

Appendix 1. Needs Analysis Instrument Judgement by Expert 1

INSTRUMENT

NEEDS ANALYSIS OF TASK-BASED BUSINESS ENGLISH

E-LEARNING MATERIALS FOR UNIVERSITY STUDENTS



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1. Objective

This questionnaire aims to analyse the needs of Business English learning materials for university students.

2. Conceptual Definitions

a. Business English is the abilities people need in using English to support the achievement of professional job, including sending emails, reports, making presentations, engaging in negotiation, using the phone, etc. (Rao, 2017).

b. Needs analysis is one procedure in syllabus design and material development that has to do with information gathering in order to find how much the students know and need to know in the future learning Brown (2000). It is all kind of activities which involve collection of curriculum-based development that will meet the needs of the learning of certain group of students. Need means goals or objectives that serve the basic of developing test, material, teaching activities, etc.

c. Basturkmen's needs analysis model states that needs analysis involves: 1) target situation analysis: task, activities, and skills the learners need to know and implement in the real workplace; 2) discourse analysis, which is analysis on the types of texts normally used in business and their characteristics; 3) present situation analysis, which covers the learner's identification of what they do or do not know, can or cannot do, related to the target situation demand; 4) learner factor analysis: the learner's identification of their motivation, their way of learning, and perception of needs; 5) teaching context analysis, which is done by identifying the environment in which the course will run. This also covers the institution's expectations, supports and facilities for the course (Basturkmen, 2010).

d. CIPP evaluation model stands for Context-Input-Process-Product. This is one of the most popular evaluation programs used in educational fields (Stufflebeam & Zhang, 2017). Context refers to the contextual condition of an organization, input refers to the resources used by an organization; process refers to the ways, means, methods, activities, and procedures an organization uses to achieve the desired results; and products refer to the results produced by an organization.

e. The Organizational Element Model (OEM) is an evaluation model proposed by Gupta et al., (2007) that combines the organization elements by Kaufman (1992, 2005) and Gupta's definition of needs, which states that needs are the gaps between the current condition and the desired condition (Gupta et al., 2007).

3. Operational Definitions

a. Business English is one of ESP subjects offered by Universitas Pendidikan Ganesha in three study programs. Business English is characterized by the use of English for business purposes,

such as meetings, handling clients, business correspondence, writing business documents, etc.

b. The needs analysis questionnaires consists of two sections. The first one displays the CIPP (Context, Input, Process, and Product) evaluation model combined with the organizational element model (OEM) evaluation model. Context refers to the contextual condition of an organization, Input refers to the resources used by an organization; process refers to the ways, means, methods, activities, and procedures an organization uses to achieve the desired results; and products refer to the results produced by an organization. In addition, the existing and the expected conditions will be compared.

The second section is tasks and skills need questionnaires, which follows Basturkmen's needs analysis model. The components of Basturkmen's needs analysis are the 1) target situation analysis, 2) discourse analysis, 3) present situation analysis, 4) learner factor analysis, and 5) teaching context analysis.

The questionnaires will be filled in by to business professionals, Business English lecturers, head of study programs that offer Business English, and Business English students.

4. Procedures of Collecting Data for the Needs Analysis

No	Steps	Outputs	Respondents/Sources
1a	Semi-structured interview with selected respondents	Questionnaire draft	Business Professionals: one business professional from hotel and one business professional from bank.
1b	Literature review	Questionnaire draft	1. Articles on Business English Needs Analysis 2. Business English books
2	Distributing questionnaires One questionnaire consists of: 1. CIPP Evaluation questionnaires 2. Task and Language Skills Needs Questionnaire 3. Task Degree of Difficulty Questionnaire	Profile of Business English Needs	1. Twenty business professionals: Five heads of bank branches in Bali, five heads of personnel of government offices, five general managers/Human Resources Managers of minimum five-star-hotel in Bali, five from other establishments: tour & travel, <i>pokdarwis</i> , etc. 2. All Business English lecturers at Undiksha 3. Three heads of study programs which offer BE in Undiksha 4. All students taking Business English at Undiksha
3	Semi-structured interview with some respondents as questionnaire result triangulation	Profile of Business English Needs	1. Two business professionals 2. One head of department 3. Six students, two from each study program

Respondent:	A. Business Professionals

I. Instrument for Business Professionals

a. Semi-structured Interview Questions for Business Professionals

The interview questions blueprint

NO	Indicators Context	Number of Statements	Total Items
1	Existence of Business communication needs	2	1
2	Existence of Business tasks requiring English	3	1
3	The frequency of the tasks requiring Business English knowledge and skills	4	1
4	The difficulty of the tasks requiring Business English knowledge and skills	5	1
5	The countries of the origin of the foreign clients	6	1
6	The types of documents involved in the business communication requiring Business English knowledge and skills	7	1
7	The English skills needed in doing the business communication requiring Business English knowledge and skills	9	1
	Input		
8	Existence of competent personnel	1	1
9	The facilities provided to support the personnel in doing the tasks requiring Business English knowledge and skills	8	1
10	University's contribution to the graduates/prospective personnel	14	1
	Process		
11	The performance of the personnel: the areas they excel and need improvement	10, 11, 12	3
	Product		
12	Clients' satisfaction	13	1
	Total		14

The interview questions

1. Do you have staff who can communicate in English?
(Apakah Anda memiliki staf yang dapat berkomunikasi dalam bahasa Inggris?)
2. Do you do any business activities that require business English communications?
What are they? Give examples!
(Apakah Anda melakukan kegiatan bisnis yang membutuhkan komunikasi dengan klien dengan menggunakan bahasa Inggris? Apa saja kegiatan tersebut? Berikan contohnya!)

3. What tasks do your staff perform involving English?
(Tugas apa yang dilakukan staf Anda yang melibatkan penggunaan bahasa Inggris?)
4. How frequent they are performed?
(Seberapa sering tugas-tugas tersebut dilakukan?)
5. How difficult are they to your staff?
(Seberapa sulit tugas-tugas tersebut bagi staf Anda?)
6. Where are your foreign clients from?
(Dari mana asal klien asing Anda?)
7. What kinds of documents involved in your business that are in English?
(Jenis dokumen apa yang Anda pakai dalam bisnis Anda yang menggunakan bahasa Inggris?)
8. Are the personnels equipped with sufficient facilities in dealing with the tasks requiring Business English skills?
9. (Apakah staf Anda memiliki fasilitas yang memadai dalam menangani tugas-tugas yang membutuhkan keterampilan Business English?)
10. What kinds of English skills you think involved in the business communication?
(Keterampilan Bahasa Inggris apa yang menurut Anda diperlukan/digunakan dalam komunikasi bisnis di institusi Anda?)
11. Do the staff perform well? In English communication? In work ethic?
(Apakah staf berkinerja baik? Dalam komunikasi dalam bahasa Inggris? Dalam etika kerja?)
12. What areas they excel?
(Di bidang apa mereka unggul?)
13. What areas need improvement?
(Bidang apa yang perlu perbaikan?)
14. Do you think the foreign clients are satisfied? Were there any complaints?
(Apakah klien asing puas dengan layanan staf Anda? Apakah ada keluhan?)
15. What do you think university has to prepare for the graduates to have the competency needed for real workplace, especially related to Business English?
(Menurut Anda, apa yang harus disiapkan oleh universitas agar lulusan memiliki kompetensi yang diperlukan untuk dunia kerja yang sebenarnya, terutama terkait dengan Bahasa Inggris)

Validasi Instrumen Wawancara untuk Para Profesional Bisnis

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		

9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		

b. Questionnaire Draft

1. CIPP questionnaires blueprint

NO	Indicators	Number of Statements	Total Items
	Context		
1	Existence of needs	1.1	1
2	Existence of English proficiency standard	1.2	1
3	Existence of guidelines in handling foreign clients	1.3	1
4	Training provision	1.4	1
	Input		
5	Existence of personnel	2.1	1
6	Sufficient personnel number	2.2	1
7	Nature of tasks requiring knowledge and skills	2.3	1
	Process		
8	Personnel performance in spoken English	3.1	1
9	Personnel performance in written English	3.2	1
10	Personnel customer services/business etiquette skills	3.3	1
	Product		
11	Task completion	4.1	1
12	Client satisfaction	4.2	1
	Total		12

Draft of the CIPP questionnaire for the Business Professionals

NO	Statement (Pernyataan)	Existing Condition (Kondisi yang terjadi)		The Expected Condition (Kondisi yang diharapkan)	
		Yes (Ya)	No (Tidak)	Yes (Ya)	No (Tidak)
1	CONTEXT (KONTEKS)				

1.1	You have the needs of English for Bussiness Purposes in your institution (Anda memiliki kebutuhan akan Bahasa Inggris untuk Keperluan Bisnis di lembaga Anda)				
1.2	You have the standard regarding English proficiency of the prospective personnel (Anda memiliki standar mengenai kemampuan berbahasa Inggris calon staf di kantor Anda)				
1.3	You have the SOP of handling. foreign client in your institution/company (Anda memiliki Prosedur Operasional Standar (SOP) dalam menangani klien asing di lembaga/perusahaan Anda)				
1.4	You provide your staff with training for handling foreign clients, such as foreign language training, and business etiquette training. (Anda memberikan pelatihan kepada staf Anda untuk menangani klien asing, seperti pelatihan bahasa asing dan etiket bisnis)				
2	INPUT (INPUT)				
2.1	You have the personnel that are able to communicate in English (Anda memiliki staf yang mampu berkomunikasi dalam bahasa Inggris)				
2.2	The number of the personnel is sufficient (Jumlah personelnnya sudah mencukupi)				
2.3	In addition to human resources, you have other resources needed in handling foreign clients (Selain sumber daya manusia, Anda memiliki sumber daya lain yang dibutuhkan dalam menangani klien asing)				
3	PROCESS (PROSES)				
3.1	The personnel are able to perform their tasks that demand written English well (Staf Anda mampu menjalankan tugas-tugas yang membutuhkan kemampuan menulis dalam bahasa Inggris dengan baik)				
3.2	The personnel are able to perform their tasks that demand spoken English well (Staf Anda mampu menjalankan tugas-tugas yang membutuhkan kemampuan berbicara dalam bahasa Inggris dengan baik)				
3.3	The personnel are able to perform customer service/proper business etiquette well (Staf Anda mampu memberikan <i>customer service</i> /etiket bisnis yang baik dengan baik)				
4	PRODUCT (PRODUK)				
4.1	Foreign clients are pleased (Klien asing merasa puas dengan kinerja staf Anda)				

4.2	The tasks related to handling foreign clients are completed well) (Tugas-tugas yang terkait dengan penanganan klien asing diselesaikan dengan baik)				
5	ADDITIONAL COMMENT (Komentar Tambahan)				
	Context (Konteks): Input (Masukan): Process (Proses): Product (Produk):				

Validasi Instrumen CIPP untuk Para Profesional Bisnis

NO	Statement (Pernyataan)	Existing Condition (Kondisi yang terjadi)		The Expected Condition (Kondisi yang diharapkan)		Penilaian Pakar		Keterangan
		Yes (Ya)	No (Tidak)	Yes (Ya)	No (Tidak)	Relevan	Tidak Relevan	
1	CONTEXT (Konteks)							
1.1						✓		
1.2						✓		
1.3						✓		
1.4						✓		
2	INPUT (Masukan)							
2.1						✓		
2.2						✓		
2.3						✓		
3	PROCESS (Proses)							
3.1						✓		

3.2						✓		
3.3						✓		
4	PRODUCT (Produk)							
4.1						✓		
4.2						✓		
5	ADDITIONAL COMMENT							
						✓		

2. Blueprint of the Tasks Needs for Business Professionals

NO	Indicators	Number of Statements	Total Items
1	Reading tasks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	11
2	Writing tasks	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	10
3	Listening tasks	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
4	Speaking tasks	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	10
5	Document translation	5.1, 5.2, 5.3	3
6	Interpreting tasks	6.1	1
7	Business Etiquette	7.1, 7.2, 7.3, 7.4	4
8	Others (handling complaints)	8.1	1
	Total		47

Draft of the Task Needs for Business Professionals

No	Tasks (Tugas)	Frequency of Occurrence (Frekuensi Kemunculan Tugas)				
		Never (Tidak Pernah)	Rarely (Jarang)	Sometimes (Kadang-kadang)	Often (Sering)	(Always (Selalu)
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Laporan)					

1.4	Contract/agreement) (Kontrak/perjanjian)					
1.5	Business email (Surel)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel Berita)					
1.11	Market research: companies' profiles/websites (Penelitian pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Laporan)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback) (Umpan balik klien)					
2.9	Booklet or brochures (Booklet panduan atau brosur)					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Menyimak)					
3.1	Face to face meetings (Rapat luring)					
3.2	(Virtual meetings) (Rapat daring)					
3.3	Conferences (Konferensi)					
3.4	(Social meetings)					

	Pertemuan-pertemuan yang bersifat sosial					
3.5	Briefing (Briefing/pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks Tugas berbicara					
4.1	Face to face meetings (Rapat luring)					
4.2	Virtual meetings (Rapat daring)					
4.3	Conferences (Konferensi)					
4.4	(Social meetings) Pertemuan-pertemuan yang bersifat sosial					
4.5	Briefing (Briefing/pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Mengantar tamu)					
5	Document translation (Menerjemahan dokumen)					
5.1	Booklets (Buku panduan)					
5.2	Brochures (Brosur)					
5.3	Financial documents/statement (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alih bahasa)					
6.1	Interpreting guest-colleagues communication (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					

7.1	Meeting etiquette) (Etika rapat)					
7.2	Dining etiquette (Etika Makan)					
7.3	Physical appearance/grooming (Penampilan fisik)					
7.4	Social talks (Bincang-bincang sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas lain)					

Validasi Instrumen Task Needs untuk Para Profesional Bisnis

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas Membaca)	✓		
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas menulis)			
2.1	✓		
2.2	✓		
2.3	✓		

