target language when they are required to actually understand and to produce the language. (Wello and Nur, 1999:38).

Case (2005:2) believes that *needs* is the magic word. He clarifies that teachers can only start teaching an ESP student when they know what their students' needs for the language are. The researcher is in line with Case, believes that needs is a start key to develop course process both for ESP and GE.

Sysoyev (2000:1) introduces the term *student's analysis* as a better term instead of *needs analysis*. According to him, teaching can not take place in isolation, such as curriculum, institutional guidelines, and standardization that can not and may not be ignored. However, student's analysis will help teachers bring together the required and desired in formulating goals and objectives, conceptualizing the content of the course, selecting teaching materials, and course assessment. He gives two advantages of the analysis. The first advantage is it can reflect learners' "possession such as their current level in their L2-ESP, field knowledge in L1 and/or L2, motivation and motive of learning they have experienced. The second one is it can represent what learners want to achieve.

Widdowson states in Long and Jack (1987:96) that 'need' is specification of language that can be used to determine the content of the language program. He adds that if a group of learners' needs for the language can be accurately specified, then this specification can be used to determine the content of a language program that will meet these needs.

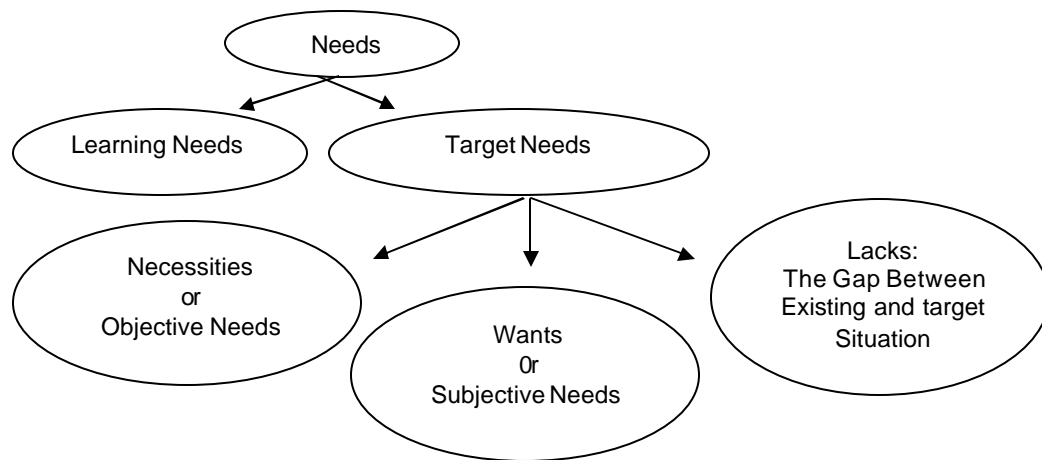
2. Types of Needs Analysis

Needs can be distinguished in some types. Wello and Nur (1999:38) agree that types of needs can guide teachers to the procedure of need analysis. They quote some prominent people in this area as follows:

- a. Brindley (1989) gives two kinds of needs i.e. “objective” and “subjective” needs. He defines *objective* needs as desirable from different kinds of factual information about learners, their use of language in real life situation communication as well as their current language proficiency and language difficulties. *Subjective* needs the cognitive and affective needs of the learners in the learning situations, such as personality, confidence, attitudes, learners’ wants and expectation of learning and their individual cognitive style and learning strategies.
- b. Johnson (1994) classifies needs as “felt” and “perceive” needs. *Felt needs* is referred to express need and may be devalued by viewing them as desire or wants. *Perceive needs* is described as real needs or objective needs.

Hutchinson and Waters (1987:55) divide needs in two categories: target needs and learning needs. They then explain that target needs as necessities, lacks and wants while learning needs is the route to achieve the target needs. In relation to this present study, the categories of the needs can be figured out as follows:

Figure 2: Types of Needs



Hutchinson and Waters (1987:55) then clarify that needs or target needs is only an umbrella term of necessities, lack and wants. In fact, in practice, they hide a number of important distinctions. They further clarify that **necessities** is the type of needs determined as what the learner has to know in order to function effectively in the target situation. This type of needs is something limited and very essential to be done. **Lacks** is the gap between target and the existing proficiency of the learners. **Wants** is something what the learner feel they need. It is unlimited, could be not essential but should be considered to motivate learner.

The important thing in assessing needs is to know what exactly the learners need for their language. Since different students have different needs, the information informed by the learners can help teachers to make decisions, such as what to teach and how to do it.

3. Practical Guidelines to Need Analysis

Isaac and Michael (1990) in Welo and Nur (1999:39) propose practical guidelines as follows:

1. Identify the students' oriented goals.
2. Rank the importance of these goals without regard to performance levels.
3. Asses the level of performance for each of the goals, which are categorized as high, moderate or low.
4. Establish a priority for each student's goal, considering both importance and performance.

The information gathered through these steps can help instructor to make choices as to what to teach and how to teach it.

4. People who should be involved in Need Analysis:Participant

As the identification of needs, students who want to take part in learning process play the main role in giving data. However, the students' data should not be overused. Dealing with the people who should be involved in need analysis Sysoyev (2000:2) states that curriculum, institutional guidelines and standardization can not and may not be ignored. He clarifies that since teaching does not take place in isolation, finding out the information of what students need is very important however, it does not mean that teacher should teach only what the students want.

Wello and Nur (1999:41) mention 4 kinds of participant who should be involved in needs analysis as follows:

1. The target group. They are the students in program.
2. The audience. They are people who eventually be required to act upon the analysis, such as teacher and program administrator.
3. The needs analysts. They may be consultants brought in for the purpose, or members of the faculty designated for the job.
4. The resource group which consists of any people who may serve as a sources of information about the target group, such as financial sponsors.

In this study resource group means the users or employers of companies where the graduates work for.

Hutchinson and Waters (1987:53) gives three bodies who should involved in needs analysis i.e. learners, sponsors and teachers. The three bodies can work together to gather what the learners need for their target language.

G. Syllabus : Definition and Types

1. Definition of Syllabus

A syllabus is a document which says what will (or at least what should) be learnt. In the field of ESP the syllabus must be based on learners' need of language. It gives moral support to the teacher and learner, in that it makes the language learning task appear manageable (Hutchinson and Waters , 1987:80-83).

The same perception is given by Long and Jack (1987:73) who define syllabus as a specification of the content of the course of instruction and the order in which the content will be presented. They add syllabus does not take place as a vacuum, but generally one stage within a broader sequence of curriculum development process.

Yalden (1983:18) defines syllabus as a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself. It is a plan which the teacher converts into a reality of classroom interaction.

Richards and Rodgers (2001:25) state traditionally, the term syllabus has been used to refer to the form in which linguistic content is specified in a course.

2. Types of Syllabus

As a part of language teaching activities a well-designed syllabus is a necessary component of a successful language program. According to Wello and Nur (1999:60) some types of syllabuses can be applied in ESP as listed below:

a. Content-based syllabuses which based on situation and topic.

Topic based syllabus develop the content of the students work or special field of study. The content is utilized as an organizing device for the syllabus in order to motivate the students of language forms, function or whatever the course designers wish to focus on.

b. Skilled-based syllabus focuses on language forms and functions.

c. Methods-based syllabuses which focus on method, process of learning and task or procedure.

The decision of which syllabus type to employ was resulted from a judicious consideration of the students' needs and the objectives of the course.

H. Learning Style

Every individual has his/her own characteristics, such as what he or she is like, his or her signature, the way to do things such as think and learn.

People learn in different ways. The way in which individual characteristically acquires, retains, and retrieves information are collectively termed as learning style. (Felder, 2007:1). It refers to an individual's natural, habitual and preferred ways of absorbing, processing, and retaining new information and skills which persist regardless of teaching methods or content area. (Kinsella in Reid, 1995: 171).

Some people learn with their eyes, but some other prefer to learn by their experience. Some like to learn in group while others prefer to learn alone. In other words, learning style are simply different ways of learning. So, to know students' learning style is highly valuable in any syllabus, especially in English for Business as one of ESP branch since it is focus on the learners needs.

In this research, the researcher found out the students' learning style by using Perceptual Learning Style Preference questionnaire

modified by Reid (1995:202). The questionnaire identifies four types of learning styles; they are visual, auditory, kinesthetic and tactile.

Reid (1995: 205) explains visual learning style students learn well from seeing words in books, on the chalkboard and in workbook. They remember and understand information and instruction better if they read them.

Auditory Learning style Students learn from hearing words spoken and from oral explanations. They benefit from hearing audio tapes, lecturers and class discussion.

Students who belong to Kinesthetic Learning Styles learn best by experience, by being involved physically in classroom experiences. They can gather information well when they actively participate in activities, such as role-playing in the classroom.

Tactile learning style students will learn best when they have opportunity to do hands-on experiences with materials. In case of studying language, writing notes or instruction can help them remember information, and physical involvement in class related activities may help them understand new information.

I. Motivation and Attitude

a. Motivation

Motivation is one of some factors that are related to success in second or foreign language learning. The idea of motivation in second or foreign language, can be seen from the following definitions:

Motivation is an idea of something which one wishes to achieve. According to Holtz (2008:1) motivation is the level at which one is able to find “a reason to act”. This is the internal drive to enable one to exercise his/her abilities.

The idea is supported by Oxford and Shearin (2002:2) who explain their idea of motivation in a different way to Holtz, that is by starting some questions, such as “why is Bill studying Spanish ? and what does Eyhab think he will achieve in studying English in USA ?.” However, Oxford and Shearin point out that the answers of these questions refer to what it is called as motivation.

Even though Holtz, Oxford and Shearin define motivation in different ways, it can be concluded that motivation is a reason or some reasons of why people do things.

Further, Oxford and Shearin (2008:2) agree that motivation is one of the main determining factors in success in developing a second or foreign language. They explain that motivation determines the extent of active, personal involvement in L2 learning. Conversely, unmotivated students are insufficiently involved and therefore unable to develop their potential L2 skills.

b. Types of Motivation

Motivation is divided into two types. This idea comes from Gardner and Lambert (1992:173) who classified motivation as integrative and instrumental motivation.

Integrative motivation refers to motivation to integrate with another ethnolinguistic group. A learner is said to be integratively motivated when the learner wishes to identify with the group. By the contrast of integrative motivation, instrumental motivation refers to motivation to learn an L2 for utilitarian purposes, such as furthering a career, improving social status or meeting an educational requirement.

c. Attitude

Holtz (2008:2) defines attitude as the way in which one views the world around him/her and choose to see it, either positively or negatively. To the degree that one can maintain a positive attitude about him/herself, others, and the circumstances, he/she will achieving greater and greater things. It means the one who has positive attitude to the language he/she learns, will get more and more improvement.

Gardner (cited in Freeman and Long, 1992:175) do not refuse that a language learner who has positive attitude will get better result of improving their knowledge. But, he claim that based on correlations, attitude is said to have an important but indirect effect to second language acquisition (SLA). The relationship between attitude and the success of learning target language is attitude effects motivation which in turn affected SLA.

J. Speaking

1. Factors Affecting Adult English Foreign Language Learners' Oral Communication

Speaking is one of the central elements of communication. It is the way to make oral communication. Generally, People acquired their native language and spoke it fluently in their social interaction. However, speaking a language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.

Shumin (2002: 204) mentions a number of factors that can influence learners' ability in speaking foreign language, such as age or maturational constraints, Aural Medium or listening ability, sociocultural knowledge, and affective factors.

a. Age or Maturational Constraints

Age as one of the most commonly cited determinant factors of success or failure in second or foreign language learning. Shumin quotes Krashen, Long and Scarcella who argue that acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adults.

b. Aural Medium or Listening Ability

Listening plays an extremely important role in the developments of speaking abilities. The reason is because when one can not understand what is said, one certainly unable to respond. So speaking is closely related to or interwoven with listening, which is the basic mechanism through which the rules of language are internalized.

c. Sociocultural Knowledge

Sociocultural knowledge also affects learners of foreign language speaking abilities. It is well known that each language has its own rules of usage as to when, how and to what degree a speaker may impose a given verbal behavior on his or her interlocutor. So, learners who do not know how the language is used in social context, may fail doing good oral communication.

d. Affective Factors

One of the most important influences on language learning success or failure is affective side of learners. The affective factors related to second language or foreign language learning are emotions, self esteem, empathy, anxiety, attitude and motivation.

Further, Shumin adds that sufficient language input and speech promotion activities will gradually help learners of second or foreign language speak English fluently and appropriately.

2. Components Underlying Speaking Effectiveness

Shumin (2002:206) quotes Canale and Swain who propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence which reflect the use of the linguistic system and the functional aspect of communication, respectively.

a. Grammatical Competence

Grammatical competence gives big contribution to learners speaking fluency. Grammatical competence refers to syntax, vocabulary and mechanics. In order to convey meaning, English foreign learners must have the knowledge of words and sentences so they can structure the sentence accurately and unhesitatingly. They must also understand how words are segmented into various sound, and how sentences are stressed in particular ways (mechanics) which contributes to their fluency.

b. Discourse Competence

To enable English foreign learners making meaningful communication they must develop their discourse competence. So, besides grammatical competence, they have to know discourse markers to express ideas, show relationship of time, and indicate cause, contrast and emphasis, so they can manage turn taking in conversation.

c. Sociolinguistic Competence

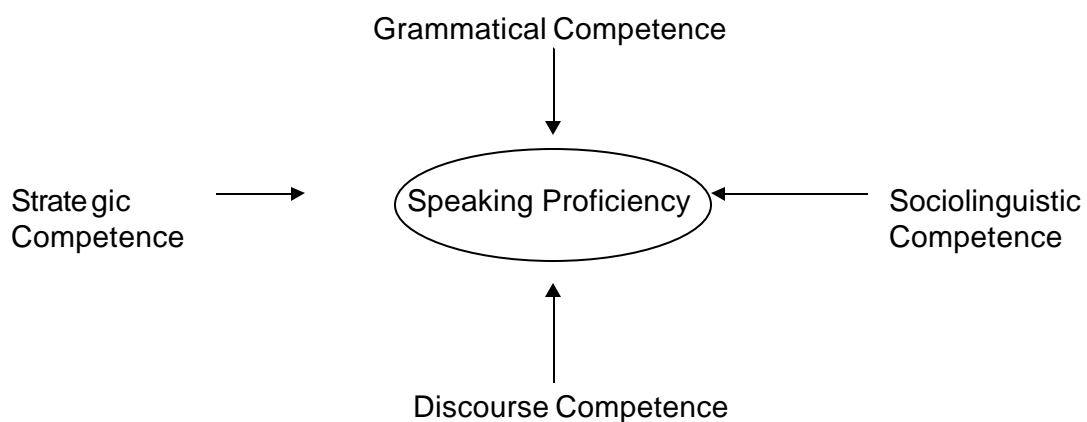
Learners must have sociolinguistic competence because knowledge of English alone does not adequately prepare learners for effective and appropriate use of the target language. The competence which involves knowing what is expected socially and culturally by users of the target language helps learners know what comments are appropriate, how to ask question during interaction, and how to respond nonverbally according to the purpose of talk.

d. Strategic Competence

Strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems. In speaking, strategic competence is the way learners manipulate language in order to meet communicative goals. (Brown in Richards and Renandya, 2002:208)

The relationship between the competences to reach speaking proficiency can be seen in the following figure

Figure 3: Components of Speaking Proficiency



(Shumin, 2002:207)

K. Writing

Writing is a different activity with speaking. People do their activity in writing by using written letters in text whilst in speaking they do the activity by using utterances. The importance of English as an international language makes more and more people need to learn to write in English for occupational or academic purposes. White (cited in Long and Richards, 1987: 260) states that writing is not a natural activity; all people have to be taught how to write.

a. Types of Writing

In writing there are conventions which govern the form and style of virtually any text type, from the informal note to the formal report.

White (1987:261) then classified the types of writing into two groups: personal and institutional.

