

DEVELOPING TASK-BASED BUSINESS ENGLISH E-LEARNING MATERIALS FOR UNIVERSITY STUDENTS



**Disertasi ini Ditulis untuk Memenuhi Sebagian Persyaratan untuk
Mendapatkan Gelar Doktor**

**PROGRAM STUDI PENDIDIKAN BAHASA
PROGRAM PASCASARJANA
UNIVERSITAS PENDIDIKAN GANESHA
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SUMMARY

This research aimed to develop a task-based Business English e-learning material for university students and assess its quality, practicality, and effectiveness. Business English is most closely tied to the abilities people need to support the achievement of a professional job, including sending emails, reports, making presentations, engaging in negotiation, using the phone, and other competencies needed in a business setting. The context of English for the students was as a foreign language. Even though the setting of the research was in Undiksha, the materials could be used by any university student wanting to learn Business English. The needs analysis was done by means of the Context, Input, Process, Product (CIPP) evaluation model by Stufflebeam and Zhang (2017), the needs analysis model by Gupta et al. (2007), and Basturkmen (2010). The online learning material was developed following the ADDIE (Analyse, Design, Develop, Implement, and Evaluate) research and development model and uploaded to Moodle Learning Material System (LMS).

Following the ADDIE development model, the procedures were writing, validating, and distributing need analysis questionnaires in the Analyse phase. The results were a list of needs for the course. In the Design phase, the syllabus, product validity instrument blueprint and pre-test, and post-test blueprint were made. In the Development phase, the product, the product validity instruments, and the pre-test and post-test were developed and validated. In addition, inputs from experts were also taken into consideration in revising the product and the product validity instruments. In the Implementation phase, a small group try-out was conducted to find out users' responses to the product. A pre-experimental one-group pre-test post-test through cluster sampling to an intact group was conducted in the Evaluation phase.

The results of the analysis showed that topics that needed to be included were 1) Handling Client 1, 2) Handling Clients 2, 3) Meeting with Clients, 4) Business Presentations, 5) Writing for the Company, 6) English Correspondence, 7) Handling Telephone Calls, and 8) Handling complaints. The tasks cover 1)

Reading and writing business memos, introducing oneself and others, doing speed dating in business, 2) Writing itineraries, inquiry emails on tours and accommodation reservations, making reservations, picking up clients, introducing oneself, and introducing others, 3) Writing meeting memos and minutes of meetings, participating in meetings, negotiating (preparation and strategies), 4) Creating PPT presentations, financial documents, contracts/agreements, presenting, 5) Writing business cards, letterhead, company profiles as in brochures and flyers, business proposals, business reports, 6) Reading and writing emails, quotations, and invoices, 7) Making and handling incoming and outgoing calls, making and filling in message forms, implementing phone etiquette, 8) Handling face-to-face complaints, complaints by phone, complaints by email, filling in complaint logs, implementing etiquette in handling complaints. In addition, some etiquette are inserted, namely grooming and non-verbal communication, dining etiquette, social etiquette, virtual and offline meeting etiquette, presentation etiquette, writing etiquette, phone etiquette, and handling complaint etiquette.

The findings of the study also indicated that the developed learning materials received high ratings for their quality. The content experts gave an average score of 4.32, the instructional experts gave a score of 4.75, and the multimedia experts gave a score of 4.5. During the try-out class, to assess practicality, the students in the small group try-out gave an average score of 4.67, while the lecturer gave a score of 5.00, meaning that the materials received high ratings from the users. Most of them mentioned that the Moodle LMS used was accessible, engaging, and user-friendly. Regarding the effectiveness test, it can be concluded that task-based e-learning materials for Business English are effective in enhancing students' achievement in the subject, with a significant effect size of $g = 3.45$. The integration of the technology into the method brought the students' autonomy, motivation, and meaningful engagement with the material.

PERSETUJUAN PROMOTOR

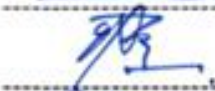
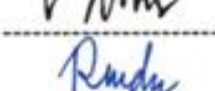
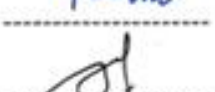
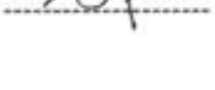
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APPROVAL SHEET 2

The dissertation, written by Putu Ayu Prabawati Sudana, has been successfully defended in front of the examiner committee of the open dissertation examination. Besides, it has been approved and accepted as partial fulfilment for the Doctoral Degree in Doctorate Study Program of Language Education Majoring English Language Education, Post-graduate Program, Universitas Pendidikan Ganesha.

Approved on: 21 July 2025

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STATEMENT OF AUTHENTICITY

I hereby declare that the Dissertation I have prepared as a requirement for obtaining a Doctorate degree from the Graduate School of Universitas Pendidikan Ganesha is entirely my own work.

Certain sections of the Dissertation that include quotations or references to the work of others have been clearly cited in accordance with academic writing norms, rules, and ethics.

Should it be discovered in the future that all or part of this Dissertation is not my own work or contains plagiarism in certain sections, I am willing to accept the revocation of the academic degree I hold and other sanctions in accordance with applicable laws and regulations.