2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas berbicara)			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Menerjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas Mengalihbahasakan)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		

7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tugas lainnya)	✓		

3. Blueprint of the Degree of Difficulty of the Tasks

No	Indicators	Number of Statement	Total Items
1	Reading tasks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	11
2	Writing tasks	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	10
3	Listening tasks	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
4	Speaking tasks	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	10
5	Document translation	5.1, 5.2, 5.3	3
6	Interpreting tasks	6.1	1
7	Business Etiquette	7.1, 7.2, 7.3, 7.4	4
8	Others	8.1	1
	Total		47

Draft of the Questionnaire of the Degree of the Difficulty of the Tasks

No	Tasks (Tugas)	Degree of Difficulty (Tingkat Kesulitan)				
		Not Difficult at All (Mudah)	Somewhat Difficult (Agak Sulit)	So So (Biasa Saja)	Difficult (Sulit)	Very Difficult (Sangat Sulit)
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Laporan)					
1.4	Contract/agreement) (Kontrak/perjanjian)					
1.5	Business email (Surel)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles					

	(Artikel Berita)					
1.11	Market research: companies' profiles/websites (Penelitian pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Laporan)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback) (Umpan balik klien)					
2.9	Booklet or brochures (Booklet panduan atau brosur)					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Menyimak)					
3.1	Face to face meetings (Rapat luring)					
3.2	Virtual meetings (Rapat daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan-pertemuan yang bersifat sosial)					
3.5	Briefing (Briefing/pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas berbicara)					
4.1	Face to face meetings (Rapat luring)					
4.2	Virtual meetings (Rapat daring)					
4.3	Conferences					

	(Konferensi)					
4.4	(Social meetings) Pertemuan-pertemuan yang bersifat sosial					
4.5	Briefing (Briefing/pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Mengambil tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Pengantaran)					
5	Document translation (Menerjemahan dokumen)					
5.1	Booklets (Buku panduan)					
5.2	Brochures (Brosur)					
5.3	Financial documents/statement (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alih bahasa)					
6.1	Interpreting guest-colleagues communication (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette (Etika rapat)					
7.2	Dining etiquette (Etika Makan)					
7.3	Physical appearance/grooming (Penampilan fisik)					
7.4	Social talks (Bincang-bincang sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Others (Tugas Lainnya)					

Validasi Instrumen Tingkat Kesulitan *Tasks* untuk Para Profesional Bisnis

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas Membaca)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas Menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			

4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Menerjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas Alih bahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan lainnya)	✓		

Singaraja, 18 Juni 2023

Validator



Prof. Dr. Ni Made Ratminingsih, M.A.

Respondent:	B. Business English Lecturers

II. Instrument for Business English Lecturers

a. Semi-structured Interview Questions for Lecturers

The interview questions blueprint

NO	Indicators	Number of Statements	Total Items
	Context		
1	Time allotment for Business English	6	1
2	Business English needs	11	1
3	Availability of syllabus, modules, references, and learning media for Business English	12	1
4	The implementation of needs analysis as basis pf syllabus/modules/learning media for Business English	13	1
5	The facilities provided for students in learning Business English	15	1
6	Projection on students' future workplace	19	1
	Masukan (INPUT)		
7	Students' English proficiency in general	1,2, 4, 5	4
8	Students' confidence in communicating in English	3	1
9	Students' proficiency in Business related English	7, 8	2
10	Perceived students' needs for Business English	9	1
11	What students need to improve their English skills	10	1
	Process		
12	The mode of the class (online/offline/hybrid)	14	1
13	Technology integration	16	1
14	Students' excitement in learning	17	1
	Product		
15	Students' performance in Business English class	18	1
	Total		19

The interview questions

1. Do the students have sufficient English proficiency to learn Business English?
(Apakah mahasiswa memiliki kemampuan bahasa Inggris yang cukup untuk belajar Business English?)
2. Do they have any problems communicating in English?
(Apakah mereka mengalami masalah dalam berkomunikasi dalam bahasa Inggris?)
3. Do they display lack of confidence in communicating in English?

- (Apakah mereka menunjukkan kurangnya kepercayaan diri dalam berkomunikasi dalam bahasa Inggris?)
4. What skill are they good at?
(Keterampilan apa yang mereka kuasai dengan baik?)
 5. What skills are lacking?
(Keterampilan apa yang masih kurang?)
 6. Do you think the time allotment for Business English is enough?
(Menurut Anda, apakah alokasi waktu untuk Business English sudah cukup?)
 7. Do the students have difficulty reading and understanding Business documents in English?
(Apakah mahasiswa menemui kesulitan dalam membaca dan memahami dokumen-dokumen bisnis dalam bahasa Inggris?)
 8. Do they have difficulty in speaking in English for Business purposes, like presenting, negotiating, handling complaints, etc?
(Apakah mereka mengalami kesulitan dalam berbicara dalam bahasa Inggris untuk keperluan bisnis, seperti presentasi, negosiasi, penanganan keluhan, dll?)
 9. What skills do you think needed for the students to excel in workplace?
(Keterampilan apa yang menurut Anda diperlukan agar mahasiswa dapat unggul di tempat kerja?)
 10. How do you think the students can improve their English skills?
(Menurut Anda, apa saja cara yang dapat dilakukan mahasiswa untuk dapat meningkatkan kemampuan bahasa Inggris mereka?)
 11. If you were to design Business English syllabus and material development, what areas/topic/tasks/skills will you include? How is the proportion?
(Jika Anda merancang silabus dan mengembangkan materi Business English, area/topik/tugas/keterampilan apa yang akan Anda masukkan? Bagaimana proporsinya?)
 12. Is there syllabus, references, learning media for teaching Business English?
(Apakah Anda memiliki silabus, referensi, media pembelajaran untuk pengajaran Business English?)
 13. Are the documents above developed based on results of needs analysis?
(Apakah dokumen-dokumen tersebut dikembangkan berdasarkan hasil analisis kebutuhan?)
 14. Do you do online/face to face/hybrid courses?
(Apakah Anda mengajar dengan mode daring/luring/hybrid?)
 15. Do you think students have the facilities to carry out online/e-learning?
(Menurut Anda, apakah mahasiswa memiliki fasilitas untuk melakukan pembelajaran online/e-learning?)
 16. Do you integrate technology in teaching? What are the examples?
(Apakah Anda mengintegrasikan teknologi dalam pengajaran? Apa contohnya?)
 17. Are the students excited in learning?
(Apakah mahasiswa antusias dalam belajar?)
 18. Do the students perform well in Business English class? Can they do the tasks well?
(Apakah mahasiswa menunjukkan kemampuan yang baik dalam kelas Business English? Apakah mereka dapat menyelesaikan tugas dengan baik?)
 19. Where do you think the students taking Business English may work in the future? What kinds of establishments?
(Menurut Anda, di mana mahasiswa yang mengambil Business English mungkin akan bekerja di masa depan? Institusi jenis apa?)

Validasi Instrumen Wawancara untuk Para Dosen

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1	✓		

2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		

b. Questionnaire Draft

1. Blueprint of CIPP Instrument for Lecturers

NO	Indicators	Number of Statements	Total Items
1	Context		
	BE syllabus	1.1,	1
	Facilities for the course learning	1.2	1
	The credit of the course	1.3	1
2	Masukan (INPUT)		
	Lecturer's English proficiency	2.1	1
	Lecturer's knowledge and skills	2.2	1
	References	2.3	1
	Students' English Proficiency	2.4	1
3	Process		
	Planning	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	6
	Implementation	3.7, 3.8, 3.9, 3.10, 3.11, 3.12	6
	The assessment	3.13, 3.14, 3.15, 3.16, 3.17	5
4	Product		
	Percentage of the students passing the course	4.1	1
	The students' scores	4.2	1
	Total		26

CIPP Questionnaire for Lecturers

No	Statement (Pernyataan)	Existing Condition (Kondisi yang terjadi)		Expected Condition (Kondisi yang diharapkan)	
		Yes (Ya)	No (Tidak)	Yes (Ya)	No (Tidak)
1	CONTEXT (KONTEKS)				
1.1	The study program has a syllabus for the Business English subject (Program studi memiliki silabus untuk mata kuliah Business English)				
1.2	The university has provided facilities: classroom, internet access, LCD, etc. for the course (Universitas telah menyediakan fasilitas: ruang kelas, akses internet, LCD, dll untuk mata kuliah ini)				
1.3	The course is given sufficient credits (Jumlah kredit untuk mata kuliah ini sudah cukup)				
2	INPUT (INPUT)				
2.1	I have adequate English proficiency for teaching Business English (Saya memiliki kemampuan bahasa Inggris yang memadai untuk mengajar Business English)				
2.2	I have adequate knowledge and experience to teach Business English (Saya memiliki pengetahuan dan pengalaman yang cukup untuk mengajar Business English)				
2.3	I have enough references in teaching Business English (Saya memiliki referensi yang cukup dalam mengajar Business English)				
2.4	The students have adequate English proficiency for learning Business English (Para mahasiswa memiliki kemampuan bahasa Inggris yang memadai untuk belajar Business English)				
3	PROCESS (PROSES)				
	Planning (Perencanaan)				
3.1	The syllabus, contract, students' assignments are available prior to the class (Syllabus, kontrak, tugas-tugas mahasiswa telah tersedia sebelum kelas dimulai)				
3.2	The syllabus is complete: containing components, such as learning objectives, learning materials, sources, assessment, etc. (Syllabus sudah lengkap, mengandung komponen-komponen seperti tujuan pembelajaran, materi pembelajaran, sumber-sumber, penilaian, dll.)				

3.3	I prepare learning materials, activities, and evaluation) (Saya menyiapkan materi pembelajaran, aktivitas, dan evaluasi)				
3.4	The material prepared is developed based on needs analysis involving business professionals (Materi yang disiapkan dikembangkan berdasarkan analisis kebutuhan yang melibatkan para profesional bisnis)				
3.5	The instructions are planned following one of the learning models that I think is effective (Pengajaran saya disusun dengan mengikuti salah satu model pembelajaran yang menurut saya efektif)				
3.6	The materials are uploaded in LMS, hence are available online (Materi-materi diunggah di LMS, sehingga tersedia secara online)				
	Implementation (Implementasi)				
3.7	I conduct instructions based on the plans (syllabus) (Saya melaksanakan pengajaran sesuai dengan rencana (syllabus))				
3.8	I make use of LMS in conducting the instructions so the students can learn independently outside class (Saya menggunakan LMS dalam mengajar sehingga mahasiswa dapat belajar secara mandiri di luar kelas)				
3.9	I give materials and activities that are related to real tasks in Business communication (Saya memberikan materi dan aktivitas yang terkait dengan tugas-tugas nyata dalam komunikasi bisnis)				
3.9	I make use of multimedia (Saya menggunakan multimedia)				
3.10	I teach using English (Saya mengajar menggunakan bahasa Inggris)				
3.11	There are chances for the students to work collaboratively in doing their tasks (Ada kesempatan bagi mahasiswa untuk bekerja secara kolaboratif dalam menyelesaikan tugas-tugas mereka)				
3.12	I integrate technology in my instructions (Saya mengintegrasikan teknologi dalam pengajaran saya)				
	The assessment (Penilaian)				
3.13	The assessment is in line with the learning objectives (Asesmen dalam mata kuliah Business English sesuai dengan tujuan pembelajaran)				
3.14	The assessment gives chances for the students to master the competency they need in real workplace (Asesmen dalam mata kuliah ini memberikan kesempatan bagi mahasiswa untuk menguasai kompetensi yang mereka butuhkan di tempat kerja)				

3.15	I give information on the students regarding the scores (Saya memberikan informasi kepada mahasiswa mengenai nilai-nilai mereka)				
3.16	I give feedback to students on their works (Saya memberikan umpan balik terhadap pekerjaan mahasiswa)				
4	PRODUCT (PRODUK)				
4.1	More than 80% of students pass the course (Lebih dari 80% mahasiswa lulus dalam mata kuliah ini)				
4.2	The students' scores are at least 75 (Skor akhir mahasiswa minimal 75)				

Validasi Instrumen CIPP untuk Para Dosen Business English

No	Statement (Pernyataan)	Existing Condition (Kondisi yang terjadi)		Expected Condition (Kondisi yang diharapkan)		Penilaian Pakar		Keterangan
		Yes (Ya)	No (Tidak)	Yes (Ya)	No (Tidak)	Relevan	Tidak Relevan	
1	CONTEXT (KONTEKS)							
1.1						✓		
1.2						✓		
1.3						✓		
2	INPUT (MASUKAN)							
2.1						✓		
2.2						✓		
2.3						✓		
3	PROCESS (PROSES)							
	Planning (Perencanaan)							
3.1						✓		
3.2						✓		
	Implementation (Implementasi)							
3.3						✓		
3.4						✓		
3.5						✓		
3.6						✓		
3.7						✓		
3.8						✓		
3.9						✓		

	The assessment (Penilaian)							
3.10						✓		
3.11						✓		
3.12						✓		
4	PRODUCT (Produk)							
4.1						✓		
4.2						✓		

2. Blueprint of the Perceived Task Needs for Business Lecturers

NO	Indicators	Number of Statements	Total Items
1	Reading tasks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	11
2	Writing tasks	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	10
3	Listening tasks	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
4	Speaking tasks	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	10
5	Document translation	5.1, 5.2, 5.3	3
6	Interpreting tasks	6.1	1
7	Business Etiquette	7.1, 7.2, 7.3, 7.4	4
8	Others (handling complaints)	8.1	1
	Total		47

Draft of the Task Needs for Business English Lecturers

No	Tasks	Frequency of Occurrence (Frekuensi Kebutuhan)				
		Never (Tidak Pernah)	Rarely (Jarang)	Sometimes (Kadang-kadang)	Often (Sering)	Always (Selalu)
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Laporan)					
1.4	Contract/agreement (Kontrak/perjanjian)					
1.5	Business email (Surel Bisnis)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting					