Personal text type includes notes, telegrams, post cards, personal messages, diaries and letters. Institutional text type includes advertisements, instructions, public notices, business letters, catalogues, forms, abstract and summaries, reports and essays.

b. The Organization of Writing

Harmer (1991 : 53) states that there is a greater need for logical organization in a piece of writing than there is in conversation, for the reader has to understand what has been written without asking for clarification or relying on the writer's tone of voice or expression.

To convey the logical organization in a written text, there are special considerations to be taken into account which include the organizing of sentences into paragraph, how paragraphs are joined together and the general organization of ideas into a coherent piece of discourse.

L. Conceptual Framework

Syllabus is a document used to manage what the students should learn. Syllabus contains the content of the course, the instruction, and the order in which the content will be presented. Syllabus is needed since one subject will be taught in certain time and condition. It is not vacuum but, flexible. The change of time and condition may result the change of needs and the change of syllabus.

Conceptual framework of this research starts by looking at the theory of ESP as the source of Business English course, which the course

is based on the students' needs. The fact that there is no needs analysis in doing the syllabus of English for Business I and II at Universitas "45", after the subjects were changed from fifth and sixth semester to third and fourth semester students, becomes a reason the researcher thinks that there should be new syllabuses based on needs analysis. To gain the data the researcher has given questionnaires to respondents: students (the target group), teachers and graduates / alumni (the audience) and users/employers (the resource group). The users or employers are persons who represent some companies where the graduates work for. The data were used to meet the students' actual needs and to design the syllabuses.

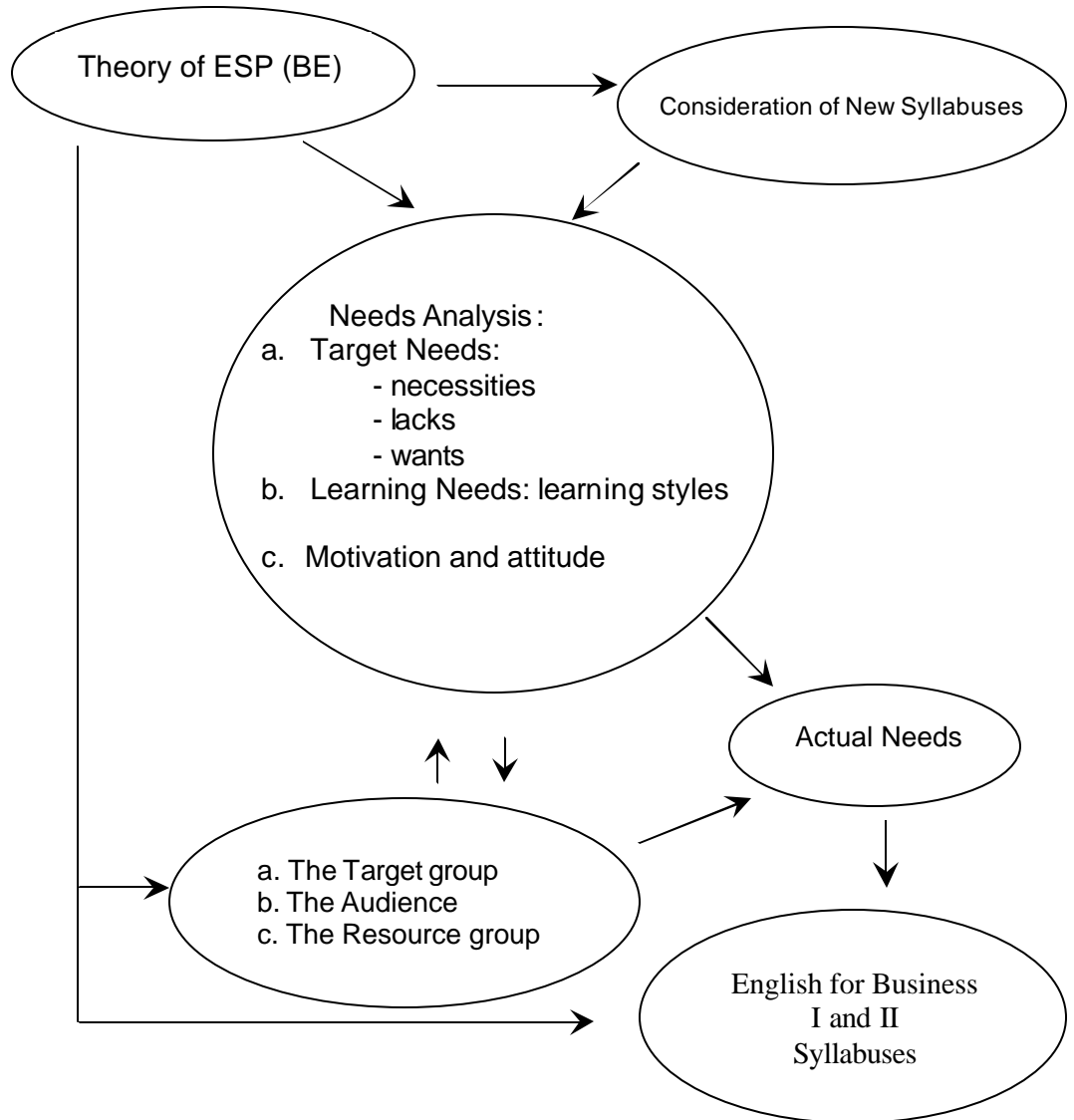
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Figure 4: Conceptual Framework.

CHAPTER III

METHODOLOGY

This research employs a qualitative methodology. The methodology concerns with providing description or phenomena that occur naturally in which there is no invention of experiment or an artificially contrived treatment. Qualitative research avoids establishing hypothesis, or identifying, a priori, any variable which will become the focus of the research. Qualitative research utilizes a variety of means to collect data, such as observations, tapes, questionnaires, interviews, and so on (Seliger and Shohamy, 1989:118)

Dealing with this methodology, Freeman and Long (1991:12) proposed three main criterions as follows:

1. Naturalistic and uncontrolled observation in which the researcher rather to observe what is present with their focus and do not set about to test hypothesis.
2. Process-oriented ; it takes place over time
3. Ungeneralizable; single case studies. It means that the research is done to small group of subject (very few subject)

A. Research Method

This research was carried out by doing direct and library research. In doing direct research, the researcher employed questionnaire to gather

original data of students' need. In doing library research, the researcher read some books that relevance to the research and collecting potential sources that could be used as the theory of designing syllabus.

The questionnaire have be distributed to various respondents such as, the students, the teachers, academic staffs, graduates and users.

B. Population and Sample

The population of this research is the students of faculty of letters Universitas "45" who will study English for Business and they who have studied the subjects. The total number of the them are 156 students, they are listed based on the year they enrolled as follows:

Table 1
The Student Register

Enrolled year	Amount
2002	10
2003	35
2004	30
2005	32
2006	39
2007	10
Total	156

Source: Buku Daftar Mahasiswa Fakultas Sastra Universitas "45" Makassar.

It is stated in Mustari (1987:20) that there are three separate bodies can be used to identify learner's needs; they are the learners themselves, the teaching establishment and the user institutions. In accordance with the statement the researcher took the data from other sources that have a very direct bearing to this research. They are the teacher, the head of English department, graduates and users. The researcher employed two sampling techniques namely stratified random sampling and purposive sampling technique to get samples.

1. Stratified Random Sampling

Stratified random sampling was used to get samples from two groups of students. The first group is the students who have not studied *English for Business* and the second group is the students who have studied the subject.

The rationale of dividing the students into two groups to gather the data from the students who have their own ideals without being influenced by any experience of learning *English for Business* and from the students who have learned it in the hope that they might contribute some valuable experiences of learning, to help the researcher design the syllabuses for *English for Business*.

The first group of students consists of 49 students (the second and the fourth semester students, enrolled in year 2006 and 2007). The researcher took 21 of them (16 + 5) as samples. The second group of students consists of 107 students from four enrolled year each: 2002

with 10 students, 2003 with 35 students, 2004 with 30 students and 2005 with 32 students. Ten students was taken from each class, but only 5 from 2002 students, so the samples of the second group were 35 students.

2. Purposive Sampling

The purposive sampling technique was used to get the data from teachers, academic staff, graduates and employers. There are 10 English teachers, 3 academic staffs, 198 graduates (Buku Alumni Fakultas Sastra, 2007) and employers/users. The researcher took 2 academic staffs, 3 teachers, 8 graduates and 5 employers as samples. All the graduates are those who have jobs in business area. The employers are those who can be said as representatives of the organization where some of the graduates work for. The organizations are Maeko English Private School, Singgasana Hotel, Bank BCA, in which the three companies are located in Makassar. Another one is Rahmat Computer Supplier and Accessories, located in Sorong, Papua and the other is PT. THIESS contractors Indonesia, located in Sangata, East Kalimantan.

C. Instrument of Research

The Researcher, in doing her research employed questionnaire as her research instrument which includes questions or statements to which the subject is expected to respond. Questionnaires are useful for collecting

data from large groups of subjects. The advantages of the questionnaire (if well designed) as mention in Mustari (1987:23) are:

1. All data which are needed and have relevance to the research can be objectively studied.
2. It provides data in a systematic form which is easy to analyze.
3. Respondents will be free to answer by making choices according to their view, without being influenced by other people.
4. It is less time consuming
5. It can be sent fairly easily to a large number of people.

The answer of the questionnaire can describe people views and their needs. In accordance with this, Mustari (1987:23) also states some advantages in using questionnaire as follows:

1. It can identify and quantify people's views precisely
2. Various kinds of needs may appear which had not been expected before.
3. From the analysis of the data, it would be possible to establish the language needs of the participant in order of priority, from the highest and the lowest rank.

D. Technique of Data Analysis

The data obtained from the respondents' questionnaire was analyzed by using percentage system. The percentage system will be used to describe and identify students learning background and learning style, the students target situation and to decide students priority

on the language skills. The identification will be used to design the need syllabuses.

E. Procedure of The Research

The procedure of the research was held in two steps:

1. The information from the respondents were used to identify and decide the students learning backgrounds, their learning style, their priority on the language skills, their target situation and to determine what materials to learn, how the students should be taught and evaluated.
2. The syllabus was design based on the respondents information .

F. Operational Definition

1. English For Business : English language with the content of business or business English.
2. Syllabus : a document which says what will (or at least what should) be learnt, and the methodology of teaching and evaluation.
3. Needs Analysis : an activity to gather information of the students learning background, their language needs and learning needs .
4. Method : a systemic collection of activities and procedures of teaching.
5. Technique : Various activities implemented during a lesson which are stemmed directly from the method.
6. Evaluation : the way to measure achievement, that is to see how and whether students have mastered course materials and to identify areas where they need additional help.

CHAPTER IV

FINDINGS AND DISCUSSION

The finding of this research is divided in four parts, those are: the students' background knowledge, their learning situation, target situation, and their priority on topics.

A. Students' Background Knowledge

1. Students' Background on English

Universitas "45" Makassar in its curriculum decides *English or English I* and *English II* as compulsory subject in every faculty. Both of the subject contain general English material. They are considered as general English since they present common core of English, such as the members of a family, how to say the time and how to write a personal letter . Each of the course has two credit points plus extra course for conversation and listening skills conducted in Language Laboratory.

The material of extra course in *English I* is general English, while in *English II* it presents ESP material. Student in English department may program *English for Business I* after taking the two subjects in semester III. *English for Business II* is offered in semester IV. The following table shows description of *English I* and *English II* materials.

Table 2
Students' Background Knowledge

SEMESTER	Subject	Book used	Credit point
I	English I Extra course : Conversation and Listening Skills	English Alfa Series Book Two & Book Three Say What You Mean In English	2
II	English II Extra course : Conversation and Listening Skills	New Intercom, Book Three ESP : Telephone	3

By considering that the students' experience of learning English was started since they are in Junior High School up to University level and the material they have learned both in the first and the second semester in University, it can be concluded that their level of English knowledge is around intermediate. The same opinion was given by the lecturers of English. (see the question on appendix 3, no.3 on page 135).

To consider the materials and the time the students learned of English, and also questionnaire are may not good way to find the students' level of knowledge since language test qualify as the most valid way to gather the information. Based on the test (given as one of Badan Executive Mahasiswa program), the students got various range of grade, between 300 up to 500 point.

As the reference to back up the opinion of the students' level of knowledge before taking *English for Business*, a short description of the contents and specification of *English I* and *II* seems useful to be given.

1.1. English I + Extra Course

a. Books used

- English Alfa Two, started from Introduction to Unit Five.
- English Alfa Three, started from Introduction to Unit Five.
- Say What You Mean in English book Two, started from Unit One to Eight.

b. The Writers

- English Alfa Series by Kenton Sutherland (Ed).
- Say What You Mean in English by John Andrews.

c. Year and Place of Publication

- English Alfa Series : 1980, Boston.
- Say What You Mean in English, :1980, Singapore.

d. Type of Syllabus

- English Alfa series : Functional / Structural Syllabus

The aim of English Alfa is to teach students the function of language and how to function the language. It gives opportunity to students to function the language through many exercises in every unit. Most of the given

exercises follow the grammar step by step, so the students are accustomed with grammar.

- Say What You Mean in English: Topical Syllabus

“Say What You Mean in English” is made both written and recorded. It contains oral material, and aims to increase comprehension and promote fluency in using English socially. Students’ communication skill is built up by doing dialogues. All the dialogues are presented on topics, while the structure are presented quite covertly. The students have big chance to listen and to repeat what they hear, and to ask and answer questions orally, to increase their communicative value.

e. Content of The Book

- English Alfa, book 2, from Introduction to Chapter V

1. Introduction

? **Communication:** accepting and refusing invitations, asking for and giving directions, and making plans

? **Grammar:** Question word patterns, Commands, Simple Present, Present Progressive, Modals, Adjectives

2. Unit One

- ? **Communication** : Agreements, disagreements , and Problem solving
- ? **Grammar** : Question Word Patterns, Simple Present, Nouns, Pronouns, Verbs, Prepositions, Word Formation, and Word Order
- ? **Reading** : Comprehension
- ? **Test and Review**

3. Unit Two

- ? **Communication** : Making introduction and Asking for Information
- ? **Grammar** : Question Word Patterns, Simple Present, Modals , Nouns , Verbs and Prepositions
- ? **Reading : Comprehension**
- ? **Test an Review**

4. Unit Three

- ? **Communication** : Personal ; celebrating a birthday, Establishing the date , Situational: standing in line, Writing ; writing a personal letter
- ? **Grammar** : Question Word Patterns, Simple Present; General Truth, Prepositions , Word Formation, Word Order

- ? **Reading** : Comprehension, Noting important details ,
Getting Words Meaning , Getting information from
tables
- ? **Pronunciation**
- ? **Test and Review**

5. Unit Four

- ? **Communication** : Making Excuses, Filling Time
- ? **Grammar** : Question Word Patterns, Commands,
Simple Present, Present Progressive , Modals,
Pronouns , Adjectives , Adverbs, Prepositions
- ? **Reading** : Comprehension, and Noting Important
Details
- ? **Pronunciation**
- ? **Test and Review**

6. Unit Five

- ? **Communication** : Talking about do's and don'ts ,
Explaining a Machine, Interviewing a Star
- ? **Grammar** : Question Word Patterns, Simple Present,
Present Progressive, Prepositions, Word Formation,
Sentence Formation
- ? **Reading** : Comprehension, Getting Words Meaning
- ? **Pronunciation** : Intonation

? **Test and Review**

- **English Alfa, Book Three ; From Introduction to Unit Five**

1. Introduction

- ? **Communication:** Expressing likes and dislikes,
Giving information and opinion , Making plans and
Telling time
- ? **Grammar :** question word patterns , simple present,
simple past, pronouns, verbs, prepositions,
comparisons
- ? **Reading:** Comprehension : noting important details.