Singaraja, 5 Juni 2025

A 10,000 Rupiah Indonesian revenue stamp (Meterai Tempel) with a handwritten signature over it. The stamp features the Garuda Pancasila emblem and the text "REPUBLIK INDONESIA", "10000", and "METERAI TEMPEL". A serial number "61848AMX436414413" is visible at the bottom of the stamp.

Putu Ayu Prabawati Sudana

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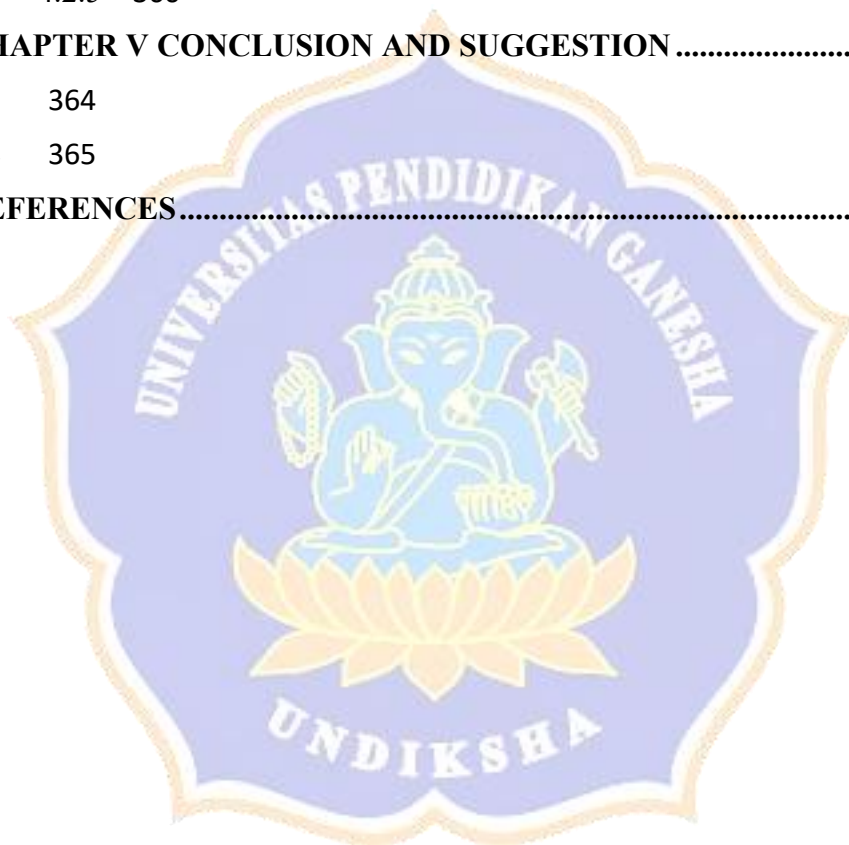
Author

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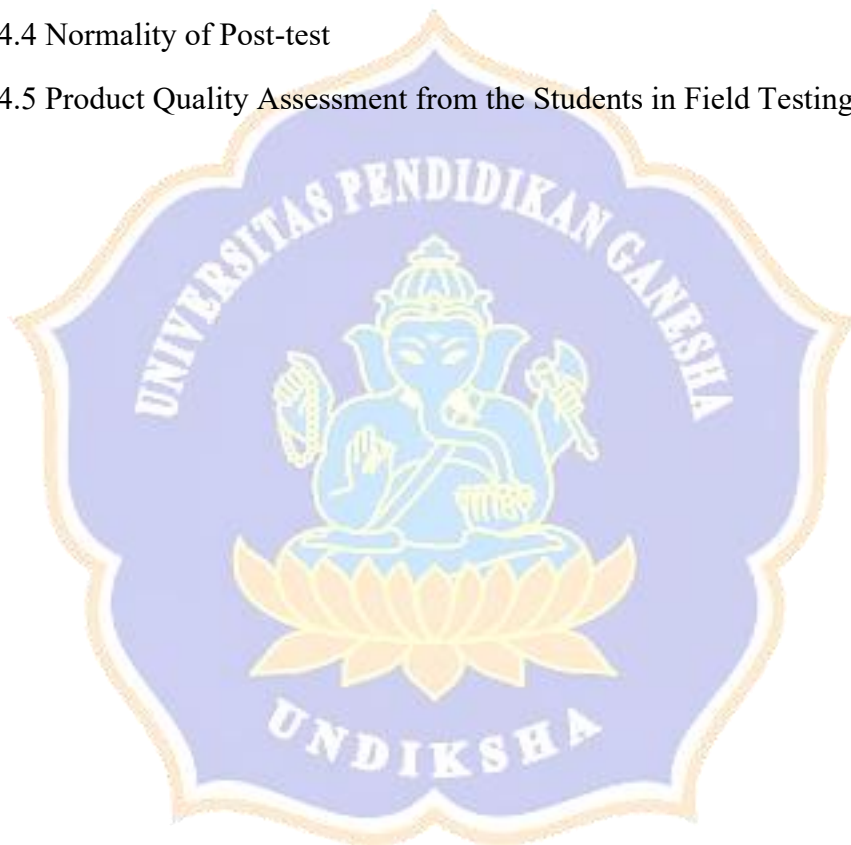
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