	(Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel Berita)					
1.11	Market research: companies' profiles/websites (Riset pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Laporan)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback (Umpan balik klien)					
2.9	Booklet or brochures (Booklet atau brosur)					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Menyimak)					
3.1	Face to face meetings) (Rapat/pertemuan luring)					
3.2	Virtual meetings) (Rapat/pertemuan daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan sosial)					
3.5	Briefing (Pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas Berbicara)					

4.1	Face to face meetings (Rapat/pertemuan luring)					
4.2	Virtual meetings) (Rapat/pertemuan daring)					
4.3	Conferences (Konferensi)					
4.4	Social meetings (Pertemuan Sosial)					
4.5	Briefing (Briefing/pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Menagntar tamu)					
5	Document translation (Menerjemahan dokumen)					
5.1	Booklets (Booklet)					
5.2	Brochures (Brosur)					
5.3	Financial documents/statements (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alih bahasa)					
6.1	Interpreting guest-colleagues communication) (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette (Etika Pertemuan)					
7.2	Dining etiquette (Etika Makan Malam)					
7.3	Physical appearance/grooming (Penampilan fisik)					
7.4	Social talks (Bincang-bincang Sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas Lainnya)					

Validasi Instrumen *Task Needs* bagi Dosen Business English

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas membaca)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		

3.7	✓		
4. Speaking tasks (Tugas Berbicara)			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Menerjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas Alih bahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan Lainnya)	✓		

3. Blueprint of the Degree of Difficulty of the Tasks

NO	Indicators	Number of Statements	Total Items
1	Reading tasks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	11

2	Writing tasks	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	10
3	Listening tasks	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
4	Speaking tasks	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	10
5	Document translation	5.1, 5.2, 5.3	3
6	Interpreting tasks	6.1	1
7	Business Etiquette	7.1, 7.2, 7.3, 7.4	4
8	Others	8.1	1
	Total		47

Draft of the Questionnaire of the Degree of the Difficulty of the Tasks

No	Tasks (Tugas)	Degree of Difficulty (Tingkat Kesulitan)				
		Not Difficult at All (Mudah)	Somewhat Difficult (Agak sulit)	So So (Biasa saja)	Difficult (Sulit)	Very Difficult (Sangat sulit)
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Laporan)					
1.4	Contract/agreement (Kontrak/perjanjian)					
1.5	Business email (Surel Bisnis)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel Berita)					
1.11	Market research: companies' profiles/websites Riset pasar: profil perusahaan/website					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					

2.3	Report (Laporan)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback (Umpan balik klien)					
2.9	Booklet or brochures (Booklet atau brosur)					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Menyimak)					
3.1	Face to face meetings) (Rapat/pertemuan luring)					
3.2	Virtual meetings) (Rapat/pertemuan daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan sosial)					
3.5	Briefing (Pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas Berbicara)					
4.1	Face to face meetings (Rapat/pertemuan luring)					
4.2	Virtual meetings) (Rapat/pertemuan daring)					
4.3	Conferences (Konferensi)					
4.4	Social meetings (Pertemuan Sosial)					
4.5	Briefing (Briefing/pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					

4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Mengantar tamu)					
5	Document translation (Terjemahan dokumen)					
5.1	Booklets (Booklet)					
5.2	Brochures (Brosur)					
5.3	Financial documents/statements (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alih bahasa)					
6.1	Interpreting guest-colleagues communication) (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette (Etika Pertemuan)					
7.2	Dining etiquette (Etika Makan Malam)					
7.3	Physical appearance/grooming (Penampilan fisik)					
7.4	Social talks (Bincang-bincang Sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas Lainnya)					

Validasi Instrumen Tingkatan Kesulitan Tugas untuk Dosen Business English

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas Membaca)			
1.1	✓		
1.2	✓		

1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas Menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Tasks (Tugas Menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		

4.9	✓		
4.10	✓		
5. Document translation (Menerjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas alih bahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan)	✓		

Singaraja, 18 Juni 2023

Validator



Prof. Dr. Ni Made Ratminingsih, M.A.

Respondent:	C. Heads of Study Programs

III. Instrument for Heads of Study Programs

a. Semi-structured Interview Questions for Heads of Study Programs

The Interview Questions Blueprint

NO	Indicators	Number of Statements	Total Items
	Context		
1	Projection on students' future workplace	1	1
2	Time allotment for Business English	9	1
3	The importance of Business English for students' future employment	15	1
4	The facilities provided for the students to do online/hybrid learning	13	1
5	The facilities provided for students in learning Business English	14	1
6	Program to ensure materials of Business English match the needs of the workplace	16	1
	Masukan (INPUT)		
7	Students' English proficiency in general	2,3,5,6	4
8	Students' confidence in communicating in English	4	1
9	Ways students can do to improve their English	11	1
10	Lecturers' English proficiency	7	1
11	Lecturers' knowledge on Business needs	8	1
12	Skills students need to excel in workplace	10	1
	Process		
13	The mode of the class (online/offline/hybrid)	12	1
	Product		
14	Students' performance in Business English class	17	1
	Total		17

The Interview Questions

1. Where do you think the students taking Business English may work in the future? What kinds of establishments?)
(Menurut Anda, dimana mahasiswa yang mengambil Business English mungkin bekerja di masa depan? Jenis-jenis institusi apa saja?)
2. Do the students have sufficient English proficiency to learn Business English?)
(Apakah mahasiswa memiliki kemampuan bahasa Inggris yang cukup untuk belajar Business English?)
3. Do they have any problems communicating in English?
(Apakah mereka mengalami masalah dalam berkomunikasi dalam bahasa Inggris?)

4. Do they display lack of confidence in communicating in English?
(Apakah mereka menunjukkan kurangnya kepercayaan diri dalam berkomunikasi dalam bahasa Inggris ?)
5. What skill are they good at?
(Keterampilan apa yang mereka kuasai dengan baik?)
6. What skills are lacking?
(Keterampilan apa yang kurang?)
7. Do you think the lecturers have sufficient English proficiency for teaching Business English?
(Menurut Anda, apakah dosen-dosen pengajar Business English memiliki kemampuan bahasa Inggris yang cukup untuk mengajar mata kuliah tersebut?)
8. Do you think the lecturers have sufficient knowledge on Business related needs?
(Menurut Anda, apakah dosen-dosen tersebut memiliki pengetahuan yang cukup mengenai kebutuhan terkait Bisnis English?)
9. Do you think the time allotment for Business English is sufficient?
(Menurut Anda, apakah alokasi waktu untuk Business English sudah cukup?)
10. What skills do you think needed for the students to excel in workplace?
(Keterampilan apa yang menurut Anda diperlukan oleh mahasiswa agar dapat unggul di tempat kerja?)
11. How do you think the students can improve their English skills?
(Menurut Anda, bagaimana mahasiswa dapat meningkatkan kemampuan bahasa Inggris mereka?)
12. Do you study program do online/face to face/hybrid courses?
(Apakah program studi Anda melaksanakan perkuliahan secara daring/luring/hybrid?)
13. Do you think students have the facilities to carry out online/e-learning?
(Menurut Anda, apakah mahasiswa memiliki fasilitas untuk melakukan pembelajaran secara online/e-learning?)
14. Do you think students have the facilities to learn Business English?
(Menurut Anda, apakah mahasiswa memiliki fasilitas yang diperlukan untuk belajar Business English?)
15. Do you think Business English course is important for the students to be successful in workplace? Why? What importance does it offer?
(Menurut Anda, apakah mata kuliah Business English penting bagi mahasiswa agar sukses di tempat kerja? Mengapa? Apa pentingnya?)
16. Did you do any program that will ensure that the materials students learn, particularly in Business English, are the ones needed by workplace?
(Apakah Anda pernah melaksanakan program yang akan memastikan bahwa materi yang dipelajari siswa, terutama dalam mata kuliah Business English, adalah yang benar-benar dibutuhkan oleh dunia kerja?)
17. How is the students' achievement in Business English class?
(Bagaimana pencapaian siswa dalam kelas Business English?)

Validasi Instrumen Wawancara bagi Koordinator Program Studi

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1.	✓		
2.	✓		

3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		



b. Questionnaire Draft

1. Blueprint of CIPP Instrument for Heads of Department

NO	Indicators	Number of Statements	Total Items
1	Context		
	The syllabus	1.1	1
	The facilities	1.2	1
	The credit of the course	1.3	1
2	Masukan (INPUT)		
	The lectures' English proficiency	2.1	1
	The lecturers' knowledge and skills	2.2	1
	The students' English proficiency	2.3	1
3	Process		
	Planning	3.1, 3.2	2
	Implementation	3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9	7
	The Assessment	3.10, 3.11, 3.12	3
4	Product		
	Percentage of the students passing the course	4.1	1
	The students' scores	4.2	1
	Total		20

CIPP Instrument for Heads of Department

No	Statement (Pernyataan)	Existing Condition (Kondisi yang terjadi)		Expected Condition (Kondisi yang diharapkan)	
		Yes (Ya)	No (Tidak)	Yes (Ya)	No (Tidak)
1	CONTEXT (KONTEKS)				
1.1	The syllabus is the course is in line with the vision and mission of the study program (Silabus untuk mata kuliah Business English sejalan dengan visi dan misi program studi)				
1.2	The university has provided facilities: classroom, internet access, LCD, etc.) for the course (Universitas telah menyediakan fasilitas: ruang kelas, akses internet, LCD, dll. untuk mata kuliah ini.)				
1.3	The course is given sufficient credits (Jumlah kredit yang diberikan untuk mata kuliah ini sudah cukup.)				
2	INPUT				
2.1	The lecturer has adequate English proficiency for teaching Business English (Dosen pengajar memiliki kemampuan bahasa Inggris yang cukup untuk mengajar Business English)				

2.2	The lecturer has adequate knowledge and skills for teaching Business English (Dosen pengajar memiliki pengetahuan dan keterampilan yang cukup untuk mengajar Business English)				
2.3	The students have adequate English proficiency to learn Business English (Mahasiswa memiliki kemampuan bahasa Inggris yang memadai untuk belajar Business English)				
3	PROCESS (Proses)				
	Planning (Perencanaan)				
3.1	The instructions make use of the LMS offered by the institution (Pengajaran Business English menggunakan LMS yang ditawarkan oleh institusi.)				
3.2	The instructions are planned following one of the learning models advised by the institution (Pengajaran disusun mengikuti salah satu model pembelajaran yang disarankan oleh institusi)				
	Implementation (Implementasi)				
3.3	The lecturer conduct instructions based on the plans (syllabus) (Dosen melaksanakan pengajaran sesuai dengan rencana (silabus))				
3.4	The lecturer makes use of LMS in conducting their instructions.) (Dosen menggunakan LMS dalam mengajar)				
3.5	The lecturer gives materials and activities that are related to real tasks in Business communication (Dosen memberikan materi dan kegiatan yang terkait dengan tugas-tugas nyata dalam komunikasi bisnis)				
3.6	The lecturer makes use of multimedia (Dosen menggunakan multimedia)				
3.7	The lecturer teaches using English (Dosen mengajar menggunakan bahasa Inggris.)				
3.8	There are chances for the students to work collaboratively in doing their tasks (Mahasiswa memiliki kesempatan untuk bekerja secara kolaboratif dalam menyelesaikan tugas-tugas mereka.)				
3.9	The lecturer integrates technology in their instructions (Dosen mengintegrasikan teknologi dalam pengajarannya)				
	The assessment (Penilaian)				
3.10	The assessment is in line with the learning objectives (Asesmen dalam mata kuliah ini sesuai dengan tujuan pembelajaran)				
3.11	The assessment gives chances for the students to master the competency they need in real workplace				

	(Asesmen dalam mata kuliah ini memberikan kesempatan bagi siswa untuk menguasai kompetensi yang mereka butuhkan di tempat kerja nyata.)				
3.12	There is feedback on the students' works (Dosen memberikan umpan balik terhadap tugas siswa)				
4	PRODUCT (PRODUK)				
4.1	More than 80% students pass the course (Lebih dari 80% mahasiswa lulus pada mata kuliah ini)				
4.2	The students' scores are at least 75 (Skor final mahasiswa setidaknya 75)				

Validasi Instrumen CIPP untuk Koordinator Prodi

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Context (konteks)			
1.1	✓		
1.2	✓		
1.3	✓		
2. Input (input)			
2.1	✓		
2.2	✓		
2.3	✓		
3. Process (proses)			
Planning (perencanaan)			
3.1	✓		
3.2	✓		
Implementation (implementasi)			
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
3.8	✓		
3.9	✓		
The assessment (Penilaian)			
3.10	✓		
3.11	✓		

3.12	✓		
4. Product (produk)			
4.1	✓		
4.2	✓		



2. Blueprint of the Perceived Task Needs for Business Lecturers

TIDAK (NO)	Indicators	Number of Pernyataan (Statement)s	Total Items
1	Reading tasks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	11
2	Writing tasks	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	10
3	Listening tasks	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
4	Speaking tasks	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	10
5	Document translation	5.1, 5.2, 5.3	3
6	Interpreting tasks	6.1	1
7	Business Etiquette	7.1, 7.2, 7.3, 7.4	4
8	Others (handling complaints)	8.1	1
	Total		47

Draft of the Task Needs for Heads of Study Programs

No	Tasks (Tugas)	Frequency of Occurrence (Frekuensi Kemunculan)				
		Tidak Pernah (Never)	Jarang (Rarely)	Kadang-kadang (Sometimes)	Sering (Often)	Selalu (Always)
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Laporan)					
1.4	Contract/agreement (Kontrak/perjanjian)					
1.5	Business email (Surel)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel berita)					