2 . Unit One

- ? **Communication:** apologizing, describing a trip ,
reporting a news event, telling what happened
- ? **Writing:** A newspaper article
- ? **Grammar:** question word patterns, simple past,
conjunctions, and clauses
- ? **Reading :** Comprehension : noting important
details, getting word meaning.
- ? **Pronunciation**
- ? **Test and Review**

3. Unit Two

- ? **Communication** : expressing likes and dislikes ,
planning a special meal, making a shopping list,
ordering dinner in a restaurant
- ? **Writing** : keeping a diary
- ? **Grammar** : simple past, modals, nouns, pronouns
and adjectives
- ? **Reading** : identifying the main idea, noting
important details
- ? **Pronunciation**
- ? **Test and Review**

4. Unit Three

- ? **Communication** : giving information, sharing
experiences, giving a speech, giving an interview,
and getting information
- ? **Grammar** : question word patterns, present
perfect, word formation, sequence of tenses :
present perfect and simple past
- ? **Reading** : Comprehension: noting important
details, understanding reference
- ? **Pronunciation**
- ? **Test and Review**

5. Unit Four

- ? **Communication** : talking about feelings ,
expressing opinions , discussing sports, describing
a sequence and introducing a competition
- ? **Grammar** : present perfect and word order
- ? **Reading** : preference and study
- ? **Pronunciation**
- ? **Test and Review**

6. Unit Five

- ? **Communication** : confirming an information and
talking about bargains
- ? **Writing** : writing a paragraph
- ? **Grammar** : present perfect, verbs and word
formation
- ? Pronunciation
- ? Test and Review

Material for Extra Course (Say what You Mean in
English book 2, Unit 1 to 8)

1. **Unit One** : Factual information
Grammar : simple present tense
2. **Unit Two** : Narration
Grammar : simple past tense
3. **Unit Three** : Explanation

Grammar : past continuous tense

4. Unit Four : Instructions

Grammar : modal auxiliaries

5. Unit Five : Reporting what You Hear

Grammar: reporting speech

6. Unit Six : Introduction

Grammar : How to introduce somebody and how to respond

7. Unit Seven : Invitation

Grammar : Question word and statement

(expression on how to invite and respond the invitation)

8. Unit Eight : Polite conversation

Grammar : question word patterns

1.2. English Two + Extra Course

a. Book Used :

- New Intercom, book 3 from unit 1 to 7
- Telephone from unit 1 to 6

b. The Writers :

- New Intercom by Richard C. Yorkey, et al.
- Telephone by Kanisius

c. Year and Place of Publication :

- New Intercom : 1994, Boston
- ESP - Telephone: 1996, Jakarta.

d. Types of Syllabus

- New Intercom Book 3 : Situational – Structural

Syllabus

The book is written in graded structural syllabus with everyday situation. The target of the given situation is to build communication skill. The language learning is promoted in listening, speaking, reading and writing skills in graded structure of English started from simple present tense moves to simple past tense, future tense and so on.

- ESP-Telephone, Book 2 : Skill based syllabus

The book is made both in written and recorded. It emphasizes on the students' communication skill through dialogue to help student who has any difficulties in making telephone conversation. All the conversation in every unit are based on topics. It is also completed by useful expressions and vocabulary.

e. Content of the Books

- New Intercom Book 3.

1. Unit One: What's in the news ?

- ? **Communication**: getting news from articles,
describing news
- ? **Grammar** : simple present tense, simple past
tense, Question patterns with what, where and
when, Yes-no questions, Comparative
adjectives, Possessives 's or s'

2. Unit Two: More News.

- ? **Communication** : Getting information from
advertisement, Asking for advice, making and
responding suggestions
- ? **Grammar** : Simple Present Tense, Simple Past
Tense, Negative Statements, Time Expressions ,
Question Patterns with how long and how many.

3. Unit Three : Fun and Games.

- ? **Communication** : Making plans for the future
and Talking about the past.
- ? **Grammar** : Future Tense (will and be going to),
Past Tense (Irregular Verbs)

4. Unit Four : TV News.

- ? **Communication** : Describing a Past Event,
Describing TV News
- ? **Grammar** : Past Tense, Past Continuous Tense

5. Unit Five : Newspaper Headlines

? **Communication** : Discussing the News, Asking for Information

? **Grammar** : Adverbs of frequency, Adjectives (It's + adjective + to + verb)

6. Unit six : at The Dentist's Office

? **Communication** : Talking about Dental Care , Giving Advice and Reason, Suggesting Solution

? **Grammar** : Should in affirmative and negative statements , Position of Adverbs, Adverb of Frequency

7. Unit Seven : A Weigh Problem

? **Communication** : Talking about Weight and Height, Giving Excuses , Explaining a Problem

? **Grammar** : Too + Adjective + to + Verb, Too + Adjective + for + objective, Prepositions

- ESP- Telephone

1. Unit One

? **Expressions** : Greeting, opening conversation.

? **Dialogue** : Asking to speak to someone we know

? **Grammar** : Question word pattern with modal *can* and *to be is*

2. Unit Two

- ? **Expressions** : is it possible for you to.....?, May I have your name, sir ?
- ? **Dialogue** : Making an appointment
- ? **Grammar** :Question word pattern with *may* and *to be*.

3. Unit Three

- ? **Expressions** : She is in the middle of something, May I have a word with ?
- ? **Dialogue** : Asking for telephone number
- ? **Grammar** :simple present tense.

4. Unit Four

- ? **Expressions**: He is on the line.
- ? **Dialogue** : Caller is asked to ring back
- ? **Grammar** :Simple present tense, Present Continuous Tense

5. Unit Five

- ? **Expressions** : When should? I've taken a note
- ? **Dialogue** : Caller asks the right time to ring back
- ? **Grammar** :Question word pattern with *when*, *will*, *would*, and Present perfect tense

6. Unit Six

- ? **Expression** : Do you think you could reach him for me ?, I will try to reach him, - Have you made up your mind ?
- ? **Dialogue** : Caller urges operator to connect a person
- ? **Grammar** : Present continuous tense, - Future tense

2. Supporting Courses

The students of Faculty of Letters will take English for Business after having some English Courses. The courses such as English One and English Two are general English, but the Extra Course of English Two was ESP material. The ESP material dealt on how to make a conversation via telephone such as what a caller or an operator should open their conversation and how to respond each other. These two courses support their knowledge of English.

In the next semester, they will have some supporting courses of business such as entrepreneurship, Tourism and English for Banking. The rest can be seen in their curriculum on appendix.

B. Students' Learning Style

The questionnaire was given to the students are aims to know their learning styles which finally will be a useful contribution in designing syllabuses. The students' learning styles are important to be known to

ascertain how or in what way they can learn better. Teachers and students can cooperate to reach their goals in the way that can fit the students' learning styles. The result of the questionnaire on learning styles is shown in the following table:

Table 3
The Students' Learning Styles

N0.	Learning style	Frequency	Percentage	Score
1	Visual	28	50%	46
2	Auditory	18	32,14%	44
3	Kinesthetic	4	7,14%	44
4	Tactile	6	10,71%	44
Total		56	100%	

The answer on the questionnaire on learning style shows that the majority of the students have visual learning style that is 28 or 50 % of the total 56 respondents. This finding implies that the students are dominant to see things or objects, such as written text, picture, map and chart while they are learning in order the learning process become more effective.

Parts of the respondents have auditory styles. From the total number (56) of the respondents 18 or 32.14% of them belong to this style. This kind of students learns from hearing words spoken and oral explanation. They need to read aloud to understand the material better. The smallest part fall into the students who belong to Kinesthetic learning

style (4 respondents or 10.71 %) who remember information well when they actively participate in activity. The rest, 6 or 10.71% respondents show that they are belong to tactile style. This kind of students can learn better by touching material.

From the questionnaire it was also found that there were 42 or 75 % of respondents prefer to learn in group than individually. The rest 14 or 25 % respondents prefer to learn individually.

The fact that the students belong to various learning styles is the consideration to verify learning activities as a wise way of fulfilling the students' learning needs. But again, it is a good idea to prepare a good proposition of the class activities depends on the number of percentage of learning styles in which the students belong.

C. OTHER FINDINGS

Other findings were got from the answer of questionnaire part B. To know clearly, the findings were organized part by part.

1. Students' Motivation

1.1. General Motivation

Motivation is some kind of internal drive that encourages somebody to pursue a course of action. It is an idea of something which one wishes to achieve or a reason of why people do things. General motivation here is a term refers to student's motivation of

choosing English Department. The information of the students' general motivation was found from the question number 1 of the questionnaire. Table 4 shows the students' answer to the question.

Table 4

The Students' General Motivation on English

No. 1. Why did you choose to study at English Department ?

Option	Answer	Frequency	Percentage
a.	Because I think knowing English is prestige	10	17.85%
b.	Because the graduates of English Department were rarely unemployed	42	75%
c.	Because I was not accepted at another faculties	-	0%
d.	Because I was suggested by other people	4	7.40%
	Total	56	100%

The answer on the table above shows that most of the students, that is 42 or 75% of the total number of respondents chose English Department because they see the graduates of English Department were rarely unemployed. Option a of the question (They chose English because knowing English is prestige) was the second large number of choice. It was chosen

by 10 or 17.85% respondents. Both options *a* and *b* indicate that their motivation of learning English is fairly high.

The indication was supported by the answer of option *c* that explains they chose English Department not because they was not accepted in other faculties or in other words, English Department was their first choice. Option *d* was only chosen by 4 respondents who said that they chose English Department because it was suggested by other people.

1. 2. Motivation toward Learning English for Business

The students' motivation toward learning English for Business was found from question number 2. The data can be seen in the following table.

Table 5

The Students' Motivation to English for Business

No. 2. In your opinion, is it necessary for the students' of Faculty of Letters to learn English for Business ?

Option	Answer	Frequency	Percentage
a.	very necessary	43	76.78%
b.	Necessary	11	19.64%
c.	not very necessary	2	3.57%
d.	Not necessary	-	-
Total		56	100%

The fact which is given in table 5 shows that students who chosen option a (very necessary) put the first position of percentage. They were 43 or 76.78 % of the total 56 respondents. There were 11 or 19.64 % of respondents put their answer on option b (necessary). The rest 2 or 3.57% respondents said it is not very necessary but non of respondents said it is not necessary. It explains that most of them are motivated to learn Business English.

All of the three teachers and two of academic staffs (question no. 5) gave almost the same view. There were 2 of the lectures and academic staffs said the students' motivation in learning English for Business is high and 1 of them said it is high enough.

The students' motivation is important to know by considering that the students who have high motivation in learning second language (L2) can develop their L2 skills than those who do not have high motivation.

As the students of English department, it can be guessed that their motivation in learning English should be high. However, the fact that private University in Makassar mostly be the second choice place of study, resulting **sense** that the students are in the second class of community with lower motivation and lower capability compare to those who belong in state University. This is not really true, in fact, many of graduates of private University prove their success in school

and some other organizations. However, it is necessary to know whether their choice of study is in line with their motivation or not.

As it was found that the students' motivation in general and Business English is fairly high, it can be said that it will be not too difficult to challenge the students to learn.

2. Demand on English

Demand here refers to students' demand on English in which they show from their enthusiasm to know English more and more in their learning process. Three questions have been asked to the students dealing with their demand on English. All the questions refer to their demand on English generally. The three questions can be seen in the following tables.

Table 6
The Students' Demand on English

No. 3. In your opinion, is it necessary to learn English outside the
University

Option	Answer	Frequency	Percentage
a.	Very Necessary	35	62.5
b.	Necessary	19	33.92
c.	Not Very Necessary	2	3.57
d.	Not Necessary	-	
	Total	56	100%

The highest number of students (35 or 62.5 %) strongly believe that it is very necessary to learn more English outside beside learn in the University. There was 19 or 33.92 % of the total respondents view that is necessary but 2 or 3.57% have different idea by saying it is not very necessary to learn outside the University. Since the highest number of respondents have the same idea, it could be concluded that their demand on English is great.

The students' opinion was supported by the alumni (see the alumni's question no. 3) in which 6 or 75 % of the respondents stated that it is still necessary for the students of Faculty of Letters to learn English out of their compulsory education in University. The rest of them, 2 or 25 % responded that it is not very necessary.

The lecturers and academic staffs agree that learn more English beside the compulsory subject is better than not. The indication was found in the answers of question number 5. All of the three lecturers and two of academic staffs emphasized that the students need to learn more outside the University for some reasons.

Table 7**Places of Learning English**

No. 4. Beside at the University, You also learn English in

Option	Answer	Frequency	Percentage
a.	Private Course	6	10.71
b.	English meeting club	30	53.57
c.	English Magazine	8	14.28
d.	Radio and television	10	17.85
Total		54	96.42%

The students' demand on English was also indicated from their initiative to learn English outside the University. They did not learn only from lecture in University, but also from another sources. There were 2 or 3.57% did not respond this question, in fact it is clearly shown on the table that 54 or 96.42 % of the total 56 respondents decided to learn English outside, even though their department focuses on English. Again, it shows their great demand on English.

The following table shows some reasons of the students' demand on English.

Table 8**The Students' Reason of Demanding English**

No. 5. What is your reason to learn English outside University ?

Option	Answer	Frequency	Percentage
a.	To get more knowledge	20	35.71
b.	To be able to speak fluently	27	48.21
c.	To prepare for my job need	9	16.07
d.	Other reason.....	-	-
Total		56	100%

The reason of demanding English was given in various purposes. Their desire to be able to speak more fluently was stated by the highest number (27 or 48,21%) of the total respondents. There were not less than 20 35.71% respondents aimed to get more knowledge and 9 or 16.07% had reason that they get comfortable situation. The last reason can be understood since sometime the class in the University was rather hot and outside class activity made so much noise.

The alumni gave reasons of why it is necessary for the students to add their learning hours outside the University. The answer of question no. 4 shows there were 5 or 62.5% of the respondents said that it is necessary in reason to get more knowledge. It is different with another alumni who gave their specific reason. According to the 3 or

37.5 % of them it is necessary to add their learning hours as the way to practice their English.

In Accordance with the alumni, there were 2 or 66.6% of the lecturers gave their reason of the need of learning outside the University as to strengthen the students' skill of English. The rest, 1 or 33.3 of the lecturers and 2 or 100 % of the Academic staffs gave a very general reason, that is to get more knowledge of English. This data was found from question number 6.

In other questions (no.1, and 2) the alumni claimed that English plays important role in their job. There were 3 or 37.5% of the alumni claimed that English is very important in their job. 4 or 50% of them claimed it is important, but 1 or 12.5% said it is not important, however he sometime need it. It is no doubt to say that English is important in their job.

The demand on English was also found from another data. The answer of question no. 2 shows that the knowledge of English is significant in their jobs because they use it as part of their activities. There were 3 or 35% of them said they use English every day in their job and 4 Or 50% of them said they often use it. The rest, 1 or 12.5% of them said that English is sometime used.

To know more the demand of English, especially Business English, it is necessary to know whether it is useful or not in the alumni's job. It was found from the answer of question no. 5 that most

of them (7 or 87.5%) claimed that Business English is useful. Only 1 or 12.5% of them claimed that it is not very useful in his job.

Even though Business English is not viewed as essential mean, however it is still used in certain activity. This data was found in detail from question no. 6 in which there was 1 or 12.5% of the respondents said that his knowledge of Business English is useful to read and find information in English written text such as magazine and internet. In the contrary, most of the respondents viewed English as essential mean. The indication based on the data which is shown there were 3 or 37.5 % of respondents who explained that they use English to speak to foreigners, 2 or 25% use it to teach English and writing advertisement and 1 or 12.5% use it to speak via telephone. The rest, 1 or 12.5% of them said that English is used to read instruction of a product.

There is actually no doubt about the students' of faculty of letters demand on English as their main subject. However, It must be proved by the students' statement in order to make a valid data. The alumni's data is also important in order to know whether their knowledge of Business English is useful in their job or not.

Their demand on English is a good reason for the students to keep their motivation to know the language more and more, and then to show their positive attitude of English in general and ESP.

3. The Students' Attitude to Business English

Students' attitude is one of contributing factors which determines the students' success on learning foreign language. There are two questions dealing with the students' attitude. The questions and the answers can be seen in the following table:

Table 9

The Students' Attitude to Business English

No. 6. Do you think Business English is useful for your education and your career ?