1.11	Market research: companies' profiles/websites) (Riset pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Laporan)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback (Umpan balik klien)					
2.9	(Booklet or brochures) Booklet atau brosur					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Menyimak)					
3.1	Face to face meetings (Rapat/pertemuan luring)					
3.2	Virtual meetings (Rapat/pertemuan daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan sosial)					
3.5	Briefing (Briefing/pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas Berbicara)					
4.1	Face to face meetings (Rapat/pertemuan luring)					
4.2	Virtual meetings (Rapat/pertemuan daring)					
4.3	Conference (Konferensi)					
4.4	Social meetings					

	(Pertemuan Sosial)					
4.5	Briefing (Briefing/Pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Mengantar tamu)					
5	Document translation (Menerjemahkan dokumen)					
5.1	Booklets (booklet)					
5.2	Brochures (brosur)					
5.3	Financial documents/statements (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alih bahasa)					
6.1	Interpreting guest-colleagues communication) (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette) (Etika Pertemuan)					
7.2	Dining etiquette (Etika Makan)					
7.3	Physical appearance (Penampilan fisik)					
7.4	Social talks (Bincang-bincang Sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas Lainnya)					

Validasi Instrumen *Perceived Tasks Needs* untuk Koordinator Program Studi

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas Membaca)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas Menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			
4.1	✓		

4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Menerjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas alih bahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan Lainnya)	✓		

3. Blueprint of the Degree of Difficulty of the Tasks

NO	Indicators	Number of Statements	Total Items
1	Reading tasks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	11
2	Writing tasks	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	10
3	Listening tasks	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
4	Speaking tasks	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	10
5	Document translation	5.1, 5.2, 5.3	3

6	Interpreting tasks	6.1	1
7	Business Etiquette	7.1, 7.2, 7.3, 7.4	4
8	Others	8.1	1
	Total		47

Draft of the Questionnaire of the Degree of the Difficulty of the Tasks

No	Tasks (Tugas)	Degree of Difficulty (Tingkat Kesulitan)				
		Not Difficult at All (Mudah)	Somewhat Difficult (Agak Sulit)	So So (Biasa saja)	Difficult (Sulit)	Very Difficult (Sangat sulit)
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Laporan)					
1.4	Contract/agreement (Kontrak/perjanjian)					
1.5	Business email (Surel)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel berita)					
1.11	Market research: companies' profiles/websites (Riset pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Laporan)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					

2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback (Umpan balik klien)					
2.9	(Booklet or brochures) Booklet atau brosur					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Menyimak)					
3.1	Face to face meetings (Rapat/pertemuan luring)					
3.2	Virtual meetings (Rapat/pertemuan daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan sosial)					
3.5	Briefing (Briefing/pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas Berbicara)					
4.1	Face to face meetings (Rapat/pertemuan luring)					
4.2	Virtual meetings (Rapat/pertemuan daring)					
4.3	Conference (Konferensi)					
4.4	Social meetings (Pertemuan Sosial)					
4.5	Briefing (Briefing/Pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Mengantar tamu)					
5	Document translation (Menerjemahkan dokumen)					
5.1	Booklets (booklet)					
5.2	Brochures (brosur)					

5.3	Financial documents/statements (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alihbahasa)					
6.1	Interpreting guest-colleagues communication) (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette) (Etika Pertemuan)					
7.2	Dining etiquette (Etika Makan)					
7.3	Physical appearance (Penampilan fisik)					
7.4	Social talks (Bincang-bincang Sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas Lainnya)					

Validasi Instrumen Draf Quesioner *the Degree of the Difficulty of the Tasks* bagi Para Koordinator Program Studi

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas Membaca)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		

1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas Menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Menerjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		

6. Interpreting Task (Tugas alih bahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan Lainnya)	✓		

Singaraja, 18 Juni 2023

Validator



Prof. Dr. Ni Made Ratminingsih, M.A.



Respondent:

D. Business English Students

IV. Instrument for BE Students

a. Semi-structured Interview Questions for Students

The interview Question Blueprint

NO	Indicators	Number of Statements	Total Items
	Context		
1	Projection on workplace in the future	1	1
2	Time allotment for Business English course	7	1
3	Perceived skills needed to be successful in workplace	10	1
4	Perceived ways to do to improve English skills	11	1
5	Perceived needs of business English and the proportion	12	1
6	Class mode preference (online/offline/hybrid)	13	1
7	Facilities provided to learn Business English	14	1
8	Facilities provided to do online/e-learning	15	1
9	Students' perception on the importance of Business English	16	1
10	Availability of syllabus/modules	17	1
11	Availability of learning media	18	1
	Input		
12	Students' perceived English proficiency	2,3,5,6	4
13	Students' confidence in using English	4	1
14	Student' perceived difficulties in English	8,9	2
	Process		
15	The implementation of the syllabus	19	1
16	The learning media used is meaningful and engaging	20	1
17	The modules are informative and supporting learning	21	1
18	The learning mode (online/offline/hybrid)	22	1
	Product		
19	Students' achievement in Business English class	23	1
	Total		23

The interview questions

1. Do you have any idea in mind where you will work one day? Or do you have any idea about where do you want to work after you graduate?
(Apakah kamu punya ide di benakmu di mana kamu akan bekerja suatu hari nanti? Atau apakah kamu memiliki ide tentang di mana kamu ingin bekerja setelah lulus?)
2. Do you think you have sufficient English proficiency to learn Business English?
Menurutmu, apakah kamu memiliki kemampuan bahasa Inggris yang cukup untuk belajar Business English?
3. (Do you have any problems communicating in English?)
Apakah kamu mengalami masalah dalam berkomunikasi dalam bahasa Inggris?
4. (Do you experience lack of confidence in communicating in English?)
Apakah kamu merasa kurang percaya diri dalam berkomunikasi dalam bahasa Inggris?
5. What skill are you good at?
(Keterampilan apa yang kamu kuasai dengan baik?)
6. What skills are lacking?
(Keterampilan apa yang kurang?)
7. Do you think the time allotment for Business English is enough?
(Apakah menurutmu alokasi waktu untuk mata kuliah Business English sudah cukup?)
8. Do you have difficulty reading and understanding Business documents in English?
(Apakah kamu menemui kesulitan dalam membaca dan memahami dokumen bisnis dalam bahasa Inggris?)
9. Do you have difficulty in speaking in English for Business purposes, like presenting, negotiating, handling complaints, etc?)
(Apakah kamu menemui kesulitan dalam berbicara dalam bahasa Inggris untuk keperluan bisnis, seperti presentasi, negosiasi, menangani keluhan, dll?)
10. What skills do you think you need to be successful in workplace?
(Keterampilan apa yang menurutmu perlu kamu miliki untuk sukses di tempat kerja?)
11. How do you think you can improve your English skills?
(Bagaimana menurutmu cara yang dapat kamu lakukan untuk meningkatkan kemampuan bahasa Inggrismu?)
12. What areas/topic/tasks/skills need to be included in Business English materials? How is the proportion?
(Area/topik/tugas/keterampilan apa yang perlu dimasukkan dalam materi Business English? Bagaimana proporsinya?)
13. Do you prefer online/face to face/hybrid courses? Why?
(Apakah kamu lebih memilih kuliah daring/luring/hybrid? Mengapa?)
14. Do you think students have the facilities to learn Business English?
(Menurutmu, apakah mahasiswa memiliki fasilitas yang cukup untuk belajar Business English)
15. Do you think students have the facilities to carry out online/e-learning?
(Menurutmu, apakah mahasiswa memiliki fasilitas yang memadai untuk melakukan pembelajaran online/e-learning?)
16. Do you think Business English course is important for you to be successful in workplace? Why? What importance does it offer?
(Menurutmu, apakah mata kuliah Business English penting bagimu untuk sukses di tempat kerja? Mengapa? Apa pentingnya?)
17. Does the lecturer provide syllabus/modules/materials?
(Apakah dosen memberikan silabus/modul/materi?)
18. Does the lecture use learning media?)

- (Apakah dosen menggunakan media pembelajaran?)
19. Is the instruction in class in line with the syllabus?
(Apakah pengajaran di kelas sesuai dengan silabus?)
20. Are the learning media engaging/interesting?
(Apakah media pembelajaran yang digunakan menarik?)
21. Are the modules/ materials interesting and supporting learning?
(Apakah modul/materi yang digunakan menarik dan mendukung pembelajaran?)
22. Is the course conducted online/offline/hybrid?
(Apakah kuliah dilaksanakan secara daring/luring/hybrid?)
23. How is your achievement so far in Business English?
(Bagaimana pencapaianmu sejauh ini dalam kelas Business English?)

Validasi Instrumen Wawancara untuk Mahasiswa Bussiness English

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		
18.	✓		

19.	✓		
20.	✓		
21.	✓		
22.	✓		
23.	✓		

b. Questionnaire Drafts for Students

1. Blueprint of CIPP Instrument for Students

NO	Indicators	Number of Statements	Total Items
1	Context		
	Course paper works	1.1	1
	Course facilities	1.2	1
	Course credit	1.3	1
2	Masukan (INPUT)		
	English proficiency	2.1	1
3	Process		
	The course instructions	3.1, 3.2	2
	Learning facilities	3.3	1
	The use of LMS	3.4, 3.10, 3.11	1
	The quality of the learning, the materials, the activities	3.5, 3.6, 3.7, 3.8, 3.9	5
	The assessment	3.12, 3.13, 3.14, 3.15	4
4	Product		
	The score	4.1	1
	Total		18

CIPP Instrument for Students

No	Statement (Pernyataan)	Existing Condition (Kondisi yang terjadi)		Expected Condition (Kondisi yang diharapkan)	
		Yes (Ya)	No (Tidak)	Yes (Ya)	No (Tidak)
1	CONTEXT (Konteks)				
1.1	There is syllabus, lesson plans, contract and students' assignment list for the course				

	(Ada silabus, rencana pembelajaran, kontrak, dan daftar tugas mahasiswa untuk mata kuliah Business English)				
1.2	The university has provided adequate facilities: classroom, internet access, LCD, etc.) for the course) (Universitas telah menyediakan fasilitas yang memadai: ruang kelas, akses internet, LCD, dll. untuk mata kuliah Business English)				
1.3	The course is given sufficient credit or learning hours. (Jumlah kredit atau jam belajar yang diberikan untuk mata kuliah ini sudah cukup)				
2	INPUT (Input)				
2.1	I have adequate English proficiency to learn Business English (Saya memiliki kemampuan bahasa Inggris yang memadai untuk belajar Business English)				
3	PROCESS (Proses)				
3.1	The instructions in class take place based on the syllabus (Pengajaran di kelas dilaksanakan sesuai dengan silabus)				
3.2	The instructions integrate technology (Pengajaran di kelas mengintegrasikan teknologi)				
3.3	I have the facilities that support the technology integration in the course (Saya memiliki fasilitas yang mendukung integrasi teknologi dalam pembelajaran)				
3.4	We do activities in the LMS (Kami melakukan kegiatan di LMS)				
3.5	The learning is meaningful that it trains me to do the tasks that I perceived I will do in real workplace (Pembelajaran dalam mata kuliah Business English bermakna sehingga melatih saya untuk melakukan tugas-tugas yang menurut saya akan saya lakukan di tempat kerja nyata.)				
3.6	The materials and activities are fun and motivating (Materi dan aktivitas pada mata kuliah ini menyenangkan dan memotivasi)				
3.7	The materials and activities train us to work collaboratively (Materi dan aktivitas dalam mata kuliah ini melatih kami untuk bekerja secara kolaboratif)				
3.8	The materials and activities train us to work independently (Materi dan aktivitas dalam mata kuliah ini melatih kami untuk bekerja secara mandiri)				
3.9	The materials and activities involve the four skills (Materi dan melibatkan keempat keterampilan)				
3.10	The materials and activities are available online that I can access 24/7				

	(Materi dan aktivitas dalam mata kuliah ini tersedia secara online sehingga saya dapat mengaksesnya 24/7)				
3.11	The materials and activities area available online and I can learn them without the presence of the lecturer (Materi dan aktivitas dalam mata kuliah ini tersedia secara online dan saya dapat belajar tanpa kehadiran dosen)				
3.12	I can post questions online and my lecturer or friends can comment (Saya dapat mengajukan pertanyaan dan dosen serta teman-teman saya akan memberikan tanggapan)				
3.12	The assessment is in line with the learning objectives (Asesmen dalam mata kuliah ini sejalan dengan tujuan pembelajaran)				
3.13	The assessment gives chances for us to master the competency we perceived we need in real workplace) (Asesmen dalam mata kuliah ini memberikan kesempatan bagi kami untuk menguasai kompetensi yang kami anggap akan diperlukan di tempat kerja)				
3.14	There is explanation on our assessment results (Dosen memberikan penjelasan mengenai hasil penilaian kami)				
3.15	There is feedback on our works (Ada umpan balik mengenai pekerjaan kami)				
4	Produk (PRODUCT)				
4.21	My average score so far is above 75 (Skor rata-rata saya sejauh ini diatas 75)				

Validasi Instrumen CIPP untuk Mahasiswa Business English

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Context (Konteks)			
1.1	✓		
1.2	✓		
1.3	✓		
2. Input (Input)			
2.1	✓		
3. Process (Proses)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		

3.6	✓		
3.7	✓		
3.8	✓		
3.9	✓		
3.10	✓		
3.11	✓		
3.12	✓		
3.12	✓		
3.13	✓		
3.14	✓		
3.15	✓		
4. Product (Produk)			
4.21	✓		



2. Blueprint of the Questionnaire for Students

NO	Indicators	Number of Statements	Total Items
1	Respondent's Profile	Gender Age Mother tongue English proficiency Business experience	5
2	English Language Proficiency	English daily use English skills rate Skills which need to be improved	3
3	Familiar LMS	LMS students are familiar with	1
4	Technology assistance	Students' technology assistance	1
5	Learning media	Students' preferred media type	1
6	Business English Perceived Needs	English course needs Degree of difficulty	47 47

a. Questionnaire Draft of Perceived Needs for Students

1. Profil Responden (Respondent's Profile)

Gender (Jenis Kelamin)	
Age (Umur)	
Mother tongue (Bahasa ibu)	
In My opinion, my overall English proficiency is.... (Menurut pendapat saya, kemampuan bahasa Inggris saya secara keseluruhan adalah....)	Sangat baik (Excellent)
	Baik (Good)
	Rata-rata (Average)
	Buruk (Poor)
	Sangat buruk (Very poor)
I have experience in working in business establishment (Saya memiliki pengalaman bekerja di lembaga bisnis)	Ya (Yes)
	Tidak (No)
I was working/have been working in business establishment for.....	0-1 years
	1-3 years
	More than 3 years

b. English Language Proficiency (Kemampuan Bahasa Inggris)

1) I use English to communicate with others daily

(Saya menggunakan bahasa Inggris untuk berkomunikasi dengan orang lain setiap hari)

Always (Selalu)

Often (Sering)

Sometimes (Kadang-kadang)

Rarely (Jarang)

Never (Tidak pernah)

2) I rate my English skills

(Saya menilai kemampuan bahasa Inggris saya)

Language Skills and Components (Keterampilan Bahasa & Komponen)	Poor (Buruk)	Fair (Cukup)	Average (Rata-rata)	Good (Baik)	Excellent (Luar biasa)
Listening (Mendengarkan)					
Reading (Membaca)					
Berbicara (Speaking)					
Writing (Menulis)					
Vocabulary (Kosakata)					
Pronunciation (Pengucapan)					
Grammar (Tata bahasa)					

3) The skills I need to improve? (Keterampilan yang perlu saya tingkatkan)

Language Skills and Components (Keterampilan & Komponen Bahasa)	Strongly disagree (Sangat tidak setuju)	Disagree (Tidak setuju)	So-so (Rata-rata)	Agree (Setuju)	Strongly agree (Sangat setuju)

Listening (Mendengarkan)					
Reading (Membaca)					
Speaking (Berbicara)					
Writing (Menulis)					
Vocabulary (Kosakata)					
Pronunciation (Pengucapan)					
Grammar (Tata bahasa)					

c) The LMS that you are familiar with (LMS yang saya tahu dan bisa menggunakan)

Moodle

Google Classroom

Schoology

Others? (Lainnya?)

d) The computer/mobile assisted technologies that help me learning (Teknologi berbantuan komputer/handphone yang membantu saya dalam pembelajaran belajar)

Kamus online

YouTube

Podcast

Vodcast

Lainnya? (others?)

e) The type of learning media that helps me best in learning (Jenis media pembelajaran yang paling membantu saya dalam belajar)

Audio (Suara)

Visual (Visual)

Audio and Visual (Suara dan visual)

f) Perceived Needs to be Included in Business English

No	Tasks	Frekuensi Kejadian (Frequency of Occurrence)				
		Never	Rarely (Jarang)	Sometimes	Often (Sering)	Always (Selalu)

		(Tidak Pernah)		(Kadang-kadang)		
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Report)					
1.4	Contract/agreement (Kontrak/perjanjian)					
1.5	Business email (Surel)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel berita)					
1.11	Market research: companies' profiles/websites (Penelitian pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Report)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback (Umpan balik klien)					
2.9	Booklet or brochures (Booklet atau brosur)					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Mendengarkan)					
3.1	Face to face meetings (Rapat/Pertemuan Luring)					
3.2	Virtual meetings (Rapat/pertemuan daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan sosial)					
3.5	Briefing (Briefing/pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas Berbicara)					

4.1	Face to face meetings (Rapat/pertemuan luring)					
4.2	Virtual meetings (Rapat/pertemuan daring)					
4.3	Conferences (Konferensi)					
4.4	Social meetings (Pertemuan Sosial)					
4.5	Briefing (Briefing/pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Mengantar tamu)					
5	Document translation (Menerjemahan dokumen)					
5.1	Booklets (Booklet)					
5.2	Brochures (Brosur)					
5.3	Financial documents/statements (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alihbahasa)					
6.1	Interpreting guest-colleagues communication) (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette) (Etika Pertemuan)					
7.2	Dining etiquette (Etika Makan)					
7.3	Physical appearance (Penampilan fisik)					
7.4	Social talks (Bincang-bincang Sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas lainnya)					

Validasi Instrumen Quesioner Perceived Needs bagi Mahasiswa

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
a. Respondents' Profile (Profil Responden)			
1.	✓		
2.	✓		
3.	✓		
b. English Language Proficiency (Kemampuan Bahasa Inggris)			
1.	✓		
2.	✓		
3.	✓		
c. Familiar LMS	✓		
d. Technology assistance	✓		
e. Learning media Preference	✓		
f. Perceived Needs	✓		
1. Reading tasks (Tugas Bacaan)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas Menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		

2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Terjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas Alihbahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisni)			
7.1	✓		
7.2	✓		
7.3	✓		

7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan Lainnya)	✓		

4) The Questionnaire of the Degree of the Difficulty of the Tasks

No	Tasks (Tugas)	Degree of Difficulty (Tingkat Kesulitan)				
		Not Difficult at All (Mudah)	Somewhat Difficult	So So	Not Difficult at All (Mudah)	Very Difficult
1	Reading tasks (Tugas Bacaan)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Report)					
1.4	Contract/agreement (Kontrak/perjanjian)					
1.5	Business email (Surel)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel berita)					
1.11	Market research: companies' profiles/websites (Penelitian pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Report)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback (Umpan balik klien)					
2.9	Booklet or brochures (Booklet atau brosur)					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Mendengarkan)					
3.1	Face to face meetings (Rapat/Pertemuan Luring)					

3.2	Virtual meetings (Rapat/pertemuan daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan sosial)					
3.5	Briefing (Briefing/pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas Berbicara)					
4.1	Face to face meetings (Rapat/pertemuan luring)					
4.2	Virtual meetings (Rapat/pertemuan daring)					
4.3	Conferences (Konferensi)					
4.4	Social meetings (Pertemuan Sosial)					
4.5	Briefing (Briefing/pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Mengantar tamu)					
5	Document translation (Menerjemahan dokumen)					
5.1	Booklets (Booklet)					
5.2	Brochures (Brosur)					
5.3	Financial documents/statements (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alihbahasa)					
6.1	Interpreting guest-colleagues communication (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette (Etika Pertemuan)					
7.2	Dining etiquette (Etika Makan)					
7.3	Physical appearance (Penampilan fisik)					
7.4	Social talks (Percakapan Sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas lainnya)					

Validasi Instrumen Quesioner the Degree of the Difficulty of the Tasks bagi Mahasiswa

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas Membaca)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas Menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		

3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Terjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas Alih bahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan Lainnya)	✓		

Singaraja, 18 Juni 2023

Validator



Prof. Dr. Ni Made Ratminingsih, M.A.



Appendix 2. Needs Analysis Instrument Judgement by Expert 2

INSTRUMENT

NEEDS ANALYSIS OF TASK-BASED BUSINESS ENGLISH

E-LEARNING MATERIALS FOR UNIVERSITY STUDENTS



PUTU AYU PRABAWATI SUDANA

2023

1. Objective

This questionnaire aims to analyse the needs of Business English learning materials for university students.

2. Conceptual Definitions

a. Business English is the abilities people need in using English to support the achievement of professional job, including sending emails, reports, making presentations, engaging in negotiation, using the phone, etc. (Rao, 2017).

b. Needs analysis is one procedure in syllabus design and material development that has to do with information gathering in order to find how much the students know and need to know in the future learning Brown (2000). It is all kind of activities which involve collection of curriculum-based development that will meet the needs of the learning of certain group of students. Need means goals or objectives that serve the basic of developing test, material, teaching activities, etc.

c. Basturkmen's needs analysis model states that needs analysis involves: 1) target situation analysis: task, activities, and skills the learners need to know and implement in the real workplace; 2) discourse analysis, which is analysis on the types of texts normally used in business and their characteristics; 3) present situation analysis, which covers the learner's identification of what they do or do not know, can or cannot do, related to the target situation demand; 4) learner factor analysis: the learner's identification of their motivation, their way of learning, and perception of needs; 5) teaching context analysis, which is done by identifying the environment in which the course will run. This also covers the institution's expectations, supports and facilities for the course (Basturkmen, 2010).

d. CIPP evaluation model stands for Context-Input-Process-Product. This is one of the most popular evaluation programs used in educational fields (Stufflebeam & Zhang, 2017). Context refers to the contextual condition of an organization, input refers to the resources used by an organization; process refers to the ways, means, methods, activities, and procedures an organization uses to achieve the desired results; and products refer to the results produced by an organization.

e. The Organizational Element Model (OEM) is an evaluation model proposed by Gupta et al., (2007) that combines the organization elements by Kaufman (1992, 2005) and Gupta's definition of needs, which states that needs are the gaps between the current condition and the desired condition (Gupta et al., 2007).

3. Operational Definitions

a. Business English is one of ESP subjects offered by Universitas Pendidikan Ganesha in three study programs. Business English is characterized by the use of English for business purposes,

such as meetings, handling clients, business correspondence, writing business documents, etc.

b. The needs analysis questionnaires consists of two sections. The first one displays the CIPP (Context, Input, Process, and Product) evaluation model combined with the organizational element model (OEM) evaluation model. Context refers to the contextual condition of an organization, Input refers to the resources used by an organization; process refers to the ways, means, methods, activities, and procedures an organization uses to achieve the desired results; and products refer to the results produced by an organization. In addition, the existing and the expected conditions will be compared.

The second section is tasks and skills need questionnaires, which follows Basturkmen's needs analysis model. The components of Basturkmen's needs analysis are the 1) target situation analysis, 2) discourse analysis, 3) present situation analysis, 4) learner factor analysis, and 5) teaching context analysis.

The questionnaires will be filled in by business professionals, Business English lecturers, head of study programs that offer Business English, and Business English students.

4. Procedures of Collecting Data for the Needs Analysis

No	Steps	Outputs	Respondents/Sources
1a	Semi-structured interview with selected respondents	Questionnaire draft	Business Professionals: one business professional from hotel and one business professional from bank.
1b	Literature review	Questionnaire draft	1. Articles on Business English Needs Analysis 2. Business English books
2	Distributing questionnaires One questionnaire consists of: 1. CIPP Evaluation questionnaires 2. Task and Language Skills Needs Questionnaire 3. Task Degree of Difficulty Questionnaire	Profile of Business English Needs	1. Twenty business professionals: Five heads of bank branches in Bali, five heads of personnel of government offices, five general managers/Human Resources Managers of minimum five-star-hotel in Bali, five from other establishments: tour & travel, <i>pokdarwis</i> , etc. 2. All Business English lecturers at Undiksha 3. Three heads of study programs which offer BE in Undiksha 4. All students taking Business English at Undiksha
3	Semi-structured interview with some respondents as questionnaire result triangulation	Profile of Business English Needs	1. Two business professionals 2. One head of department 3. Six students, two from each study program



Respondent:	A. Business Professionals

I. Instrument for Business Professionals

a. Semi-structured Interview Questions for Business Professionals

The interview questions blueprint

NO	Indicators Context	Number of Statements	Total Items
1	Existence of Business communication needs	2	1
2	Existence of Business tasks requiring English	3	1
3	The frequency of the tasks requiring Business English knowledge and skills	4	1
4	The difficulty of the tasks requiring Business English knowledge and skills	5	1
5	The countries of the origin of the foreign clients	6	1
6	The types of documents involved in the business communication requiring Business English knowledge and skills	7	1
7	The English skills needed in doing the business communication requiring Business English knowledge and skills	9	1
	Input		
8	Existence of competent personnel	1	1
9	The facilities provided to support the personnel in doing the tasks requiring Business English knowledge and skills	8	1
10	University's contribution to the graduates/prospective personnel	14	1
	Process		
11	The performance of the personnel: the areas they excel and need improvement	10, 11, 12	3
	Product		
12	Clients' satisfaction	13	1
	Total		14

The interview questions

1. Do you have staff who can communicate in English?
(Apakah Anda memiliki staf yang dapat berkomunikasi dalam bahasa Inggris?)
2. Do you do any business activities that require business English communications?
What are they? Give examples!
(Apakah Anda melakukan kegiatan bisnis yang membutuhkan komunikasi dengan klien dengan menggunakan bahasa Inggris? Apa saja kegiatan tersebut? Berikan contohnya!)