Option	Answer	Frequency	Percentage
a.	Very useful	13	23.21
b.	Useful	35	62.50
c.	Not very useful	8	14.28
d.	Not useful at all	-	-
Total		56	100

The positive attitude to learn Business English was shown by 48 or 85.71 % of the total respondents which were divided in to two part of answers. This indication was based on the answer of 35 or 62.50 % of them said that Business English is useful for their education and will be useful for their career in the future. There were 13 or 23.21 % of them emphasized that Business English is very useful. In the contrary with the opinions, there were 8 or 14.28 % of them shown rather negative attitude by saying that Business English is not very useful, however, there is no one said it is not useful at all. The data was completed with

another question on what reason they program English for Business that can be seen in table 10.

Table 10

No. 7. Why do you program English for Business?

Option	Answer	Frequency	Percentage
a.	To complete my credit point	3	5.35
b.	The only one left course	1	1.78
c.	To complete my knowledge of English	24	42.85
d.	To know what Business English is	28	50
Total		56	100

The students' positive attitude to learn Business English is supported by 52 or 92.85 % of the total respondents by giving the reasons of why they program Business English. The data were divided in two parts of answer. The indication was based on their answer that they learn Business English in the hope to know the description of business language. The statement is stand on the option *d* of the answer which was chosen by 28 or 50% respondents. The rest, 24 or 42.85% put their choice on option *c* that they learn it in order to know every thing relates to English language as the consequence of the students of faculty of letters or to complete their knowledge of English. Another 3 or 5.35% respondents put their choice on option *a*: just to

complete their credit point, and only 1 or 1.78% of them took the course because it was the only one course left.

The attitude of Business English was also given by the alumni in question no. 7. As the employee alumni, they strongly support to include Business English as the students' course. The evidence can be seen from the answers in which there were 2 or 25 % of them argued that it is very necessary to teach Business English to the students. The rest, 6 or 75 % of them argued that Business English is necessary for the students in various target, such as to prepare the students in their future career and to improve the students' knowledge of English in business area.

As Gardner's theory (cited in Freeman and Long 1992: 175) that attitude does not directly correlate to the success of learning in English but it directly correlate to motivation, and then to the success and failure of learning an L2, it can be said that attitude is not a big thing, but it can make a big change. Attitude effects motivation, which in turn effect second language acquisition.

The students' positive attitude to Business English is an internal factor to become successful English learners, and for that reason it is hoped that various given activities of learning will be enjoyable for them.

4. Students' Lacks

The Question dealing with the student' lacks was given to students, academic staffs and lecturers. The question was aimed to know in which part of skill they need very much in the course. Table 11 shows what the students feel weak in language skills.

Table 11

The Students' Lacks

No. 8. Which of the following skill do you feel weak in ?

Option	Answer	Frequency	Percentage
a.	Listening	14	25
b.	Speaking	20	35.71
c.	Reading	8	14.28
d.	Writing	14	25.00
Total		56	100%

The answers show there were 20 or 35.71% of respondents identified that they are weak in speaking skill. Each 14 or 25% of respondents identified their weakness in listening and writing skills, and there were 8 or 14.28% identified that they were weak in reading skill.

Another identifications were given by the students in answering question no. 20 and 21 as follows:

Table 12

No.20. In classroom, when you are pleased to ask question,
your reaction is :

No.	Answer	Frequency	Percentage
a.	Prefer to be silent	17	30.35%
b.	Writing the sentence of the question first, then ask it.	22	39.28%
c.	Asking the question directly	13	23.21%
d.	Shaking head	4	7.14%
Total		56	100%

The data shows there were 22 or 39.28 % of respondents said that they firstly wrote their sentence of question before asking to the lecturer. There were 17 or 30.35 % of them said that they prefer not to ask question and there were 4 or 7.14 % only shook their head. However, there were 13 or 23.21 % respondents said that they ask question directly to their lecturer in such situation.

Table 13

No. 21. If you find something you did not understand, you prefer to:

No.	Answer	Frequency	Percentage
a.	Ask your friend to ask your question to lecturer	22	39.28
b.	Asking a question to lecturer	15	26.78
c.	Writing a question but never to ask it	13	23.21
d.	Making a summary to get better understanding	6	10.71
Total		56	100%

When the students found difficult thing, they prefer to ask their friend to say their questions. This answer was given by 22 or 39.28 % respondents. There were students who just wrote questions, but never asking to the lecturer. This answer was given by 13 or 23.21 % respondents. Some students, 6 or 10.71 % made summary in order to understand better the lesson. Another action they did in such situation was to ask directly to the lecturer. This answer was given by 15 or 26.78 % respondents. This indication shows that only small part of students showing their ability to express their idea orally.

All of two academic staffs gave the same identification that the students' weakness was in speaking, but it is different to the lecturers' identification that the students were weak in writing.

It seems that the students' weakness in speaking was caused by their low of self confidence to express their idea orally. The fact that they wrote a question, but offer it to a friend to ask it, is a fact that they motivate to know the lesson, but no confidence to show what they want. In order to lower the students' lack, there should be a way to help them improve their speaking skill by giving them much more chance to speak without any pressure.

The lack of writing can be understood since writing is not a natural activity in which all people have to be taught how to do it. Based on the data, writing was not placed at the top of needs, however, writing is very essential in business, such as to make a

written documents, instructions, catalogues, etc. It means, the ability of written in English more or less will be useful for the students' future career. For these reasons, it is decided to facilitate the students not only to improve their speaking skill but also writing skill.

5. Estimation to English for Business

The students' estimation to English for Business course was considered as necessary information to be known. The reason to ask the questions was to know whether they had any complaints or not with the course. The answers were valuable inputs toward the improvement of the next English for Business course.

Since the questions dealing with estimation, they should be asked to the students who had taken the course or who had any experiences of the course. For this reason, there were only 41 students chosen as samples because the other 15 students have not any experience yet. The answers data are presented on table 14 and 15 as follows:

Table 14**Students' Estimation to English for Business**

No. 9. According to you, is it necessary to make improvement in English for Business teaching ?

No.	Answer	Frequency	Percentage
a.	Yes, it is very necessary	0	0
b.	Yes, it is necessary	23	56.09
c.	Yes, but not very necessary	18	43.90
d.	No, not necessary	0	0
	Total	41	100

The data informs there were needs that have not been accommodated yet. All the respondents who had learn the course claimed that they need more than they had had in the course. The data shows there were 23 or 56.09% of respondents stated that it is necessary to improve the teaching of English for Business. The rest, 18 or 43.90% of respondents gave a rather weak statement that it is necessary, but not very necessary to improve the course. In another word this group of students show their satisfaction, but they still wish any other suitable measure to be done in the course to meet the students' needs. This is a quiet strong indication to say they need new form of Business English teaching and learning.

Table 15**Reason of the Estimation**

No. 10. If your answer is yes, what did you feel when you learned the course?

Option	Answer	Frequency	Percentage
a.	The material was far from my understanding	20	48.78
b.	The material was not vary	8	19.51
c.	The way of teaching and learning were monotonous	13	31.70
d.	Others:	-	-
Total		41	100

The students' answers were various, but majority students, 20 or 48.78% respondents claimed that the material was far from their understanding. It could be understood because this course was jumped down from fifth to third semester degree students. Another 13 or 31.70% claimed that the way of teaching and learning in the course were monotonous. It means that the method have not suited the students' learning style. The other 8 or 19.51% respondents claimed that the materials were not varied.

The fact that *English for Business* was converted from *Business Correspondence* and the two subjects are correlates each

other, more or less the material will be almost the same (the current materials is about commercial letters). Unfortunately, some other materials are also interested for the students. Having similar materials and ways of learning are sometimes more monotonous than having various of them. In this case, it is necessary to give attention on what the students really need, such as the chosen materials and the way they preferred to use in learning the materials to fulfill their wants and to motivate them to learn actively.

6. Methodological Preference

It was found from learning style preference questionnaire that some students like to learn individually, but some prefer to learn in group. The question of methodological preference was aimed to find out specifically the way they prefer to do in learning process. This finding is only an input to be used. It is hoped, the students will be highly motivated to learn and doing activities in the classroom.

The preferable students' method of learning can be seen in the tables on the next page.

Table 16**The Students' Preference Way of Learning**

No. 11. If you prefer to learn in group, which kind of group do you prefer?

Option	Answer	Frequency	Percentage
a	In small group with 3 or 4 classmates	25	44.64
b	In large group	5	8.92
c	In pair	12	21.42
d.	In very large group	-	-
Total		42	74.98

From 56 the total number of respondents, only 42 or 74.98 % who answered the question. The high percentage with 25 or 44.64% of respondents prefer to learn in small group. The second number percentage with 12 or 21.42% of respondents prefer to do their activities in pairs and 5 or 8.92% prefer to do in large group.

Another question of the students' preference way of learning is about preferable techniques. The following is the table of data which explain the preference techniques of learning.

Table 17

No.15 According to you, are these activities useful for you?

No.	Question	Answer				Total	
		Yes	%	No	%	F	%
A	Role play	38	67.85%	18	32.14%	56	100%
B	Discussion	40	71.72%	16	28.57%	56	100%
C	Songs	8	14.28%	48	85.71%	56	100%
D	Memorizing conversations	29	51.78%	27	48.21	56	100%
E	Making creation a: business card, letter heading, etc.	40	71.72%	16	28.57%	56	100%
F	Language game	14	25%	42	75%	56	100%

The table shows that discussion and making creation were the highest score of choice, chosen by 40 or 71.42% respondents. Role play was the second choice, chosen by 38 or 67.85% respondents and memorizing conversations came after it which was chosen by 29 or 51.78% respondents. The other techniques such as songs and language game were viewed useful by only a small number of students, which seem unlikely to be considered.

The high comparison among the choice should be considered as the students' preferable way of learning in the classroom. It is better for lecturer to accommodate the students' way of learning so they can participate in the learning process.

The following tables explain the students' view of learning time, the additional time of learning and their aim to add time of learning. This data is presented in the hope it can be useful information to give any task such as homework.

Table 18

Additional Time of Learning

No. 12. Is homework important for you?

Option	Answer	Frequency	Percentage
A	Very important	12	21.42
B	Important	26	46.42
C	Not very important	12	21.42
d.	Not important	6	10.71
Total		56	100

Table 19

No. 13 How many hour do you have to do your homework?

Option	Answer	Frequency	Percentage
A	3 hours	2	3.57
B	2 hours	18	32.14
C	1 hour	30	53.57
d.	30 minutes	6	10.71
Total		56	100%

Table 20**The Aim of learning at home**

No. 14. What is your aim to learn at home ?

Option	Answer	Frequency	Percentage
a	To prepare the next subject	16	28.57
b	To reread today's subject	20	35.71
c	To practice exercise	14	25
d.	To do given homework	6	10.71
Total		56	100%

Table 21**The students' Preferable Source of Learning**

No.16. What kind of source do you prefer to use in the class ?

Option	Answer	Frequency	Percentage
A	Television	10	17.85%
B	Radio	5	8.62%
C	Book	38	67.85%
d.	Pictures	3	5.35%
Total		56	100%

The students seem to prefer book as the source of learning.

This answer was given by 38 or 67.85% of the total respondents.

Television was chosen by 10 or 17.85% respondents, while radio and pictures were chosen by each 5 or 8.62% and 3 or 5.35% respondents.

The data shows that book is the source they like most compares with another sources. In fact, to present book or written text in the class is still crucial to back up the students learning process.

7. Suggestion

Suggestion is needed to improve everything, in this case to improve the teaching and learning process of English for Business. The given question was aimed to have some valuable suggestions as inputs to the researcher in designing syllabuses. Table 22 show the data of what the students suggest for *English for Business*.

Table 22

Suggestion to Improve English for Business

No. 17. What is your suggestion to improve English for Business ?

Option	Answer	Frequency	Percentage
A	It should explain more of grammar	19	33.92
B	It should explain more of vocabulary	10	17.85
C	It should be done in various activities	20	35.71
D	Other : it should consist of culture as additional knowledge	7	12.5
Total		56	100%

The students' suggestion shows high expectation of improving their English for Business since they all gave their responds. The question was answered in four choices. The first choice came to option c which was chosen by 20 or 35.71% of the total respondents. It seems that variation on the class activities was viewed as something to bring them in easy and enjoyable situation. On the other hand, there were 19 or 33.96% respondents who viewed that grammar is also important to teach. Another 10 or 17.85% respondents viewed that vocabulary is also important. Both of these choices are very reasonable since Business English has its own characteristic of language. There were 7 or 12.5% respondents who gave different answer. These respondents viewed that culture should be added in English for Business material.

Since culture is intertwined with language, it is reasonable to consider this suggestion and make it as something to be learn in the course.

8. Target situation

Target situation can be defined as specific purpose for which the course will be required, such as why the language is needed, how the language will be used and what learners think they will achieve. (Wello and Nur, 1999:43).

The questions dealing with the students' target situation were given in number 18 and 19 of the questionnaire. The first question of

the target situation (no.18) was aimed to find out what the students' need business English for or in what situation they will use it. The second question (no.19) was aimed to find out in what kind of work area or job they want to use their knowledge. The next two tables below show the target situation.

Table 23

Target of Learning English for Business

No. 18. What are you going to use your knowledge of Business English for?

Option	Answer	Frequency	Percentage
a.	To understand job information, making letter of application and interview.	10	17.85
b.	To give information of product and service, such as hotel and travel.	12	21.42
c.	Have not decided yet.	28	50
d.	Correspondence	6	10.71
Total		56	100%

Most of the students (28 or 21.42%) have not decided yet the certain thing of what they are going to use their English for Business for. However, there were 12 or 21.42% said that they want to use it to give information of product and service. Another students (10 or

17.85%) said they want to use it to understand job information and making letter of application, the other students (6 or 10.71%) said they want to use it in correspondence.

Their argument was supported by the graduates opinion. All of them said in Graduates questionnaire number 6 option *a* that English for Business is very necessary to be taught at faculty of letters.

The reason on why they need the course is firstly, to help the graduates to get their career and secondly to help the students who have job and graduates to improve their career and thirdly, to broaden their knowledge of English in business context. The first reason was given by 4 or 50% of the total 8 graduates. The second reason was given by 2 or 25% of graduates and 2 or 25% others graduates gave the third reason.

The reason of why they need the course was also given by 5 or 100% of users as respondents in question number 8 option *b*. According to them, the students of faculty of letters need to learn English for Business to support their job activities such as to communicate and knowing instruction.

In accordance with the students, graduates and users all the lecturers and academic staffs of the faculty of letters stated that they strongly agree to teach English for Business to the students of Faculty of Letters to help them in their career. (See the question in appendix 3 no.1).

This is very reasonable because in general people do not go to University without any target. Most of them expect to earn money by using their knowledge, and it can only be done if they do a job. The students' target jobs are presented in the table on the next page.

Table 24
Student's Target jobs.

19. What do you want to do after completing your study ?

Option	Answer	Frequency	Percentage
a.	To continue my study	1	1,78
b.	To work for government institution	5	8.92
c.	To be a teacher	10	17.85
d.	To work for a bank	3	5.35
e.	Have not decided yet	27	48.21
f.	Other: work for a hotel	10	17.85
Total		56	100%

The table shows that more than half of the students (29 or 51.78%) have their own certain target job after completing their study in which there were 10 or 17.85 % of them decided to be teachers. The same quantity of students decided to work for hotels. Another students (3 or 5.35 %) wanted to work for bank and the other student (1 or 1.78 %) decided to continue his study.

Since the quantity of the students who have not decided their target job were higher than the students who have decided their target job, it could be said that there is no specific work situation can be used as the reference to decide their specific needs of English for Business.

9. The Students' Priority on Topics

The list of topics was given to all groups of students. The reason was to find out what topics will be prioritized in order to suit the students' interest. The score were arrived at by the following procedures:

	very important	important	important enough	not very important	not important at all
Weighting	4	3	2	1	0
Computing	37,5%	39.28%	12.5%	10.71%	0

Thus, 37.5% chose 4, the score is $37.5\% \times 4 = 150$.

39.28% chose 3, the score is $39.28\% \times 3 = 117,84$.

12.5% chose 2, the score is $12.5\% \times 2 = 25$.