3. What tasks do your staff perform involving English?
(Tugas apa yang dilakukan staf Anda yang melibatkan penggunaan bahasa Inggris?)
4. How frequent they are performed?
(Seberapa sering tugas-tugas tersebut dilakukan?)
5. How difficult are they to your staff?
(Seberapa sulit tugas-tugas tersebut bagi staf Anda?)
6. Where are your foreign clients from?
(Dari mana asal klien asing Anda?)
7. What kinds of documents involved in your business that are in English?
(Jenis dokumen apa yang Anda pakai dalam bisnis Anda yang menggunakan bahasa Inggris?)
8. Are the personnels equipped with sufficient facilities in dealing with the tasks requiring Business English skills?
9. (Apakah staf Anda memiliki fasilitas yang memadai dalam menangani tugas-tugas yang membutuhkan keterampilan Business English?)
10. What kinds of English skills you think involved in the business communication?
(Keterampilan Bahasa Inggris apa yang menurut Anda diperlukan/digunakan dalam komunikasi bisnis di institusi Anda?)
11. Do the staff perform well? In English communication? In work ethic?
(Apakah staf berkinerja baik? Dalam komunikasi dalam bahasa Inggris? Dalam etika kerja?)
12. What areas they excel?
(Di bidang apa mereka unggul?)
13. What areas need improvement?
(Bidang apa yang perlu perbaikan?)
14. Do you think the foreign clients are satisfied? Were there any complaints?
(Apakah klien asing puas dengan layanan staf Anda? Apakah ada keluhan?)
15. What do you think university has to prepare for the graduates to have the competency needed for real workplace, especially related to Business English?
(Menurut Anda, apa yang harus disiapkan oleh universitas agar lulusan memiliki kompetensi yang diperlukan untuk dunia kerja yang sebenarnya, terutama terkait dengan Bahasa Inggris)

Validasi Instrumen Wawancara untuk Para Profesional Bisnis

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		

9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		

b. Questionnaire Draft

1. CIPP questionnaires blueprint

NO	Indicators	Number of Statements	Total Items
	Context		
1	Existence of needs	1.1	1
2	Existence of English proficiency standard	1.2	1
3	Existence of guidelines in handling foreign clients	1.3	1
4	Training provision	1.4	1
	Input		
5	Existence of personnel	2.1	1
6	Sufficient personnel number	2.2	1
7	Nature of tasks requiring knowledge and skills	2.3	1
	Process		
8	Personnel performance in spoken English	3.1	1
9	Personnel performance in written English	3.2	1
10	Personnel customer services/business etiquette skills	3.3	1
	Product		
11	Task completion	4.1	1
12	Client satisfaction	4.2	1
	Total		12

Draft of the CIPP questionnaire for the Business Professionals

NO	Statement (Pernyataan)	Existing Condition (Kondisi yang terjadi)		The Expected Condition (Kondisi yang diharapkan)	
		Yes (Ya)	No (Tidak)	Yes (Ya)	No (Tidak)
1	CONTEXT (KONTEKS)				

1.1	You have the needs of English for Bussiness Purposes in your institution (Anda memiliki kebutuhan akan Bahasa Inggris untuk Keperluan Bisnis di lembaga Anda)				
1.2	You have the standard regarding English proficiency of the prospective personnel (Anda memiliki standar mengenai kemampuan berbahasa Inggris calon staf di kantor Anda)				
1.3	You have the SOP of handling. foreign client in your institution/company (Anda memiliki Prosedur Operasional Standar (SOP) dalam menangani klien asing di lembaga/perusahaan Anda)				
1.4	You provide your staff with training for handling foreign clients, such as foreign language training, and business etiquette training. (Anda memberikan pelatihan kepada staf Anda untuk menangani klien asing, seperti pelatihan bahasa asing dan etiket bisnis)				
2	INPUT (INPUT)				
2.1	You have the personnel that are able to communicate in English (Anda memiliki staf yang mampu berkomunikasi dalam bahasa Inggris)				
2.2	The number of the personnel is sufficient (Jumlah personelnnya sudah mencukupi)				
2.3	In addition to human resources, you have other resources needed in handling foreign clients (Selain sumber daya manusia, Anda memiliki sumber daya lain yang dibutuhkan dalam menangani klien asing)				
3	PROCESS (PROSES)				
3.1	The personnel are able to perform their tasks that demand written English well (Staf Anda mampu menjalankan tugas-tugas yang membutuhkan kemampuan menulis dalam bahasa Inggris dengan baik)				
3.2	The personnel are able to perform their tasks that demand spoken English well (Staf Anda mampu menjalankan tugas-tugas yang membutuhkan kemampuan berbicara dalam bahasa Inggris dengan baik)				
3.3	The personnel are able to perform customer service/proper business etiquette well (Staf Anda mampu memberikan <i>customer service</i> /etiket bisnis yang baik dengan baik)				
4	PRODUCT (PRODUK)				
4.1	Foreign clients are pleased (Klien asing merasa puas dengan kinerja staf Anda)				

4.2	The tasks related to handling foreign clients are completed well) (Tugas-tugas yang terkait dengan penanganan klien asing diselesaikan dengan baik)				
5	ADDITIONAL COMMENT (Komentar Tambahan)				
	Context (Konteks): Input (Masukan): Process (Proses): Product (Produk):				

Validasi Instrumen CIPP untuk Para Profesional Bisnis

NO	Statement (Pernyataan)	Existing Condition (Kondisi yang terjadi)		The Expected Condition (Kondisi yang diharapkan)		Penilaian Pakar		Keterangan
		Yes (Ya)	No (Tidak)	Yes (Ya)	No (Tidak)	Relevan	Tidak Relevan	
1	CONTEXT (Konteks)							
1.1						✓		
1.2						✓		
1.3						✓		
1.4						✓		
2	INPUT (Masukan)							
2.1						✓		
2.2						✓		
2.3						✓		
3	PROCESS (Proses)							
3.1						✓		

3.2						✓		
3.3						✓		
4	PRODUCT (Produk)							
4.1						✓		
4.2						✓		
5	ADDITIONAL COMMENT							
						✓		

2. Blueprint of the Tasks Needs for Business Professionals

NO	Indicators	Number of Statements	Total Items
1	Reading tasks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	11
2	Writing tasks	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	10
3	Listening tasks	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
4	Speaking tasks	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	10
5	Document translation	5.1, 5.2, 5.3	3
6	Interpreting tasks	6.1	1
7	Business Etiquette	7.1, 7.2, 7.3, 7.4	4
8	Others (handling complaints)	8.1	1
	Total		47

Draft of the Task Needs for Business Professionals

No	Tasks (Tugas)	Frequency of Occurrence (Frekuensi Kemunculan Tugas)				
		Never (Tidak Pernah)	Rarely (Jarang)	Sometimes (Kadang-kadang)	Often (Sering)	(Always (Selalu)
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Laporan)					

1.4	Contract/agreement) (Kontrak/perjanjian)					
1.5	Business email (Surel)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel Berita)					
1.11	Market research: companies' profiles/websites (Penelitian pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Laporan)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback) (Umpan balik klien)					
2.9	Booklet or brochures (Booklet panduan atau brosur)					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Menyimak)					
3.1	Face to face meetings (Rapat luring)					
3.2	(Virtual meetings) (Rapat daring)					
3.3	Conferences (Konferensi)					
3.4	(Social meetings)					

	Pertemuan-pertemuan yang bersifat sosial					
3.5	Briefing (Briefing/pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks Tugas berbicara					
4.1	Face to face meetings (Rapat luring)					
4.2	Virtual meetings (Rapat daring)					
4.3	Conferences (Konferensi)					
4.4	(Social meetings) Pertemuan-pertemuan yang bersifat sosial					
4.5	Briefing (Briefing/pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Mengantar tamu)					
5	Document translation (Menerjemahan dokumen)					
5.1	Booklets (Buku panduan)					
5.2	Brochures (Brosur)					
5.3	Financial documents/statement (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alih bahasa)					
6.1	Interpreting guest-colleagues communication (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					

7.1	Meeting etiquette) (Etika rapat)					
7.2	Dining etiquette (Etika Makan)					
7.3	Physical appearance/grooming (Penampilan fisik)					
7.4	Social talks (Bincang-bincang sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas lain)					

Validasi Instrumen Task Needs untuk Para Profesional Bisnis

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas Membaca)	✓		
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas menulis)			
2.1	✓		
2.2	✓		
2.3	✓		

2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas berbicara)			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Menerjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas Mengalihbahasakan)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		

7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tugas lainnya)	✓		

3. Blueprint of the Degree of Difficulty of the Tasks

No	Indicators	Number of Statement	Total Items
1	Reading tasks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	11
2	Writing tasks	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	10
3	Listening tasks	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
4	Speaking tasks	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	10
5	Document translation	5.1, 5.2, 5.3	3
6	Interpreting tasks	6.1	1
7	Business Etiquette	7.1, 7.2, 7.3, 7.4	4
8	Others	8.1	1
	Total		47

Draft of the Questionnaire of the Degree of the Difficulty of the Tasks

No	Tasks (Tugas)	Degree of Difficulty (Tingkat Kesulitan)				
		Not Difficult at All (Mudah)	Somewhat Difficult (Agak Sulit)	So So (Biasa Saja)	Difficult (Sulit)	Very Difficult (Sangat Sulit)
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Laporan)					
1.4	Contract/agreement) (Kontrak/perjanjian)					
1.5	Business email (Surel)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles					

	(Artikel Berita)					
1.11	Market research: companies' profiles/websites (Penelitian pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Laporan)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback) (Umpan balik klien)					
2.9	Booklet or brochures (Booklet panduan atau brosur)					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Menyimak)					
3.1	Face to face meetings (Rapat luring)					
3.2	Virtual meetings (Rapat daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan-pertemuan yang bersifat sosial)					
3.5	Briefing (Briefing/pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas berbicara)					
4.1	Face to face meetings (Rapat luring)					
4.2	Virtual meetings (Rapat daring)					
4.3	Conferences					

	(Konferensi)					
4.4	(Social meetings) Pertemuan-pertemuan yang bersifat sosial					
4.5	Briefing (Briefing/pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Mengambil tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Pengantaran)					
5	Document translation (Menerjemahan dokumen)					
5.1	Booklets (Buku panduan)					
5.2	Brochures (Brosur)					
5.3	Financial documents/statement (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alih bahasa)					
6.1	Interpreting guest-colleagues communication (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette (Etika rapat)					
7.2	Dining etiquette (Etika Makan)					
7.3	Physical appearance/grooming (Penampilan fisik)					
7.4	Social talks (Bincang-bincang sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Others (Tugas Lainnya)					

Validasi Instrumen Tingkat Kesulitan *Tasks* untuk Para Profesional Bisnis

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas Membaca)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas Menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			

4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Menerjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas Alih bahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan lainnya)	✓		

Singaraja, 18 Juni 2023

Validator



Respondent:	B. Business English Lecturers

II. Instrument for Business English Lecturers

a. Semi-structured Interview Questions for Lecturers

The interview questions blueprint

NO	Indicators	Number of Statements	Total Items
	Context		
1	Time allotment for Business English	6	1
2	Business English needs	11	1
3	Availability of syllabus, modules, references, and learning media for Business English	12	1
4	The implementation of needs analysis as basis of syllabus/modules/learning media for Business English	13	1
5	The facilities provided for students in learning Business English	15	1
6	Projection on students' future workplace	19	1
	Masukan (INPUT)		
7	Students' English proficiency in general	1,2, 4, 5	4
8	Students' confidence in communicating in English	3	1
9	Students' proficiency in Business related English	7, 8	2
10	Perceived students' needs for Business English	9	1
11	What students need to improve their English skills	10	1
	Process		
12	The mode of the class (online/offline/hybrid)	14	1
13	Technology integration	16	1
14	Students' excitement in learning	17	1
	Product		
15	Students' performance in Business English class	18	1
	Total		19

The interview questions

1. Do the students have sufficient English proficiency to learn Business English?
(Apakah mahasiswa memiliki kemampuan bahasa Inggris yang cukup untuk belajar Business English?)
2. Do they have any problems communicating in English?

(Apakah mereka mengalami masalah dalam berkomunikasi dalam bahasa Inggris?)

3. Do they display lack of confidence in communicating in English?
(Apakah mereka menunjukkan kurangnya kepercayaan diri dalam berkomunikasi dalam bahasa Inggris?)
4. What skill are they good at?
(Keterampilan apa yang mereka kuasai dengan baik?)
5. What skills are lacking?
(Keterampilan apa yang masih kurang?)
6. Do you think the time allotment for Business English is enough?
(Menurut Anda, apakah alokasi waktu untuk Business English sudah cukup?)
7. Do the students have difficulty reading and understanding Business documents in English?
(Apakah mahasiswa menemui kesulitan dalam membaca dan memahami dokumen-dokumen bisnis dalam bahasa Inggris?)
8. Do they have difficulty in speaking in English for Business purposes, like presenting, negotiating, handling complaints, etc?
(Apakah mereka mengalami kesulitan dalam berbicara dalam bahasa Inggris untuk keperluan bisnis, seperti presentasi, negosiasi, penanganan keluhan, dll?)
9. What skills do you think needed for the students to excel in workplace?
(Keterampilan apa yang menurut Anda diperlukan agar mahasiswa dapat unggul di tempat kerja?)
10. How do you think the students can improve their English skills?
(Menurut Anda, apa saja cara yang dapat dilakukan mahasiswa untuk dapat meningkatkan kemampuan bahasa Inggris mereka?)
11. If you were to design Business English syllabus and material development, what areas/topic/tasks/skills will you include? How is the proportion?
(Jika Anda merancang silabus dan mengembangkan materi Business English, area/topik/tugas/keterampilan apa yang akan Anda masukkan? Bagaimana proporsinya?)
12. Is there syllabus, references, learning media for teaching Business English?
(Apakah Anda memiliki silabus, referensi, media pembelajaran untuk pengajaran Business English?)
13. Are the documents above developed based on results of needs analysis?
(Apakah dokumen-dokumen tersebut dikembangkan berdasarkan hasil analisis kebutuhan?)
14. Do you do online/face to face/hybrid courses?
(Apakah Anda mengajar dengan mode daring/luring/hybrid?)
15. Do you think students have the facilities to carry out online/e-learning?
(Menurut Anda, apakah mahasiswa memiliki fasilitas untuk melakukan pembelajaran online/e-learning?)
16. Do you integrate technology in teaching? What are the examples?
(Apakah Anda mengintegrasikan teknologi dalam pengajaran? Apa contohnya?)
17. Are the students excited in learning?
(Apakah mahasiswa antusias dalam belajar?)
18. Do the students perform well in Business English class? Can they do the tasks well?
(Apakah mahasiswa menunjukkan kemampuan yang baik dalam kelas Business English? Apakah mereka dapat menyelesaikan tugas dengan baik?)
19. Where do you think the students taking Business English may work in the future? What kinds of establishments?
(Menurut Anda, di mana mahasiswa yang mengambil Business English mungkin akan bekerja di masa depan? Institusi jenis apa?)

Validasi Instrumen Wawancara untuk Para Dosen

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		

b. Questionnaire Draft

1. Blueprint of CIPP Instrument for Lecturers

NO	Indicators	Number of Statements	Total Items
1	Context		
	BE syllabus	1.1,	1
	Facilities for the course learning	1.2	1
	The credit of the course	1.3	1
2	Masukan (INPUT)		
	Lecturer's English proficiency	2.1	1
	Lecturer's knowledge and skills	2.2	1
	References	2.3	1
	Students' English Proficiency	2.4	1
3	Process		
	Planning	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	6
	Implementation	3.7, 3.8, 3.9, 3.10, 3.11, 3.12	6
	The assessment	3.13, 3.14, 3.15, 3.16, 3.17	5
4	Product		
	Percentage of the students passing the course	4.1	1

	The students' scores	4.2	1
	Total		26

CIPP Questionnaire for Lecturers

No	Statement (Pernyataan)	Existing Condition (Kondisi yang terjadi)		Expected Condition (Kondisi yang diharapkan)	
		Yes (Ya)	No (Tidak)	Yes (Ya)	No (Tidak)
1	CONTEXT (KONTEKS)				
1.1	The study program has a syllabus for the Business English subject (Program studi memiliki silabus untuk mata kuliah Business English)				
1.2	The university has provided facilities: classroom, internet access, LCD, etc. for the course (Universitas telah menyediakan fasilitas: ruang kelas, akses internet, LCD, dll untuk mata kuliah ini)				
1.3	The course is given sufficient credits (Jumlah kredit untuk mata kuliah ini sudah cukup)				
2	INPUT (INPUT)				
2.1	I have adequate English proficiency for teaching Business English (Saya memiliki kemampuan bahasa Inggris yang memadai untuk mengajar Business English)				
2.2	I have adequate knowledge and experience to teach Business English (Saya memiliki pengetahuan dan pengalaman yang cukup untuk mengajar Business English)				
2.3	I have enough references in teaching Business English (Saya memiliki referensi yang cukup dalam mengajar Business English)				
2.4	The students have adequate English proficiency for learning Business English (Para mahasiswa memiliki kemampuan bahasa Inggris yang memadai untuk belajar Business English)				
3	PROCESS (PROSES)				
	Planning (Perencanaan)				
3.1	The syllabus, contract, students' assignments are available prior to the class (Syllabus, kontrak, tugas-tugas mahasiswa telah tersedia sebelum kelas dimulai)				
3.2	The syllabus is complete: containing components, such as learning objectives, learning materials, sources, assessment, etc.				

	(Syllabus sudah lengkap, mengandung komponen-komponen seperti tujuan pembelajaran, materi pembelajaran, sumber-sumber, penilaian, dll.)				
3.3	I prepare learning materials, activities, and evaluation) (Saya menyiapkan materi pembelajaran, aktivitas, dan evaluasi)				
3.4	The material prepared is developed based on needs analysis involving business professionals (Materi yang disiapkan dikembangkan berdasarkan analisis kebutuhan yang melibatkan para profesional bisnis)				
3.5	The instructions are planned following one of the learning models that I think is effective (Pengajaran saya disusun dengan mengikuti salah satu model pembelajaran yang menurut saya efektif)				
3.6	The materials are uploaded in LMS, hence are available online (Materi-materi diunggah di LMS, sehingga tersedia secara online)				
	Implementation (Implementasi)				
3.7	I conduct instructions based on the plans (syllabus) (Saya melaksanakan pengajaran sesuai dengan rencana (syllabus))				
3.8	I make use of LMS in conducting the instructions so the students can learn independently outside class (Saya menggunakan LMS dalam mengajar sehingga mahasiswa dapat belajar secara mandiri di luar kelas)				
3.9	I give materials and activities that are related to real tasks in Business communication (Saya memberikan materi dan aktivitas yang terkait dengan tugas-tugas nyata dalam komunikasi bisnis)				
3.9	I make use of multimedia (Saya menggunakan multimedia)				
3.10	I teach using English (Saya mengajar menggunakan bahasa Inggris)				
3.11	There are chances for the students to work collaboratively in doing their tasks (Ada kesempatan bagi mahasiswa untuk bekerja secara kolaboratif dalam menyelesaikan tugas-tugas mereka)				
3.12	I integrate technology in my instructions (Saya mengintegrasikan teknologi dalam pengajaran saya)				
	The assessment (Penilaian)				
3.13	The assessment is in line with the learning objectives (Asesmen dalam mata kuliah Business English sesuai dengan tujuan pembelajaran)				
3.14	The assessment gives chances for the students to master the competency they need in real workplace				

	(Asesmen dalam mata kuliah ini memberikan kesempatan bagi mahasiswa untuk menguasai kompetensi yang mereka butuhkan di tempat kerja)				
3.15	I give information on the students regarding the scores (Saya memberikan informasi kepada mahasiswa mengenai nilai-nilai mereka)				
3.16	I give feedback to students on their works (Saya memberikan umpan balik terhadap pekerjaan mahasiswa)				
4	PRODUCT (PRODUK)				
4.1	More than 80% of students pass the course (Lebih dari 80% mahasiswa lulus dalam mata kuliah ini)				
4.2	The students' scores are at least 75 (Skor akhir mahasiswa minimal 75)				

Validasi Instrumen CIPP untuk Para Dosen Business English

No	Statement (Pernyataan)	Existing Condition (Kondisi yang terjadi)		Expected Condition (Kondisi yang diharapkan)		Penilaian Pakar		Keterangan
		Yes (Ya)	No (Tidak)	Yes (Ya)	No (Tidak)	Relevan	Tidak Relevan	
1	CONTEXT (KONTEKS)							
1.1						✓		
1.2						✓		
1.3						✓		
2	INPUT (MASUKAN)							
2.1						✓		
2.2						✓		
2.3						✓		
3	PROCESS (PROSES)							
	Planning (Perencanaan)							
3.1						✓		
3.2						✓		
	Implementation (Implementasi)							
3.3						✓		
3.4						✓		
3.5						✓		

3.6						✓		
3.7						✓		
3.8						✓		
3.9						✓		
	The assessment (Penilaian)							
3.10						✓		
3.11						✓		
3.12						✓		
4	PRODUCT (Produk)							
4.1						✓		
4.2						✓		

2. Blueprint of the Perceived Task Needs for Business Lecturers

NO	Indicators	Number of Statements	Total Items
1	Reading tasks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	11
2	Writing tasks	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	10
3	Listening tasks	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
4	Speaking tasks	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	10
5	Document translation	5.1, 5.2, 5.3	3
6	Interpreting tasks	6.1	1
7	Business Etiquette	7.1, 7.2, 7.3, 7.4	4
8	Others (handling complaints)	8.1	1
	Total		47

Draft of the Task Needs for Business English Lecturers

No	Tasks	Frequency of Occurrence (Frekuensi Kebutuhan)				
		Never (Tidak Pernah)	Rarely (Jarang)	Sometimes (Kadang-kadang)	Often (Sering)	Always (Selalu)
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Laporan)					
1.4	Contract/agreement (Kontrak/perjanjian)					

1.5	Business email (Surel Bisnis)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel Berita)					
1.11	Market research: companies' profiles/websites (Riset pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Laporan)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback (Umpan balik klien)					
2.9	Booklet or brochures (Booklet atau brosur)					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Menyimak)					
3.1	Face to face meetings (Rapat/pertemuan luring)					
3.2	Virtual meetings (Rapat/pertemuan daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan sosial)					
3.5	Briefing (Pembekalan)					
3.6	Presentation					

	(Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas Berbicara)					
4.1	Face to face meetings (Rapat/pertemuan luring)					
4.2	Virtual meetings) (Rapat/pertemuan daring)					
4.3	Conferences (Konferensi)					
4.4	Social meetings (Pertemuan Sosial)					
4.5	Briefing (Briefing/pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Menagntar tamu)					
5	Document translation (Menerjemahan dokumen)					
5.1	Booklets (Booklet)					
5.2	Brochures (Brosur)					
5.3	Financial documents/statements (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alih bahasa)					
6.1	Interpreting guest-colleagues communication) (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette (Etika Pertemuan)					
7.2	Dining etiquette (Etika Makan Malam)					
7.3	Physical appearance/grooming (Penampilan fisik)					
7.4	Social talks (Bincang-bincang Sosial)					
8	Others (Lainnya)					

8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas Lainnya)					

Validasi Instrumen *Task Needs* bagi Dosen Business English

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas membaca)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		

3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Menerjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas Alih bahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan Lainnya)	✓		

3. Blueprint of the Degree of Difficulty of the Tasks

NO	Indicators	Number of Statements	Total Items
1	Reading tasks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	11
2	Writing tasks	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	10
3	Listening tasks	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
4	Speaking tasks	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	10
5	Document translation	5.1, 5.2, 5.3	3
6	Interpreting tasks	6.1	1
7	Business Etiquette	7.1, 7.2, 7.3, 7.4	4
8	Others	8.1	1
	Total		47

Draft of the Questionnaire of the Degree of the Difficulty of the Tasks

No	Tasks (Tugas)	Degree of Difficulty (Tingkat Kesulitan)				
		Not Difficult at All (Mudah)	Somewhat Difficult (Agak sulit)	So So (Biasa saja)	Difficult (Sulit)	Very Difficult (Sangat sulit)
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Laporan)					
1.4	Contract/agreement (Kontrak/perjanjian)					
1.5	Business email (Surel Bisnis)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel Berita)					
1.11	Market research: companies' profiles/websites Riset pasar: profil perusahaan/website					
2	Writing tasks					

	(Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Laporan)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback (Umpan balik klien)					
2.9	Booklet or brochures (Booklet atau brosur)					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Menyimak)					
3.1	Face to face meetings (Rapat/pertemuan luring)					
3.2	Virtual meetings (Rapat/pertemuan daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan sosial)					
3.5	Briefing (Pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas Berbicara)					
4.1	Face to face meetings (Rapat/pertemuan luring)					
4.2	Virtual meetings (Rapat/pertemuan daring)					
4.3	Conferences (Konferensi)					
4.4	Social meetings (Pertemuan Sosial)					
4.5	Briefing (Briefing/pembekalan)					
4.6	Presentation					

	(Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Mengantar tamu)					
5	Document translation (Terjemahan dokumen)					
5.1	Booklets (Booklet)					
5.2	Brochures (Brosur)					
5.3	Financial documents/statements (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alih bahasa)					
6.1	Interpreting guest-colleagues communication) (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette (Etika Pertemuan)					
7.2	Dining etiquette (Etika Makan Malam)					
7.3	Physical appearance/grooming (Penampilan fisik)					
7.4	Social talks (Bincang-bincang Sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas Lainnya)					

Validasi Instrumen Tingkatan Kesulitan Tugas untuk Dosen Business English

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks			

(Tugas Membaca)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas Menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Tasks (Tugas Menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		

4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Menerjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas alih bahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan)	✓		



Singaraja, 18 Juni 2023

Validator

Made Hery Santosa

Respondent:	C. Heads of Study Programs

III. Instrument for Heads of Study Programs

a. Semi-structured Interview Questions for Heads of Study Programs

The Interview Questions Blueprint

NO	Indicators	Number of Statements	Total Items
	Context		
1	Projection on students' future workplace	1	1
2	Time allotment for Business English	9	1
3	The importance of Business English for students' future employment	15	1
4	The facilities provided for the students to do online/hybrid learning	13	1
5	The facilities provided for students in learning Business English	14	1
6	Program to ensure materials of Business English match the needs of the workplace	16	1
	Masukan (INPUT)		
7	Students' English proficiency in general	2,3,5,6	4
8	Students' confidence in communicating in English	4	1
9	Ways students can do to improve their English	11	1
10	Lecturers' English proficiency	7	1
11	Lecturers' knowledge on Business needs	8	1
12	Skills students need to excel in workplace	10	1
	Process		
13	The mode of the class (online/offline/hybrid)	12	1
	Product		
14	Students' performance in Business English class	17	1
	Total		17

The Interview Questions

- Where do you think the students taking Business English may work in the future? What kinds of establishments?)
(Menurut Anda, dimana mahasiswa yang mengambil Business English mungkin bekerja di masa depan? Jenis-jenis institusi apa saja?)
- Do the students have sufficient English proficiency to learn Business English?)
(Apakah mahasiswa memiliki kemampuan bahasa Inggris yang cukup untuk belajar Business English?)
- Do they have any problems communicating in English?
(Apakah mereka mengalami masalah dalam berkomunikasi dalam bahasa Inggris?)

4. Do they display lack of confidence in communicating in English?
(Apakah mereka menunjukkan kurangnya kepercayaan diri dalam berkomunikasi dalam bahasa Inggris ?)
5. What skill are they good at?
(Keterampilan apa yang mereka kuasai dengan baik?)
6. What skills are lacking?
(Keterampilan apa yang kurang?)
7. Do you think the lecturers have sufficient English proficiency for teaching Business English?
(Menurut Anda, apakah dosen-dosen pengajar Business English memiliki kemampuan bahasa Inggris yang cukup untuk mengajar mata kuliah tersebut?)
8. Do you think the lecturers have sufficient knowledge on Business related needs?
(Menurut Anda, apakah dosen-dosen tersebut memiliki pengetahuan yang cukup mengenai kebutuhan terkait Bisnis English?)
9. Do you think the time allotment for Business English is sufficient?
(Menurut Anda, apakah alokasi waktu untuk Business English sudah cukup?)
10. What skills do you think needed for the students to excel in workplace?
(Keterampilan apa yang menurut Anda diperlukan oleh mahasiswa agar dapat unggul di tempat kerja?)
11. How do you think the students can improve their English skills?
(Menurut Anda, bagaimana mahasiswa dapat meningkatkan kemampuan bahasa Inggris mereka?)
12. Do you study program do online/face to face/hybrid courses?
(Apakah program studi Anda melaksanakan perkuliahan secara daring/luring/hybrid?)
13. Do you think students have the facilities to carry out online/e-learning?
(Menurut Anda, apakah mahasiswa memiliki fasilitas untuk melakukan pembelajaran secara online/e-learning?)
14. Do you think students have the facilities to learn Business English?
(Menurut Anda, apakah mahasiswa memiliki fasilitas yang diperlukan untuk belajar Business English?)
15. Do you think Business English course is important for the students to be successful in workplace? Why? What importance does it offer?
(Menurut Anda, apakah mata kuliah Business English penting bagi mahasiswa agar sukses di tempat kerja? Mengapa? Apa pentingnya?)
16. Did you do any program that will ensure that the materials students learn, particularly in Business English, are the ones needed by workplace?
(Apakah Anda pernah melaksanakan program yang akan memastikan bahwa materi yang dipelajari siswa, terutama dalam mata kuliah Business English, adalah yang benar-benar dibutuhkan oleh dunia kerja?)
17. How is the students' achievement in Business English class?
(Bagaimana pencapaian siswa dalam kelas Business English?)