10.71 chose 1, the score is $10.71 \times 1 = 10.71$

The total score for computing 303.55

The students chose some topics that identified as important things to learn. The topics are Business Letters, Application, Presentation,

Interview, Hotel, Kinds of Business, Jobs and Roles, Advertisements, Invitation, Office and Equipments, Computing, Information and Confirmation.

The score of another topics are under those score of topics, so only the higher score are prioritized. Table 23 presents the score of the topics chosen by the respondents.

Table 25
List of Topics in Order of Importance

NO	TOPICS	SCORE
1	Business Letters	407.10
2	Application	389.25
3	Presentation	387.50
4	Interview	387.46
5	Hotel	387.46
6	Kinds of Business	369.61
7.	Jobs and Roles	366.04
8.	Advertisement	358,89
9.	Invitation	357.11
10.	Office and Equipments	355.32
11.	Computing	353.55
12.	Information and Confirmation	349.98

D. Summary of the Findings

1. The Student's Background / Present Situation

a. The Learners:

The learners are the student faculty of letters, English department. They learn English for business after having English I and English II.

b. Previous Knowledge

The Students are belonging to intermediate level. This reason was based on teachers' information and by considering that the students have learned English since junior high school until university level, and they have learned English I and II materials (listed on page 53) before taking *English for Business*. This finding is also supported by the result of *try out TOEFL*..

c. Motivation

The reason that English was their first choice shows that they have high motivation in learning English. So do in learning English for business that was shown by the most students who think English for business is very necessary.

c. Demand

The Students enthusiasm to know more and more English shows their demand on English. Their demand on English could

be concluded high since they think it is very necessary to add their English knowledge for out of university such as English meeting club. Their specific reason to do that is to improve their ability in speaking.

d. Attitude

The students' attitude in learning English for Business is positive. This finding was based on their opinion that English for Business is useful for their career. That is why they want to know what English for Business is.

e. Lacks

The students said that it is very difficult for them to speak while the lecturers identified that the most difficult thing the students do is writing. It can be concluded that both of these skills are the students' lack.

2. Students' Learning Situation

a. Learning Style

It was found from the data that most of the students are prefer to work in group than individually. They expected to learn in small group and practice their language by discussing things. It was also found that most of them had visual learning style.

b. Estimation toward E SP

All of the students who had experiences of learning English for Business, claimed that there should be a prove of English for Business teaching both in material and the class activities

c. Suggestion

To improve the teaching and learning process of English for Business, the respondents suggest to do the process in various way, such s discussion, role play and making creation.

3. Students' Target situation

a. Reason of English for Business

The students' reason to learn English for Business was to develop their knowledge of English in business context and to develop their future career.

b. Priority on Language Skill

The students' lacks were in speaking and writing. So, the students' priority must be on speaking and writing skills.

4. Students' Priority on Topics

The students' priority on topics was identified on Business Letters, Application, Presentation, Interview, Hotel, Kinds of Business, Jobs and roles, Advertisement, Invitation, Office and Equipments, Computing, Information and Confirmation.

E. SUGGESTED SYLLABUSES

English for Business 1 and English for Business 2 syllabuses are designed to meet the students needs based on the finding of the research as follows :

a. Course Aims

The aims of this syllabus are to enable the students to :

1. develop knowledge and understanding of register used in Business English.
2. develop the students' skills especially in speaking and writing skills.
3. develop the students' ability to work in small group.

b. Type of Syllabuses

Content -Topical Syllabus

c. Target Learners

The target learners are the students who have an ability to apply English Language in intermediate level.

d. Methodological Preferences

Most of the learning activity will be done in small group by doing discussion, role play, and creating.

e. Topics

- | | |
|---------------------|--------------------------------|
| - Business Letters | - Jobs and Roles |
| - Application | - Advertisements |
| - Presentation | - Invitation |
| - Interview | - Office and Equipments |
| - Hotel | - Computing |
| - Kinds of Business | - Information and Confirmation |

f. The Syllabuses

The syllabuses are arranged based on the chosen topics with some activities to cover the aims of the course. Specific activity such as discussion and role play were given as the way to lower the students' weak of skill in proportional of time allocation.

The materials were adapted from several sources as the main and supporting material, by considering that no books are really suitable to all of the students' chosen topics. The following are the suggested topics, the item covered and the linguistic competence.

Table 26
English for Business I

No.	Topic	Items covered	Linguistic competence
1	Kind of business	<p>The students must be able to:</p> <ul style="list-style-type: none"> - recognize kind of business - describe how business can be privately owned 	<p>The students must be able to recognize and use</p> <ul style="list-style-type: none"> - future tense (eg <i>I am thinking of starting my own business</i>) - relative clause: who (eg. Jane is the woman <i>who</i> keeps the book)
2	Office equipment	<ul style="list-style-type: none"> - describe the basic office equipment - describe the function and the way they use the equipment 	<ul style="list-style-type: none"> - modals (eg we <i>can</i> use the computer for internet searching)
3	Jobs and Roles	<ul style="list-style-type: none"> - describe job's title and work relationships - explain basic work task 	<p>Passive voice (eg managers are accustomed to evaluating system)</p>
4	Simple Numerical Information	<ul style="list-style-type: none"> - understand a schedule - give an information of flight number 	<ul style="list-style-type: none"> -Expressing time (eg I start my activities from 9 to 4 o'clock. - information of number (eg your flight number is Garuda Indonesia GI 416)
5	Review of topic 1 until 6		
6	Mid test. The Whole Topic 1-6	do and pass the examination	
7	Telephone Call	<ul style="list-style-type: none"> - to confirm one's schedule via telephone 	<ul style="list-style-type: none"> -Greetings, eg Parker Publishing company, <i>Good morning</i> - expression: <i>I am afraid</i> she can't.

8	Job Advertisement	<ul style="list-style-type: none"> - indicate particulars point of information - make simple job advertisement 	<p>She has a meeting at 9 o'clock</p> <ul style="list-style-type: none"> - modal, eg <i>must</i> be able to work on weekend - Adjective, eg <i>fluent</i> in English
9	Application	make an application	<ul style="list-style-type: none"> - Present perfect eg <i>I have had</i> six years' experience - Present eg I enclose my CV
10	Curriculum Vitae	make a C.V	<p>modals, eg <i>may</i> I know what practical training you did</p>
11	Calling for Interview	<ul style="list-style-type: none"> - get the important item from the letter of interview - write a letter of interview 	<ul style="list-style-type: none"> - composing a letter, mention time and pace
12	Review of Lesson 1 until 14		
13	Final Examination	Do and pass the examination	

Table 27
English for Business II

Week	Topic	Activity	Linguistic Competence
1	Business Letter (The Heading and The Lay Out)	The students must be able to: design letter heading	The students must be able to recognize and use - some word in business, eg home and overseas <i>merchants</i>
2	Business Letter (Sales Letter)	-offering things - expressing hope	- present continuous, eg <i>we are offering</i> - <i>we hope that you will be pleased with the catalogue</i>
3	Advertisement	create advertisement	Words for advertisement eg <i>low cost worldwide flights</i>
4	Enquiry	-replying to an advertisement - requesting information	- with reference to your advertisement - we would like to know wether
5	Order	- placing orders - knowing code no.	-We are pleased to place the following order - ladies wear G2008 - Present
6	Invitation	- making, accepting or refusing invitation	Continuous eg <i>We are organizing...</i> - <i>I would be delighted to attend ...</i> <i>-Unfortunately, I have...</i>

7	Review of on Topic 1 until 6		
8	Mid Test. The whole topics 1 until 6		
9	Hotel Reservation	Write letter of hotel reservation	- hotel register eg <i>continental breakfast, booked</i> - express strong probability eg <i>we expect ...</i>
10	Presentation	Make presentation	-Greeting, self Introduction - Future tense eg <i>I am going to talk ...</i>
11	Computing	Mention computer's tools and its function	- the <i>keyboard is used</i> to type things
12	Information and Confirmation	inform and confirm	-Present tense eg <i>he doesn't like too much protocol</i> - <i>Is your hotel near the town?</i>
13	Review of on Topic 9 until 14		
14	Final Test. The Whole topics 9 until 14	Do and pass the test	

The suggested activities can be seen in the following lesson plans. The material sources are some sources that can be used as students learning material, however, teacher can use his/her own lesson plans as long as they accommodate the students' needs of topics, skills, and the way of learning.

1. Lesson Plan of English for Business I

Table 28

Semester : 3 Week : 1 Topic : Kind of Business
Discussion
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Making a short conversation with the students: an introduction, about their condition, what to be learned, and their knowledge of kinds of business as the way to enter the next activity. - Let the students read the material first then study the vocabulary and answering the comprehension questions - Let them discuss about some business, which one is suitable for them and why it is suitable for them. - Asking them some questions orally based on the text. The last question could be about what kind of business a student is interested to deal with.
Language Skill Practice : reading and speaking
<p>Time allocation :</p> <ul style="list-style-type: none"> - 20 minutes - 50 minutes - 40 minutes - 40 minutes
<p>Material source:</p> <ul style="list-style-type: none"> - Griffin, Ricky W. and Ronald J. Ebert. 1993. <i>Special English for Business</i>. Prentice Hall: New Jersey. - Menzies, Peter. 1989. <i>Business English</i>. Linguaphone Institute Limited: London.

Table 29

Semester : 3 Week : 2 Topic : Office Equipment
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Class preparation. Reminding the student about the last week topic and the business they prefer to work for. The Students who have the same choice come to the same group of activity. - The students then ask to discuss and list what basic office furniture and equipment they need to use in their office, and the reason they need them . - Each groups of students will then mention what they will have and compare the list with another group (the students should give one of their list to their classmates) - The student will ask questions of why they need the furniture and the equipment listed, how they use the equipment and suggesting unlisted furniture or equipment to another group of students and explaining why they need it/them. They can accept and appreciate it or refuse the suggestion by giving their own reason.
Language skill practice: speaking
<p>Time Allocation :</p> <ul style="list-style-type: none"> -15 minutes - 40 minutes - 40 minutes 55 minutes
<p>Material Source :</p> <ul style="list-style-type: none"> - Flinders, Steve. 2002. <i>Test Your Professional English</i>. Pearson Education Limited: Harlow, England. - Menzies, Peter. 1989. <i>Business English</i>. Linguaphone Institute Limited: London.

Table 30

Semester : 3 Week : 3 Topic : Jobs and Roles
Discussion
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Class preparation. - The students are given short explanation of a simple organization structure such as structural organization in the faculty to start their understanding of the topics. - Give the students organization structure chart and let them learn it. - Ask every student to choose one of the position in the chart and ask him/her to explain the roles of the chosen position Such as : I am Monica. I work for an importer of fashion goods. I am an advertising assistant and my job deals with new customers. Advertising manager is over me and over him/her there is a marketing manager. I report my job to the advertising manager. He/she is responsible to the marketing manager. - Another students will ask one or some questions about how she/he does the job, who will create the advertisement. It is hoped the question will be develop such as to whom the advertisement will be addressed to, why they need an advertisement and so forth. - Teacher and another students will help to make a correction of the answer (s)
Language skill practice : speaking
<p>Time allocation :</p> <ul style="list-style-type: none"> - 10 minutes - 15 minutes - 20 minutes - 50 minutes - 40 minutes - 15 minutes
<p>Material source :</p> <ul style="list-style-type: none"> - Hollet, Vicki et al . <i>In At the Deep end</i>. - Flinders, Steve. 2002. <i>Test your professional English</i>. Pearson Education Limited: Harlow, England. - Brieger, Nick and Anthony Cornish. 1989. <i>Secretarial Contacts</i>. Prentice Hall : New York. -Badger, Ian. 2003. <i>Everyday Business English</i>. Longman: Bristol.

Table 31

Semester : 3 Week : 4 Topic : Jobs and Roles
Discussion
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Class preparation. - Remind the students the last week topic and discussion. Teacher can ask a question by asking some one to tell who has the very top position in the faculty, what he/she does, to stimulate the students entering the next activities. - Continue the last week topic and the way of doing activities in point 4 until the last point (point 6). <p>Language skill practice : speaking</p>
<p>Time allocation :</p> <ul style="list-style-type: none"> - 10 minutes - 20minutes - 60 minutes - 40 minutes - 20 minutes
<p>Material source :</p> <ul style="list-style-type: none"> - Hollet, Vicki et al. (s.a) <i>In At the Deep End</i>. Oxford University Press: Oxford. - Flinders, Steve. 2002. <i>Test your professional English</i>. Pearson Education Limited: Harlow: England. - Brieger, Nick and Anthony Cornish. 1989. <i>Secretarial Contacts</i>. Prentice Hall: New York.

Table 32

Semester : 3
Week : 5
Topic : Jobs and Roles
Discussion
<p>Activities:</p> <ul style="list-style-type: none"> - Greeting. Class preparation. - To start the discussion, teacher can ask a question, such as “you know what you do in your job, do you know what does an executive do? Well, what should a dean do? (let them find their own answer for some minutes) A dean should conduct a faculty. What an executive of a company does ? - Let the students read the material to get an understanding and let them do the exercises. Explain the new structure and the function (passive voice) - Let them one by one write the answers in the board and discussing what else an executive does beside the given answers. - Teacher will ask the students one by one with some types of question dealing with what an executive does, such as “ Can you tell me what an executive does ?” Tell me please, what an executive does, Well, you have read your text and you know what an executive does. Is he accustomed to.....? What should an executive do ? - Make correction, tell the student about the progress they made
Language skill practice : reading and speaking
<p>Time allocation :</p> <ul style="list-style-type: none"> - 10 minutes - 15 minutes - 40 minutes - 50 minutes - 20 minutes - 15 minutes
<p>Material Source :</p> <ul style="list-style-type: none"> - Hollet, Vicki et al. (s.a) <i>In At the Deep End</i> Oxford University Press: Oxford. - Flinders, Steve. 2002. <i>Test Your Professional English</i>. Penguin English: England. -Brieger, Nick and Anthony Cornish. 1989. <i>Secretarial Contacts</i>. Prentice Hall: New York.

Table 33

Semester : 3 Week : 6 Topic : Simple Numerical Information
Role Play
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Ask question to the students of what they did for the first time they came in the campus today and what will they do next. Explain that their activities could be mention in order. - Let them read the text and doing the exercise. - Explain the new vocabularies . - Let them create their own activities in order, such as 1. 9.00 meeting with a client, 2. finishing advertisement proposal, 3. checking the airplane departures, etc . Every student should present the activities in front of the class without mentioning what activity come first and next. - Another students will ask questions of what he/she does first and next, such as what is your first activity in your office? What is your second activity? When will you meet your client? Etc . The students could vary the sentence with another types, such as could you tell me please your second activity? May I know your third activity ? , or Sandra, I need an information of the flight number from Makassar to Jakarta and also the time of leave, could you inform me, please? etc. - Grammar correction.
<p>Language Skill Practice : Reading and Speaking</p> <p>Time Allocation : -10 minutes</p> <ul style="list-style-type: none"> - 15 minutes - 30 minutes - 20 minutes - 30 minutes - 30 minutes - 15 minutes
<p>Material source :</p> <ul style="list-style-type: none"> - Flinders, Steve. 2002. <i>Test Your Professional English</i>. Pearson Education Limited: Harlow, England. - Menzies, Peter. 1989. <i>Business English</i>. Linguaphone Institute Limited: London. - Hollet, Vicki, et al.(s.a). <i>In at the Deep End</i>. Oxford University Press: Oxford.

Table 34

Semester : 3 Week : 7 Topic : Review of lesson 1 until 6
Discussion
Activities : <ul style="list-style-type: none"> - Greeting. Class Preparation. - Discuss lesson 1 until 6, find in what area the students need a help. - Inform the way of examination will be done.
Time allocation: 150 minutes.

Table 35

Semester : 3 Week : 8 Topic : mid test. The whole topic of lesson 1 until 6
Individual work
Activities : <ul style="list-style-type: none"> - Greeting. Class preparation - Written Examination
Time allocation : <ul style="list-style-type: none"> - 15 minutes - 135 minutes

Table 36

Semester : 3 Week : 9 Topic : Telephone Call
Role Play
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Class preparation. - The students' activities are connected to the schedule they have learn in last meeting. In order to continue the next activities, let them see again the schedule. - The students will work in pair to play as a caller and answerer in telephoning. The conversation is about how to confirm one's schedule. Show the students how to make a telephone conversation. - Students are given time to prepare their conversation. - Each students plays as A and B to practice the language. - Grammar and intonation correction.
Language skill practice : speaking
<p>Time allocation :</p> <ul style="list-style-type: none"> - 10 minutes - 15 minutes - 20 minutes - 30 minutes - 50 minutes - 25 minutes
<p>Material Source :</p> <ul style="list-style-type: none"> - Kanisius. 1996. <i>ESP-Telephone</i>. Visipro: Jakarta. - Brieger, Nick and Anthony Cornish. 1989. <i>Secretarial Contacts</i>. Prentice Hall: New York.

Table 37

Semester : 3 Week : 10 Topic : Job Advertisement
Individual work
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Class preparation. - Give the students two different advertisements. As the students read through the advertisement, they should indicate particulars point of information, such as some condition of the required candidates, etc. - Study the new vocabulary and the new structure (must be able and have to) - Let the students fill the requirements in the appropriate column of the given table. - After completing the table, the students use it to make sentences about their requirements, such as “ candidates must be able to work at weekends”, etc. - Check the answer in writing board.
Language skill practice : reading
<p>Time allocation :</p> <ul style="list-style-type: none"> -10 minutes - 20 minutes - 15 minutes - 30 minutes - 30 minutes - 45 minutes
<p>Material Source :</p> <ul style="list-style-type: none"> - Brieger, Nick and Anthony Cornish. 1989. <i>Secretarial Contacts</i>. Prentice Hall, New York. - Gartside, L. 1989. <i>Modern Business Correspondence: Fouth Edition</i>. Binarupa Aksara: Jakarta. - Wilson, Martin. 1987. <i>Writing for Business</i>. Nelson: Hong Kong.

Table 38

Semester : 3 Week : 11 Topic : Application
Pair Work
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Students are divided into pairs. Student A will receive a letter of application and student B will receive a curriculum Vitae. - Teacher demonstrates the technique of the activity. - Ask the students to complete the paper in front of them. Student A will ask questions to student B to complete the application. Student B does the same activity. (fill the gap from information) - Feedback. Get the students to ask and answer the questions with the whole class listening in order to know their language production and to know whether they got the information right.
Language Skill Practice : reading, speaking
<p>Time Allocation :</p> <ul style="list-style-type: none"> - 10 minutes - 10 minutes - 30 minutes - 50 minutes - 50 minutes
<p>Material Source :</p> <ul style="list-style-type: none"> - Harmer, Jeremy. 1991. <i>The Practice of English Language Teaching</i>. Longman: London. - Gartside, L. 1989. <i>Modern Business Correspondence: Fouth Edition</i>. Binarupa Aksara: Jakarta. - Wilson, Martin. 1987. <i>Writing for Business</i>. Nelson: Hong Kong.

Table 39

Semester : 3 Week : 12 Topic : Application
Individual Work
<p>Activities:</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Give each students a job advertisement and let them read and make a note of it. - After reading the advertisement, the students should write their own application. - The application should be read one by one with the whole class listening to check the students' language production. - Grammar Correction.
Language skill Practice : reading and writing
<p>Time Allocation :</p> <ul style="list-style-type: none"> - 10 minutes - 20 minutes - 40 minutes - 40 minutes - 40 minutes
<p>Material Source :</p> <ul style="list-style-type: none"> - Gartside, L. 1989. <i>Modern Business Correspondence</i>. Bina Rupa Aksara: Jakarta. - Wilson, Martin. 1997. <i>Writing for Business</i>. Nelson: Hong Kong. - Harmer, Jeremy. 1991. <i>The Practice of English Language Teaching</i>. Longman: London.

Table 40

Semester : 3 Week : 13 Topic : Curriculum Vitae
Pair Work
Activities : <ul style="list-style-type: none"> - Greeting. Class Preparation. - Divide the students to work in pair, one as A and the other one as B. - Ask student A to interview student B about his education and experience. Student B will also do the same activity. - When the interview is finished, the students should write his/her friend's C.V. - Get the students to change their C.V. A to B and B to A and ask whether the C.V. is complete or incomplete. The students will inform each other the things they want their C.V. to be completed.
Language Skill Practice : writing and speaking.
Time Allocation : <ul style="list-style-type: none"> - 10 minutes - 10 minutes - 60 minutes - 30 minutes - 60 minutes
Material Source : <ul style="list-style-type: none"> - Wilson, Martin. 1997. <i>Writing for Business</i>. Nelson: Hong Kong. - Gartside, L. 1989. <i>Modern Business Correspondence</i>. Bina Rupa Aksara: Jakarta.

Table 41

Semester : 3 Week : 14 Topic : Calling for Interview
Pair Work
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Let the student read the letter of calling for interview then study the new vocabulary. - Explain the letter's composition, such as the inside address, salutation, etc. - The Student takes his/her partner's letter of application and based of it he/she write a letter to call a candidate for interview. - The student change his/her letter each other to see whether the partner's letter fit in with the letter of application and either arrange it in a good letter composition. - The students report any mistakes (if there is) and asking for a help to make correction.
Language Skill Practice : Writing
<p>Time allocation :</p> <ul style="list-style-type: none"> -10 minutes - 20 minutes - 20 minutes - 40 minutes - 30 minutes 30 minutes
<p>Material source :</p> <ul style="list-style-type: none"> - Wilson, Martin. 1987. <i>Writing for Business</i>. Nelson: Hong Kong. - Brieger, Nick and Anthony Cornish. 1989. <i>Secretarial Contacts</i>. Prentice Hall: New York.

Table 42

Semester : 3 Week : 15 Topic : Review of lesson 1 until 14
Discussion
<p>Activities:</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Discuss lesson 7 until 14. Find in what area the students need a help. - Inform how the examination will be done.
<p>Time Allocation :</p> <ul style="list-style-type: none"> -10 minutes. - 130 minutes. - 10 minutes.

Table 43

Semester : 3 Week : 16 Topic : Final Examination. Topic of lesson 7 until 13
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Written Examination.
<p>Time Allocation :</p> <ul style="list-style-type: none"> - 10 minutes - 140 minutes

2. Lesson Plan of English for Business II

Table 44

Semester : 4 Week : 1 Topic : Business Letters (The Heading and The Lay Out)
Discussion
Activities : <ul style="list-style-type: none"> - Greeting. Class preparation. - Give the students an example of business letter, let them observe how the letter was composed. - Explain one by one the part of the letter, such as the heading, inside address, salutation, etc. - Ask the students to create a letter heading. - Discuss: why should a business letter contains heading, why do business people need business letter in their activities, Is business letter s till needed in the era of modern telecommunication tool? Ask a group to present their opinion, the other group will also give their opinion.
Language Skill Practice: speaking
Time Allocation : <ul style="list-style-type: none"> - 10 minutes - 15 minutes - 40 minutes - 20 minutes - 65 minutes
Material source: <ul style="list-style-type: none"> - Wilson, Martin. 1987. <i>Writing for Business</i>. Nelson: Hong Kong. - King, F.W. and D. Ann Cree. 1991 <i>English Business Letters: New Edition</i>. Longman: Singapore.

Table 45

Semester	: 4
Week	: 2
Topic	: Business Letters (Sales Letter)
Discussion :	
<p>Activities:</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Let the students learn the sales letter to answer the comprehension questions. - Ask the students to write a sales letter by completing the incomplete letter. - Ask the students to write the answer in the writing board to find the right answer. - Discuss : What is a company mission to send a sales letter? Is there any influence to market ? What is the influence to the selling and production? How are they connected each other? Ask each group to present their opinion. 	
Language Skill Practice: Writing and speaking.	
<p>Time Allocation:</p> <ul style="list-style-type: none"> - 10 minutes - 30 minutes - 40 minutes - 20 minutes - 50 minutes 	
<p>Material Source:</p> <ul style="list-style-type: none"> - Wilson. Martin. 1987. <i>Writing for Business</i>. Nelson: Hong Kong. - Gartside, L. 1989. <i>Modern Business Correspondence</i>. Bina Rupa Aksara: Jakarta. 	

Table 46

Semester	: 4
Week	: 3
Topic	: Advertisement
Discussion (small group discussion with 3 Or 4 students)	
<p>Activities:</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Show the students 2 or 3 small advertisement, let them learn and compare the advertisements to get the knowledge of the language used in advertisements. - Discuss : Ask each group to discuss and present their opinion of what is advertisement? Does it have the same function with sales letter? Why does a company need to advertise their product? Who need to advertise their products: small or big company, or both of them? Why? How can they advertise their product? What factors make an advertisement be interested? - The student can conclude what to be needed in an advertisement. Ask the students to create a small advertisement for a travel agent or a hotel. 	
Language Skill Practice: Speaking and Writing	
<p>Time Allocation :</p> <ul style="list-style-type: none"> - 10 minutes - 30 minutes - 80 minutes - 30 minutes 	
<p>Material Source:</p> <ul style="list-style-type: none"> - Wilson, Martin. 1987. <i>Writing for Business</i>. Nelson: Hong Kong. - Gartside, L. 1989. <i>Modern Business Correspondence</i>. Bina Rupa Aksara: Jakarta 	

Table 47

Semester	:4
Week	:4
Topic	: Enquiry
Discussion	
<p>Activities:</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Give an explanation of what enquiry is, what should be included in enquiry, such as how to make an opening line, what to request (action or information), etc. - Give the students 2 kinds of inquiry, let them learn the language and answering the comprehension question about the enquiries then check the answers in the writing board. - Ask the students to complete the incomplete enquiry. Check the answers in writing board. - Ask the students to create their own enquiry based on the advertisement they have made last week. 	
Language Practice Skill : Speaking and writing	
<p>Time Allocation:</p> <ul style="list-style-type: none"> - 10 minutes - 20 minutes - 55 minutes - 30 minutes - 35 minutes 	
<p>Material Source:</p> <ul style="list-style-type: none"> - Wilson, Martin. 1987. <i>Writing for Business</i>. Nelson: Hong Kong. - King, F.W. and D. Ann Cree. <i>English Business Letters</i>. Longman: Singapore. 	

Table 48

Semester	:4
Week	:5
Topic	: Order
Discussion	
<p>Activities:</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Let the students learn the catalogue to get an understanding of the code, the name of the product and the price. - Ask the students to answer the comprehension question and then check in the writing board. - Ask the students to complete the incomplete letter of order. Check in the writing board. - Give the students another catalogue as the basis to make their own letter of order. Ask them to create their letter in good order by considering the heading and the lay out. Ask one of them to write the writing board, other students will discuss to find the good one. 	
Language Practice Skill : Speaking and writing	
<p>Time Allocation:</p> <ul style="list-style-type: none"> - 10 minutes - 20 minutes - 30 minutes - 30 minutes - 60 minutes 	
<p>Material Source:</p> <ul style="list-style-type: none"> - Wilson, Martin. 1987. <i>Writing for Business</i>. Nelson: Hong Kong. - King, F.W. and D. Ann Cree. <i>English Business Letters: New Edition</i>. Longman: Singapore. 	

Table 49

Semester	: 4
Week	: 6
Topic	: Invitation
Discussion	
<p>Activities:</p> <ul style="list-style-type: none"> - Greeting. Class Preparation - Give the students 2 forms of invitation. Let them learn the vocabulary and the language used, to indicate the formal and less formal invitation. - Ask them to answer the comprehension questions based on the invitation. Check the answer in writing board. - Ask the students to write a letter of invitation by completing the incomplete letter. Check the answers in writing board. - Discussion : Ask the students to discuss and presents their opinion of the reason to make an invitation, Why should a formal invitation mention the dress that should be wear by visitor, why should one confirm whether he/she can or can not attend the invitation. - Ask the students to write an invitation based on their own purpose (to celebrate anniversary, soft opening, etc) 	
Language Practice skill: speaking and writing	
<p>Time Allocation:</p> <ul style="list-style-type: none"> - 10 minutes - 20 minutes - 15 minutes - 30 minutes - 50 minutes - 25 minutes 	
<p>Material source:</p> <ul style="list-style-type: none"> - Wilson, Martin. 1987. <i>Writing for Business</i>. Nelson: Hong Kong. - Brieger, Nick and Anthony Cornish. 1989. <i>Secretarial Contacts</i>. Prentice hall: New York. 	

Table 50

Semester : 4 Week : 7 Topic : Review of the lessons on topic 1 until 6
Discussion
Activities : - Greeting. Class Preparation. - Discuss the lessons of topics 1 until 6, find in what area the students need a help. - Inform in what way the test will be done.
Time Allocation: - 10 minutes - 120 minutes - 20 minutes

Table 51

Semester : 4 Week : 8 Topic : Mid Test. The whole topics 1 until 6.
Individual work
Activities : - Greeting. Class preparation. - Writing examination.
Time Allocation : - 15 minutes - 135 minutes

Table 52

Semester	: 4
Week	: 9
Topic	: Invitation (Accepting or Refusing Invitation)
Pair Work (role play)	
<p>Activities:</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Let the students learn the language of the given letter of accepting invitation. Ask them to answer the comprehension questions and check them in writing board. - Let the students learn the language of the given letter of refusing invitation. Ask them to answer the comprehension questions and check them in writing board. - Give each student his/her invitation which was made last week. Ask them to change with his/her friend. Each student play a role as the one who was invited, then writes a formal acceptance based on the invitation. 	
Language Practice skill : writing	
<p>Time Allocation:</p> <ul style="list-style-type: none"> - 10 minutes - 45 minutes - 45 minutes - 50 minutes 	
<p>Material Source:</p> <ul style="list-style-type: none"> - Wilson, Martin. 1987. <i>Writing for Business</i>. Nelson: Hong Kong. - Brieger, Nick and Anthony Cornish. 1989. <i>Secretarial Contacts</i>. Prentice hall: New York. 	

Table 53

Semester : 4
Week : 10
Topic : Hotel Reservation
Individual work
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Class preparation. - Let the students learn a letter of hotel reservation, how the language is used. - Ask them to answer the comprehension question, check the answer in the writing board. - Ask the student to complete the letter of reservation Check the answers in the writing board. - Ask the students to write a letter of hotel reservation addressed to different hotel. Ask one of the students to present his/her work in writing board, another student will make correction on it.
Language Skill Practice: Writing
<p>Time Allocation:</p> <ul style="list-style-type: none"> - 10 minutes - 15 minutes - 20 minutes - 35 minutes - 70 minutes
<p>Material Source:</p> <ul style="list-style-type: none"> - Wilson. Martin. 1987. <i>Writing for Business</i>. Nelson: Hong Kong. - Brieger, Nick and Anthony Cornish. 1989. <i>Secretarial Contacts</i>. Prentice hall: New York.

Table 54

Semester : 4 Week : 11 Topic : Hotel Reservation
Role Play
<p>Activities:</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Let the student listen the conversation between a caller and hotel reservation , then answer the given listening task about which hotel is suitable with his/her requirements. Check the answers in writing board. - Ask one students to choose one of his/her classmates to play the role as a caller and reservation. They work together to make their own conversation. To make it easy, they can use the real name and the location of the hotel located in their hometown. - Ask a couple of the students to demonstrate their conversation in front of the class.
Language Practice Skill: speaking
<p>Time Allocation:</p> <ul style="list-style-type: none"> - 10 minutes - 50 minutes - 40 minutes - 50 minutes
<p>Material Source:</p> <ul style="list-style-type: none"> - Kanisius. 1996. <i>ESP- Telephone</i>. Visipro: Jakarta. - Brieger, Nick and Anthony Cornish. 1989. <i>Secretarial Contacts</i>. Prentice hall: New York.

Table 55

Semester : 4 Week : 12 Topic : Presentation
<p>Role Play</p> <p>Activities:</p> <ul style="list-style-type: none"> - Greeting. Class Preparation. - Give the students an understanding of how to speak in front of the audiences, such as how to speak, how to open the presentation, etc. Teacher could be a model to practice the way. - Ask the students to do the given exercises; the first one is to match the statement and the second one is to complete the incomplete statement. Every student are free to give their own answer. - Check the first exercise in the writing board. - Ask a student to make a presentation in front of the class based on his/her answers of the second exercise. Other students take a part as the audiences who ask some questions. If the student has finished, ask another student to do the same thing.
Language Skill Practice: Speaking
<p>Time Allocation:</p> <ul style="list-style-type: none"> - 10 minutes - 20 minutes - 40 minutes - 20 minutes - 60 minutes
<p>Material Source:</p> <ul style="list-style-type: none"> - Flinders, Steve. 2002. <i>Test Your Professional English</i>. Penguin English: England. - Brieger, Nick and Anthony Cornish. 1989. <i>Secretarial Contacts</i>. Prentice Hall: New York.

Table 56

Semester : 4 Week : 13 Topic : Computing
Discussion
Activities: <ul style="list-style-type: none"> - Greeting. Class Preparation. - Ask the students to visit the office to see computer as the real material . Ask them to identify the parts of computer, such as key board, printer and others. - Ask the students to make statement about computer by completing the incomplete statement in the exercise, then ask them to conclude the function of the computer's tool by using their own sentences. - Ask each group to discuss what can people do with computer. Compare one to another groups' answer to find the correct answers of the exercise.
Language Skill Practice: speaking
Time Allocation: <ul style="list-style-type: none"> - 10 minutes - 25 minutes - 50 minutes - 65 minutes
Material Source: Flinders, Steve. 2002. <i>Test your professional English</i> . Penguin English: England.

Table 57

Semester : 4 Week : 14 Topic : Information and Confirmation
Role Play Activities: <ul style="list-style-type: none"> - Greeting. Class Preparation. - Ask the students to listen the conversation from cassette without seeing the transcription of the conversation. Find out whether they understand the conversation or not by asking the student some questions such as who are speaking in the conversation, where they work and what it is about, etc. - Ask the student to listen the conversation again to make the right answers of the questions. - Ask them to write down the answers in the writing board. After writing the sentences they can check them from the transcription of the conversation. While they read it, they can learn the language. - Ask two or more groups of students to play a role as the operator, the caller and the receiver to practice the conversation. Make it sure that they pronounce word by word in right pronunciation.
Language Skill Practice: Listening and Speaking Time Allocation: <ul style="list-style-type: none"> - 10 minutes - 30 minutes - 30 minutes - 35 minutes - 45 minutes
Material Source: <ul style="list-style-type: none"> - Kanisius. 1996. <i>ESP-Telephone</i>. Visipro: Jakarta - Brieger, Nick and Anthony Cornish. 1989. <i>Secretarial Contacts</i>. Prentice hall: New York.

Table 58

Semester : 4 Week : 15 Topic : Review of the lessons on topic 9 until 14
Discussion
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Class Preparation - Discuss the lessons of topics 1 until 6, find in what area the students need a help. - Inform in what way the test will be done. <p>Time Allocation:</p> <ul style="list-style-type: none"> - 10 minutes - 120 minutes - 20 minutes

Table 59

Semester : 4 Week : 16 Topic : Final Test. The whole topics 9 until 14.
Individual work
<p>Activities :</p> <ul style="list-style-type: none"> - Greeting. Class preparation. - Writing examination.
<p>Time Allocation :</p> <ul style="list-style-type: none"> - 15 minutes - 135 minutes

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The research has been done scrupulously to find authentic data as the basis in designing the syllabuses of English for Business I and II. The findings of the research show that the students are curious about the subjects. They have positive attitudes and great motivation to learn English for Business. However, they need a great help to lower their weaknesses/lacks in speaking and writing skills. They need ways to practice their English both orally and in written form.

Most of the students have visual learning style. It means they need a text to see in order to understand the material. On the other hand they prefer to learn in small group through discussion.

The reasons of why the students are curious about English for Business are various, but most of them stated that they took the course in order to know what English for Business actually is and to enlarge their knowledge of English. Even though most of them have not decided yet a certain job they want to do, however there was an important point to see that they have a target to get a job or to develop their future career. For that reason they suggested the most preferred topics to be learned as they thought the topics more or less have connection to their job area. The topics are: kinds of Business, office, jobs and roles, interview,

advertisement, business letters, telephoning and enquiry as mentioned in the syllabuses.

In order to fulfill the students' needs, based on the findings, it can be concluded that the most suitable syllabuses for the students of Faculty of Letters Universitas "45" Makassar are syllabuses that integrate topic, speaking and writing skills and the language used in business English.

B. Recommendation

This research was done by considering that there something should be done, in this case a needs analysis to find out what the students actually need in learning English for Business.

It is aware, there is no extremely perfect in the world. However, there is always a way to be better. In other words, these syllabuses are not the best, however it is hoped that it can bring something new and more interesting in the process of learning English for Business. For the reason, it is recommended that:

1. Based on the findings the syllabuses should integrates topics, speaking and writing skills and the language used in Business English.
2. The suggested topics and methods should be considered as suitable things and be practice in practical implementation.

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APPENDIX I
KUESIONER UNTUK MAHASISWA

Jawaban anda atas pertanyaan-pertanyaan berikut merupakan informasi yang sangat berguna bagi perencanaan pembelajaran bahasa Inggris Bisnis yang efektif dan efisien pada Fakultas Sastra Universitas "45" Makassar. Berilah jawaban yang merupakan pilihan terbaik anda. Atas kerjasama anda diucapkan banyak terima kasih.

BAGIAN I

PETUNJUK: Bacalah tiap pernyataan dan berilah tanda silang pada salah satu kolom jawaban anda.

SS : Sangat setuju
S : Setuju
Rg : Ragu-ragu
TS : Tidak Setuju
STS : Sangat Tidak Setuju

Nama

.....

Asal sekolah menengah

.....

Pengalaman belajar bahasa Inggris

.....

No.	QUESTION	SS	S	Rg	TS	STS
1.	Saya dapat mengerti dengan baik jika dosen memberi penjelasan lisan.					
2.	Saya lebih suka belajar dengan melakukan suatu kegiatan di kelas.					
3.	Saya bisa menyelesaikan banyak pekerjaan bila bekerja sama dengan orang lain.					
4.	Sya belajar lebih baik dalam suatu kelompok					
5.	Di kelas saya belajar lebih baik jika bekerja sama dengan orang lain.					
6.	Saya belajar lebih baik jika dapat membaca apa yang ditulis dosen di papan tulis.					
7.	Jika ada petunjuk tentang bagaimana melakukan sesuatu di dalam kelas, maka saya akan pelajari dengan baik.					
8.	Saya belajar dengan baik jika melakukan sesuatu di kelas.					
9.	Saya lebih mudah mengingat sesuatu yang saya dengar di kelas daripada yang saya baca.					

10.	Saya bisa mengingat instruksi dengan baik jika saya membacanya.					
11.	Saya belajar lebih baik jika bisa membuat suatu model/ccontoh.					
12.	Saya sangat mengerti jika membaca sebuah instruksi.					
13.	Saya lebih bisa mengerti jika belajar tanpa teman.					
14.	Saya belajar lebih banyak jika membuat suatu proyek di kelas.					
15.	Saya suka sekali belajar di kelas dengan melakukan eksperimen.					
16.	Saya belajar dengan baik jika membuat gambar saat sedang belajar.					
17.	Saya belajar lebih baik di kelas jika dosen memberi kuliah / menjelaskan.					
18.	Saya belajar lebih baik jika melakukannya sendiri.					
19.	Saya mengerti pelajaran dengan baik jika saya jadi peserta dalam permainan peran di kelas.					
20.	Saya belajar lebih baik di kelas jika mendengarkan suatu penjelasan.					
21.	Saya suka sekali mengerjakan tugas dengan dua atau tiga orang teman sekelas					
22.	Saya mengingat dengan baik sesuatu yang sudah saya pelajari jika saya mempraktekkannya.					
23.	Saya lebih suka belajar bersama orang lain.					
24.	Saya lebih bisa mengerti pelajaran yang saya baca dibanding yang saya dengar,					
25.	Saya suka melakukan sesuatu untuk proyek kelas.					
26.	Saya belajar sangat baik di kelas jika saya bisa berpartisipasi dalam aktivitas yang sehubungan.					
27.	Di kelas saya bekerja dengan baik jika melakukannya sendiri.					
28.	Saya lebih suka mengerjakan proyek (penelitian) seorang diri.					
29.	Saya tahu lebih banyak jika membaca buku pelajaran dibanding mendengar penjelasan dosen.					
30.	Saya lebih suka bekerja tanpa teman.					

PENILAIAN :

1. Hitunglah tiap-tiap nilai anda : SS = 5 S = 4 Rg = 3 TS = 2 STS = 1
2. Beri nilai pada tiap nomor sesuai jawaban Anda, jumlahkan dan dikali dua. Jumlah terbanyak menunjukkan cara belajar yang dominan pada diri Anda.
3. Kelompok pertanyaan yang sejenis adalah sebagai berikut :

Visual	Tactile	Auditory	Kinesthetic
6 =	11 =	1 =	2 =
10 =	14 =	7 =	8 =
12 =	16 =	9 =	15 =
24 =	22 =	17 =	19 =
29 =	25 =	20 =	26 =
Total__ x 2 =__(score) (score)	Total__ x 2 =__(score)	Total__ x 2 =__(score)	Total__ x 2 =

Group	Individual
3 =	13 =
4 =	18 =
5 =	27 =
21 =	28 =
23 =	30 =
Total __ x 2 __ (Score)	Total __ x2 =__ (Score)

BAGIAN II

PETUNJUK: Berilah tanda silang pada pilihan jawaban yang paling sesuai dengan Anda.

1. Apa alasan anda memilih jurusan bahasa Inggris di Universitas "45"?
 - a. karena saya merasa mengetahui bahasa Inggris adalah sesuatu yang bergengsi
 - b. karena saya melihat tamatan dari jurusan sastra Inggris kurang yang menganggur
 - c. karena tidak diterima pada jurusan lain.
 - d. karena saran orang lain.
2. Menurut Anda, apakah mahasiswa Jurusan Sastra Inggris perlu belajar bahasa Inggris Bisnis ?
 - a. sangat perlu
 - b. perlu
 - c. tidak terlalu perlu
 - d. tidak perlu

3. Apakah menurut Anda, belajar Bahasa Inggris di luar Universitas juga perlu?
 - a. sangat perlu
 - b. perlu
 - c. tidak terlalu perlu
 - d. tidak perlu

4. Selain di Universitas, anda juga belajar Bahasa Inggris di :
 - a. tempat kursus
 - b. tempat pertemuan bahasa Inggris
 - c. melalui majalah berbahasa Inggris
 - d. melalui radio dan televisi
 - e. sumber lain, misalnya:

5. Jika anda belajar selain di Universitas, alasannya adalah :
 - a. untuk menambah pengetahuan
 - b. untuk melatih diri agar dapat berbicara dengan lancar
 - c. suasana belajar yang lebih menyenangkan
 - d. alasan lain (sebutkan).....

6. Apakah menurut Anda, Bahasa Inggris Bisnis berguna bagi pendidikan dan karir anda kelak ?
 - a. sangat berguna
 - b. berguna
 - c. tidak terlalu berguna
 - d. tidak berguna

7. Apa alasan Anda belajar Bahasa Inggris Bisnis ?
 - a. untuk memenuhi jumlah kredit
 - b. karena satu - satunya mata kuliah tersisa
 - c. karena sebagai mahasiswa jurusan sastra Inggris, saya harus tahu banyak hal tentang bahasa Inggris
 - d. untuk mendapatkan gambaran bahasa Inggris Bisnis

8. Manakah kecakapan berikut ini yang paling Anda harapkan dalam pembelajaran Bahasa Inggris Bisnis ?
 - a. kecakapan mendengar
 - b. kecakapan berbicara
 - c. kecakapan membaca
 - d. kecakapan menulis

9. Apakah pembelajaran Bahasa Inggris Bis nis telah memenuhi harapan Anda?
- ya
 - belum
10. Jika belum, apa penyebabnya ?
- materinya jauh dari pemahaman saya
 - materinya tidak bervariasi
 - cara belajar yang monoton
 - sebab lain,..... (sebutkan)
11. Jika Anda lebih suka belajar atau mengerjakan tugas dalam kelompok, mana yang lebih Anda sukai ?
- dalam kelompok kecil dengan tiga atau empat orang teman.
 - dalam kelompok besar
 - berpasangan dengan satu orang teman saja
12. Apakah pekerjaan rumah penting buat Anda ?
- sangat penting
 - penting
 - tidak terlalu penting
 - tidak penting
13. Jika Anda bisa menyediakan waktu untuk pekerjaan rumah, berapa jam lamanya ?
- 3 jam
 - 2 jam
 - 1 jam
 - jam.
14. Tujuan Anda belajar di rumah adalah :
- mempersiapkan pelajaran untuk keesokan harinya
 - mempelajari kembali pelajaran hari ini
 - menciptakan hal lain yang menarik, misalnya mempraktekkan pelajaran
 - tujuan lain (sebutkan)
15. Menurut Anda, apakah aktivitas belajar di bawah ini berguna dalam proses belajar Anda di kelas?
- | | | |
|-------------------------|----|-------|
| a. permainan peran | ya | tidak |
| b. diskusi | ya | tidak |
| c. bernyanyi | ya | tidak |
| d. menghafal percakapan | ya | tidak |

- e. membuat suatu kreasi, misalnya membuat kartu nama, desain kop surat, dsb. ya tidak
- f. diskusi dengan teman. Ya tidak
16. Sumber pelajaran yang paling Anda sukai adalah :
- televise
 - radio
 - buku pelajaran (materi tertulis)
 - gambar-gambar
17. Apa saran Anda dalam pembelajaran Bahasa Inggris Bisnis ?
- dilakukan dalam aktivitas yang bervariasi
 - menyajikan lebih banyak perbendaharaan kata
 - memuat lebih banyak pelajaran grammar
 - lainnya, (sebutkan)
18. Manfaat yang ingin Anda peroleh dari pembelajaran Bahasa Inggris Bisnis adalah :
- dapat digunakan untuk melanjutkan pendidikan
 - membantu memperluas pengetahuan bahasa dalam konteks bisnis
 - membantu lulusan untuk mengembangkan karir
 - membantu mahasiswa untuk mengerti informasi dan melamar pekerjaan, wawancara dan mengembangkan karir
 - lainnya, (sebutkan).....
19. Keinginan Anda setelah menyelesaikan pendidikan di Fakultas Sastra adalah :
- melanjutkan pendidikan
 - bekerja pada instansi pemerintah
 - bekerja sebagai guru
 - bekerja di Bank
 - lainnya (sebutkan)
 - belum tahu
20. Di kelas, jika dipersilahkan bertanya maka tindakan Anda adalah
- lebih banyak diam
 - menulis dulu kalimat pertanyaannya, lalu bertanya
 - langsung bertanya
 - menggeleng
21. Jika ada hal yang tidak dipahami, maka Anda lebih suka :
- bertanya pada teman sebelah Anda
 - meminta teman menyampaikan pertanyaan Anda pada Dosen
 - bertanya langsung pada Dosen
 - menulis pertanyaan tapi tidak menyampaikannya

22. Berikut ini adalah bagian-bagian topik Bahasa Inggris Bisnis. Pilihlah topik-topik yang sangat anda butuhkan atau inginkan pelajari. Tiap topik mempunyai nilai sebagai berikut :

4 = sangat perlu
 3 = perlu
 2 = cukup perlu
 1 = tidak terlalu perlu
 0 = tidak perlu sama sekali

a. Komputer	4	3	2	1	0
b. Iklan	4	3	2	1	0
c. Surat Lamaran Kerja	4	3	2	1	0
d. Kurikulum Vitae	4	3	2	1	0
e. Wawancara	4	3	2	1	0
f. Pekerjaan dan Tanggung Jawab Pekerjaan	4	3	2	1	0
g. Hotel Reservasi	4	3	2	1	0
h. Presentasi	4	3	2	1	0
i. Menerima tamu bisnis	4	3	2	1	0
j. Struktur Organisasi dalam Perusahaan	4	3	2	1	0
k. Surat-surat Bisnis	4	3	2	1	0
l. Undangan	4	3	2	1	0
m. Informasi dan Konfirmasi	4	3	2	1	0
n. Bentuk-bentuk wirausaha	4	3	2	1	0
o. Bank dan Bisnis	4	3	2	1	0
p. Bahasa Inggris Bisnis	4	3	2	1	0
q. Dokumen-dokumen Bisnis	4	3	2	1	0
r. Memotivasi Karyawan	4	3	2	1	0
s. Travel (Perjalanan)	4	3	2	1	0
t. Menjamu Tamu Bisnis	4	3	2	1	0
u. Surat Permohonan Maaf	4	3	2	1	0
v. Surat Tanda Simpati	4	3	2	1	0
w. Surat Pengalaman Kerja	4	3	2	1	0
x. Kantor dan Peralatannya	4	3	2	1	0
y. Topik lain ?	4	3	2	1	0

APPENDIX 2

KUESIONER UNTUK ALUMNI

Jawaban anda untuk pertanyaan-pertanyaan berikut merupakan informasi yang sangat berguna bagi perencanaan pembelajaran bahasa Inggris bisnis yang efektif dan efisien pada Fakultas Sastra Universitas "45" Makassar. Berilah jawaban yang merupakan pilihan terbaik anda. Atas kerjasama anda diucapkan banyak terima kasih.

Nama :

Instansi/Perusahaan :

.....

1. Jika anda bekerja, apakah Bahasa Inggris merupakan bagian penting dari pekerjaan anda ?
 - a. ya, sangat penting
 - b. ya, cukup penting
 - c. bukan merupakan bagian penting, tapi kadang-kadang diperlukan
 - d. sama sekali bukan bagian yang penting.

2. Kapan Anda menggunakan Bahasa Inggris dalam pekerjaan anda ?
 - a. Selalu
 - b. Sering
 - c. kadang-kadang
 - d. tidak pernah

3. Menurut Anda, apakah mahasiswa fakultas Sastra masih perlu belajar bahasa Inggris di luar jam kuliah ?
 - a. sangat perlu
 - b. perlu
 - c. tidak terlalu perlu
 - d. tidak perlu

4. Jika diperlukan, apa alasan Anda ?
 - a. untuk mengetahui bahasa Inggris lebih banyak lagi
 - b. sebagai sarana untuk mempraktekkan kemampuan bahasa Inggris
 - c. untuk mempersiapkan mahasiswa agar bisa bekerja
 - d. alasan lain.....(sebutkan jika ada)

5. Apakah Bahasa Inggris Bisnis bermanfaat dalam kegiatan pekerjaan Anda?
 - a. sangat bermanfaat

- b. bermanfaat
 - c. tidak terlalu bermanfaat
 - d. tidak bermanfaat
6. Jika anda menggunakan Bahasa Inggris dalam lingkup pekerjaan anda, apakah yang kerjakan :
- a. berbicara dengan tamu asing, presentasi, lainnya
.....
 - b. membaca, misalnya membaca instruksi produk, surat-surat dagang, email, lainnya.....
 - c. Menulis : iklan, permintaan, email, lainnya.....
 - d. Mendengar instruksi, pembiraan telepon, lainnya
.....
7. Apakah Bahasa Inggris bisnis perlu diajarkan pada mahasiswa fakultas sastra?
- a. sangat perlu
 - b. perlu
 - c. tidak terlalu perlu
 - d. d. tidak perlu
8. Jika perlu, apa alasannya ?
- a. untuk menambah pengetahuan bahasa Inggris mahasiswa dalam konteks bisnis
 - b. untuk mempersiapkan mahasiswa berkarir kelak
 - c. untuk melatih keterampilan berbahasa Inggris mahasiswa dalam konteks bisnis
 - d. alasan lain,(sebutkan jika ada)
9. Tujuan utama atau keuntungan apa yang paling anda harapkan dari pelajaran Bahasa Inggris bisnis?
- a. membantu mahasiswa agar bisa berkomunikasi lisan dalam konteks bisnis
 - b. membantu mahasiswa mengembangkan pengetahuan bahasa mereka
 - c. membantu para alumni agar bisa berkarir
 - d. membantu para alumni untuk melanjutkan pendidikan
10. Dalam menggunakan bahasa Inggris pada bagian manakah anda merasa kurang
- a. mendengar
 - b. berbicara
 - c. membaca
 - d. menulis

11. Menurut Anda, apa yang perlu dilakukan untuk meningkatkan mutu pengajaran Bahasa Inggris Bisnis mahasiswa Fakultas Sastra ?
- banyak menguraikan tata bahasa
 - banyak tambahan pengetahuan kosa kata
 - banyak latihan berbicara
 - banyak latihan menulis.
 - saran lain: (sebutkan jika ada)
12. Dari pengalaman Anda sebagai mahasiswa Fakultas Sastra, kemampuan bahasa Inggris yang paling kurang dimiliki oleh mahasiswa adalah:
- kemampuan mendengar
 - kemampuan berbicara
 - kemampuan membaca
 - kemampuan menulis
 - gabungan dari beberapa kemampuan :
.....
.....(sebutkan)
13. Apa saran Anda tentang pengajaran Bahasa Inggris Bisnis untuk Mahasiswa Fakultas Sastra ?
- materi yang praktis
 - metode yang variatif
 - materi yang variatif
 - lainnya (sebutkan)

APPENDIX 3 KUESIONER UNTUK DOSEN

Jawaban anda atas pertanyaan-pertanyaan berikut merupakan informasi yang sangat berguna bagi perencanaan pembelajaran Bahasa Inggris Bisnis yang efektif dan efisien pada Fakultas Sastra Universitas "45" Makassar. Berilah jawaban yang merupakan pilihan terbaik Bapak/Ibu. Atas ke rjasama yang baik dari Bapak/Ibu diucapkan banyak terima kasih.

1. Apakah menurut Bapak/Ibu mata kuliah Bahasa Inggris Bisnis perlu diajarkan pada mahasiswa fakultas sastra?
 - a. sangat perlu
 - b. perlu
 - c. tidak terlalu perlu
 - d. tidak perlu

2. Jika Bapak/Ibu merasa perlu, keuntungan apa yang paling diharapkan bagi mahasiswa fakultas sastra dari pembelajaran Bahasa Inggris Bisnis?
 - a. membantu alumni untuk melanjutkan pendidikan
 - b. membantu mahasiswa untuk memperluas pengetahuan bahasa dan budaya
 - c. membantu alumni untuk berkarir
 - d. keuntungan lain, sebutkan.....

3. Berdasarkan hasil evaluasi akhir mahasiswa semester 2, pada level manakah mereka berada?
 - a. elementary
 - b. intermediate
 - c. advance

4. Dari keterampilan berbahasa di bawah ini, keterampilan manakah yang paling kurang pada rata-rata mahasiswa tersebut ?
 - a. mendengar
 - b. berbicara
 - c. membaca
 - d. menulis

5. Apakah menurut Bapak/Ibu, selain kuliah di kampus mahasiswa Fakultas Sastra masih perlu menambah jam belajar?
 - a. sangat perlu
 - b. perlu
 - c. tidak terlalu perlu
 - d. tidak perlu

6. Jika perlu, alasannya adalah
 - a. untuk menambah pengetahuan bahasa Inggris mahasiswa
 - b. sebagai sarana untuk mempraktekkan keterampilan berbahasa Inggris mahasiswa
 - c. untuk mempersiapkan mahasiswa berkarir
 - d. alasan lain (sebutkan jika ada)

7. Bagaimana motivasi mahasiswa dalam belajar Bahasa Inggris Bisnis?
 - a. sangat baik
 - b. baik
 - c. cukup baik
 - d. tidak baik

8. Menurut Bapak/Ibu apa yang perlu diprioritaskan dalam pembelajaran Bahasa Inggris Bisnis ?
 - a. materi tata bahasa
 - b. materi kosa kata
 - c. materi praktek
 - d. lainnya (sebutkan)

9. Bagaimana seharusnya pengajaran Bahasa Inggris Bisnis yang baik untuk mahasiswa fakultas sastra ?
 - a. materi yang lebih praktis (tentang bahasa bisnis saja)
 - b. metode yang bervariasi
 - c. materi yang ditunjang dengan pengetahuan budaya
 - d. lainnya (sebutkan)

10. Apakah menurut anda, kegiatan berikut ini bermanfaat dalam pengajaran Bahasa Inggris Bisnis

a. menghafal percakapan	ya/tidak
b. lagu-lagu	ya/tidak
c. berdiskusi dengan teman	ya/tidak
d. permainan peran	ya/tidak
e. membuat suatu kreasi (kartu ucapan selamat,dll)	ya/tidak

APPENDIX 4
KUESIONER UNTUK ORGANISASI BISNIS

Jawaban anda atas pertanyaan-pertanyaan berikut merupakan informasi yang sangat berguna bagi perencanaan pembelajaran bahasa Inggris bisnis yang efektif dan efisien pada fakultas sastra universitas' 45' makassar. Berilah jawaban yang merupakan pilihan terbaik anda. Atas kerjasama bapak/ibu diucapkan banyak terima kasih

Nama Badan/Perusahaan :
 Aktivitas :
 Alamat :

1. Apakah ada alumni fakultas sastra universitas'45' yang bekerja di perusahaan anda?
 - a. ya, ada
 - b. tidak ada

2. Jika ada, apakah penting bagi pegawai/ karyawan Anda untuk mengetahui bahasa Inggris ?
 - a. ya, sangat penting
 - b. ya, penting
 - c. ya, tapi tidak terlalu penting
 - d. tidak penting

3. Jika ya, kapankah pegawai/ karyawan menggunakan bahasa Inggris dalam pekerjaan mereka ?
 - a. selalu
 - b. sering
 - c. kadang-kadang
 - d. tidak pernah

4. Apakah pegawai/karyawan Anda perlu diberi latihan Bahasa Inggris Bisnis ?
 - a. sangat perlu
 - b. perlu
 - c. tidak terlalu perlu
 - d. tidak perlu

5. Jika, 'ya' alasannya adalah :
 - a. karena produk/jasa perusahaan ada kaitannya dengan bahasa Inggris
 - b. karena perusahaan kami sering kedatangan tamu asing
 - c. untuk memahami petunjuk penggunaan produk import
 - d. alasan lain, sebutkan.....

6. Apa peran utama pegawai/karyawan anda ?
 - a. membuat surat-surat bisnis
 - b. membuat dan menjawab telepon
 - c. berbicara langsung dengan tamu-tamu asing
 - d. bernegosiasi
 - e. membaca instruksi produk import
 - f. berbicara didalam rapat
 - g. peran lain, sebutkan
7. Untuk keperluan bisnis yang anda geluti, keterampilan bahasa yang manakah yang menjadi prioritas utama ?
 - a. Mendengar
 - b. Berbicara
 - c. Membaca
 - d. menulis
8. Menurut anda , apakah bahasa Inggris bisnis perlu diajarkan pada fakultas sastra ?
 - a. sangat perlu
 - b. perlu
 - c. tidak terlalu perlu
 - d. tidak perlu.
9. Jika perlu, alasannya adalah :
 - a. untuk meningkatkan pengetahuan bahasa Inggris mahasiswa
 - b. untuk persiapan berkarir
 - c. untuk menambah pengetahuan bahasa dan budaya dalam berbisnis
 - d. lainnya (sebutkan)
10. Apakah penting bagi pegawai / karyawan Anda mengetahui Bahasa Inggris Bisnis?
 - a. sangat penting
 - b. penting
 - c. tidak terlalu penting
 - d. tidak penting
11. Jika penting, alasannya adalah:
 - a. perusahaan kami banyak berhubungan dengan tamu asing
 - b. untuk memahami instruksi produk import
 - c. untuk menunjang aktivitas kerja, misalnya membaca info dari media cetak
 - d. lainnya (sebutkan jika ada)

12. Apakah ada atau pernah ada kesulitan bagi pegawai / karyawan Anda dengan pekerjaan yang ada hubungannya dengan Bahasa Inggris ?
 - a. Ya, ada
 - b. Tidak ada

13. Jika ada, apa kesulitan itu ?
 - a. kosa kata yang sangat terbatas
 - b. tata bahasa yang tidak tepat
 - c. kurang kemampuan berkomunikasi
 - d. lainnya

APPENDIX 5

The Present Curriculum of Faculty of Letters, English Department
Universitas "45" Arranged in Semester Order.

Semester I

No.	Course Code	Course Title	Credit Point
1	002UU3	Pendidikan Agama Islam	3
2	002UP3	Pendidikan Agama Protestan	3
3	002UK3	Pendidikan Agama Katolik	3
4	002UH3	Pendidikan Agama Hindu	3
5	002UB3	Pendidikan Agama Budha	3
6	005UU3	Bahasa Indonesia I	3
7	006UU2	English I (L)	2
8	007UU1	Ko-kurikuler	1
9	009UU3	Ilmu Kealaman Dasar	3
10	101UU2	Introduction to Linguistics	2
11	102UU3	Remedial English (L)	3
12	103UU3	Vocabulary I	3
Total			32

Semester II

No.	Course Code	Course Title	Credit Point
1	003UU3	Pendidikan Kewarganegaraan	3
2	008UU3	Ilmu Sosial Budaya Dasar	3
3	151SE3	English II (L)	3
4	152SE3	English Phonology (L)	3
5	153SE2	Introduction to Literature	2
6	154SE2	Vocabulary II	2
7	155SE3	Bahasa Indonesia II	3
8	156SE2	Manusia dan Kebudayaan Indonesia	2
9	157SE2	Dasar-Dasar Komputer (P)	2
Total			21

Semester III

No.	Course Code	Course Title	Credit Point
1	001UU2	Pendidikan Pancasila	2
2	201SE3	English III (L)	3
3	202SE3	English Morphology	3
4	S203E3	Speaking I	3
5	SE2043	Reading I	3
6	205SE2	English for Business I	2
7	206SE2	Translation Theory	2
8	207SE2	History of English culture	2
9	208SE2	Filsafat Ilmu	2
Total			22

Semester IV

No.	Course Code	Course Title	Credit Point
1	251SE3	English IV (L)	3
2	252SE2	English Syntax I	2
3	253SE3	Speaking II	3
4	254SE3	Reading II	3
5	255SE3	Writing I	3
6	256SE2	English for Business II	2
7	257SE2	Translation I	2
8	258SE3	Listening Comprehension	3
9	259SE2	History of English Language	2
Total			23

Semester V

No.	Course Code	Course Title	Credit Point
1	301SE3	English V (L)	3
2	302SE3	English Semantics	3
3	203SE3	English Poetry	3
4	304SE2	English Syntax II	2
5	305SE3	Writing II	3
6	306SE2	Translation II	2
7	307SE2	Sociolinguistics	2
8	308SE2	History of English literature	2
9	309SE2	Tourism	2
10	310SE2	Jurnalistik Sastra	2
Total			24

Semester VI

No.	Course Code	Course Title	Credit Point
1	351SE3	English VI (L)	3
2	352SE3	English Drama	3
3	353SE3	English Prose	3
4	354SE2	Psycholinguistics	2
5	355SE2	English for Specific Purpose	2
6	356SE2	Metode Penelitian Bahasa dan Sastra	2
7	357SE2	TEFL (P)	2
8	358SE2	English for Banking	2
9	359SE2	Pengantar Psikologi	2
Total			21

Semester VII

No.	Course Code	Course Title	Credit Point
1	004UU3	Kewirausahaan	3
2	401SE3	English VII (L)	3
3	402SE2	Discourse Analysis	2
4	403SE3	Seminar Praskripsi	3
5	404SE2	English Pragmatics (P)	3
6	406SE2	Dasar-dasar Manajemen	2
7	497SE4	KKN/PKL/Magang	4
8	498SE1	Seminar Proposal Penelitian	1
Total			21

Semester VIII

No.	Course Code	Course Title	Credit Point
1	499UU4	KKN/PKL/Magang	4
2	498SE1	Seminar Proposal	1
3	499SE6	Skripsi	6
Total			11