Validasi Instrumen Wawancara bagi Koordinator Program Studi

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1.	✓		
2.	✓		

3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		



b. Questionnaire Draft

1. Blueprint of CIPP Instrument for Heads of Department

NO	Indicators	Number of Statements	Total Items
1	Context		
	The syllabus	1.1	1
	The facilities	1.2	1
	The credit of the course	1.3	1
2	Masukan (INPUT)		
	The lectures' English proficiency	2.1	1
	The lecturers' knowledge and skills	2.2	1
	The students' English proficiency	2.3	1
3	Process		
	Planning	3.1, 3.2	2
	Implementation	3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9	7
	The Assessment	3.10, 3.11, 3.12	3
4	Product		
	Percentage of the students passing the course	4.1	1
	The students' scores	4.2	1
	Total		20

CIPP Instrument for Heads of Department

No	Statement (Pernyataan)	Existing Condition (Kondisi yang terjadi)		Expected Condition (Kondisi yang diharapkan)	
		Yes (Ya)	No (Tidak)	Yes (Ya)	No (Tidak)
1	CONTEXT (KONTEKS)				
1.1	The syllabus is the course is in line with the vision and mission of the study program (Silabus untuk mata kuliah Business English sejalan dengan visi dan misi program studi)				
1.2	The university has provided facilities: classroom, internet access, LCD, etc.) for the course (Universitas telah menyediakan fasilitas: ruang kelas, akses internet, LCD, dll. untuk mata kuliah ini.)				
1.3	The course is given sufficient credits (Jumlah kredit yang diberikan untuk mata kuliah ini sudah cukup.)				
2	INPUT				
2.1	The lecturer has adequate English proficiency for teaching Business English (Dosen pengajar memiliki kemampuan bahasa Inggris yang cukup untuk mengajar Business English)				

2.2	The lecturer has adequate knowledge and skills for teaching Business English (Dosen pengajar memiliki pengetahuan dan keterampilan yang cukup untuk mengajar Business English)				
2.3	The students have adequate English proficiency to learn Business English (Mahasiswa memiliki kemampuan bahasa Inggris yang memadai untuk belajar Business English)				
3	PROCESS (Proses)				
	Planning (Perencanaan)				
3.1	The instructions make use of the LMS offered by the institution (Pengajaran Business English menggunakan LMS yang ditawarkan oleh institusi.)				
3.2	The instructions are planned following one of the learning models advised by the institution (Pengajaran disusun mengikuti salah satu model pembelajaran yang disarankan oleh institusi)				
	Implementation (Implementasi)				
3.3	The lecturer conduct instructions based on the plans (syllabus) (Dosen melaksanakan pengajaran sesuai dengan rencana (silabus))				
3.4	The lecturer makes use of LMS in conducting their instructions.) (Dosen menggunakan LMS dalam mengajar)				
3.5	The lecturer gives materials and activities that are related to real tasks in Business communication (Dosen memberikan materi dan kegiatan yang terkait dengan tugas-tugas nyata dalam komunikasi bisnis)				
3.6	The lecturer makes use of multimedia (Dosen menggunakan multimedia)				
3.7	The lecturer teaches using English (Dosen mengajar menggunakan bahasa Inggris.)				
3.8	There are chances for the students to work collaboratively in doing their tasks (Mahasiswa memiliki kesempatan untuk bekerja secara kolaboratif dalam menyelesaikan tugas-tugas mereka.)				
3.9	The lecturer integrates technology in their instructions (Dosen mengintegrasikan teknologi dalam pengajarannya)				
	The assessment (Penilaian)				
3.10	The assessment is in line with the learning objectives (Asesmen dalam mata kuliah ini sesuai dengan tujuan pembelajaran)				
3.11	The assessment gives chances for the students to master the competency they need in real workplace				

	(Asesmen dalam mata kuliah ini memberikan kesempatan bagi siswa untuk menguasai kompetensi yang mereka butuhkan di tempat kerja nyata.)				
3.12	There is feedback on the students' works (Dosen memberikan umpan balik terhadap tugas siswa)				
4	PRODUCT (PRODUK)				
4.1	More than 80% students pass the course (Lebih dari 80% mahasiswa lulus pada mata kuliah ini)				
4.2	The students' scores are at least 75 (Skor final mahasiswa setidaknya 75)				

Validasi Instrumen CIPP untuk Koordinator Prodi

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Context (konteks)			
1.1	✓		
1.2	✓		
1.3	✓		
2. Input (input)			
2.1	✓		
2.2	✓		
2.3	✓		
3. Process (proses)			
Planning (perencanaan)			
3.1	✓		
3.2	✓		
Implementation (implementasi)			
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
3.8	✓		
3.9	✓		
The assessment (Penilaian)			
3.10	✓		
3.11	✓		

3.12	✓		
4. Product (produk)			
4.1	✓		
4.2	✓		



2. Blueprint of the Perceived Task Needs for Business Lecturers

TIDAK (NO)	Indicators	Number of Pernyataan (Statement)s	Total Items
1	Reading tasks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	11
2	Writing tasks	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	10
3	Listening tasks	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
4	Speaking tasks	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	10
5	Document translation	5.1, 5.2, 5.3	3
6	Interpreting tasks	6.1	1
7	Business Etiquette	7.1, 7.2, 7.3, 7.4	4
8	Others (handling complaints)	8.1	1
	Total		47

Draft of the Task Needs for Heads of Study Programs

No	Tasks (Tugas)	Frequency of Occurrence (Frekuensi Kemunculan)				
		Tidak Pernah (Never)	Jarang (Rarely)	Kadang-kadang (Sometimes)	Sering (Often)	Selalu (Always)
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Laporan)					
1.4	Contract/agreement (Kontrak/perjanjian)					
1.5	Business email (Surel)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel berita)					

1.11	Market research: companies' profiles/websites) (Riset pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Laporan)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback (Umpan balik klien)					
2.9	(Booklet or brochures) Booklet atau brosur					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Menyimak)					
3.1	Face to face meetings (Rapat/pertemuan luring)					
3.2	Virtual meetings (Rapat/pertemuan daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan sosial)					
3.5	Briefing (Briefing/pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas Berbicara)					
4.1	Face to face meetings (Rapat/pertemuan luring)					
4.2	Virtual meetings (Rapat/pertemuan daring)					
4.3	Conference (Konferensi)					
4.4	Social meetings					

	(Pertemuan Sosial)					
4.5	Briefing (Briefing/Pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Mengantar tamu)					
5	Document translation (Menerjemahkan dokumen)					
5.1	Booklets (booklet)					
5.2	Brochures (brosur)					
5.3	Financial documents/statements (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alih bahasa)					
6.1	Interpreting guest-colleagues communication) (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette) (Etika Pertemuan)					
7.2	Dining etiquette (Etika Makan)					
7.3	Physical appearance (Penampilan fisik)					
7.4	Social talks (Bincang-bincang Sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas Lainnya)					

Validasi Instrumen *Perceived Tasks Needs* untuk Koordinator Program Studi

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas Membaca)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas Menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			
4.1	✓		

4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Menerjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas alih bahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan Lainnya)	✓		

3. Blueprint of the Degree of Difficulty of the Tasks

NO	Indicators	Number of Statements	Total Items
1	Reading tasks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	11
2	Writing tasks	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	10
3	Listening tasks	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
4	Speaking tasks	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	10
5	Document translation	5.1, 5.2, 5.3	3

6	Interpreting tasks	6.1	1
7	Business Etiquette	7.1, 7.2, 7.3, 7.4	4
8	Others	8.1	1
	Total		47

Draft of the Questionnaire of the Degree of the Difficulty of the Tasks

No	Tasks (Tugas)	Degree of Difficulty (Tingkat Kesulitan)				
		Not Difficult at All (Mudah)	Somewhat Difficult (Agak Sulit)	So So (Biasa saja)	Difficult (Sulit)	Very Difficult (Sangat sulit)
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Laporan)					
1.4	Contract/agreement (Kontrak/perjanjian)					
1.5	Business email (Surel)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel berita)					
1.11	Market research: companies' profiles/websites (Riset pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Laporan)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					

2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback (Umpan balik klien)					
2.9	(Booklet or brochures) Booklet atau brosur					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Menyimak)					
3.1	Face to face meetings (Rapat/pertemuan luring)					
3.2	Virtual meetings (Rapat/pertemuan daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan sosial)					
3.5	Briefing (Briefing/pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas Berbicara)					
4.1	Face to face meetings (Rapat/pertemuan luring)					
4.2	Virtual meetings (Rapat/pertemuan daring)					
4.3	Conference (Konferensi)					
4.4	Social meetings (Pertemuan Sosial)					
4.5	Briefing (Briefing/Pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Mengantar tamu)					
5	Document translation (Menerjemahkan dokumen)					
5.1	Booklets (booklet)					
5.2	Brochures (brosur)					

5.3	Financial documents/statements (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alihbahasa)					
6.1	Interpreting guest-colleagues communication) (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette) (Etika Pertemuan)					
7.2	Dining etiquette (Etika Makan)					
7.3	Physical appearance (Penampilan fisik)					
7.4	Social talks (Bincang-bincang Sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas Lainnya)					

Validasi Instrumen Draf Quesioner *the Degree of the Difficulty of the Tasks* bagi Para Koordinator Program Studi

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas Membaca)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		

1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas Menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Menerjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		

6. Interpreting Task (Tugas alih bahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan Lainnya)	✓		

Singaraja, 18 Juni 2023

Validator



Made Hery Santosa



Respondent:**D. Business English Students**

IV. Instrument for BE Students

a. Semi-structured Interview Questions for Students

The interview Question Blueprint

NO	Indicators	Number of Statements	Total Items
	Context		
1	Projection on workplace in the future	1	1
2	Time allotment for Business English course	7	1
3	Perceived skills needed to be successful in workplace	10	1
4	Perceived ways to do to improve English skills	11	1
5	Perceived needs of business English and the proportion	12	1
6	Class mode preference (online/offline/hybrid)	13	1
7	Facilities provided to learn Business English	14	1
8	Facilities provided to do online/e-learning	15	1
9	Students' perception on the importance of Business English	16	1
10	Availability of syllabus/modules	17	1
11	Availability of learning media	18	1
	Input		
12	Students' perceived English proficiency	2,3,5,6	4
13	Students' confidence in using English	4	1
14	Student' perceived difficulties in English	8,9	2
	Process		
15	The implementation of the syllabus	19	1
16	The learning media used is meaningful and engaging	20	1
17	The modules are informative and supporting learning	21	1
18	The learning mode (online/offline/hybrid)	22	1
	Product		
19	Students' achievement in Business English class	23	1
	Total		23

The interview questions

1. Do you have any idea in mind where you will work one day? Or do you have any idea about where do you want to work after you graduate?
(Apakah kamu punya ide di benakmu di mana kamu akan bekerja suatu hari nanti? Atau apakah kamu memiliki ide tentang di mana kamu ingin bekerja setelah lulus?)
2. Do you think you have sufficient English proficiency to learn Business English?
Menurutmu, apakah kamu memiliki kemampuan bahasa Inggris yang cukup untuk belajar Business English?
3. (Do you have any problems communicating in English?)
Apakah kamu mengalami masalah dalam berkomunikasi dalam bahasa Inggris?
4. (Do you experience lack of confidence in communicating in English?)
Apakah kamu merasa kurang percaya diri dalam berkomunikasi dalam bahasa Inggris?
5. What skill are you good at?
(Keterampilan apa yang kamu kuasai dengan baik?)
6. What skills are lacking?
(Keterampilan apa yang kurang ?)
7. Do you think the time allotment for Business English is enough?
(Apakah menurutmu alokasi waktu untuk mata kuliah Business English sudah cukup?)
8. Do you have difficulty reading and understanding Business documents in English?
(Apakah kamu menemui kesulitan dalam membaca dan memahami dokumen bisnis dalam bahasa Inggris?)
9. Do you have difficulty in speaking in English for Business purposes, like presenting, negotiating, handling complaints, etc?)
(Apakah kamu menemui kesulitan dalam berbicara dalam bahasa Inggris untuk keperluan bisnis, seperti presentasi, negosiasi, menangani keluhan, dll?)
10. What skills do you think you need to be successful in workplace?
(Keterampilan apa yang menurutmu perlu kamu miliki untuk sukses di tempat kerja?)
11. How do you think you can improve your English skills?
(Bagaimana menurutmu cara yang dapat kamu lakukan untuk meningkatkan kemampuan bahasa Inggrismu?)
12. What areas/topic/tasks/skills need to be included in Business English materials? How is the proportion?
(Area/topik/tugas/keterampilan apa yang perlu dimasukkan dalam materi Business English? Bagaimana proporsinya?)
13. Do you prefer online/face to face/hybrid courses? Why?
(Apakah kamu lebih memilih kuliah daring/luring/hybrid? Mengapa?)
14. Do you think students have the facilities to learn Business English?
(Menurutmu, apakah mahasiswa memiliki fasilitas yang cukup untuk belajar Business English)
15. Do you think students have the facilities to carry out online/e-learning?
(Menurutmu, apakah mahasiswa memiliki fasilitas yang memadai untuk melakukan pembelajaran online/e-learning?)
16. Do you think Business English course is important for you to be successful in workplace? Why? What importance does it offer?
(Menurutmu, apakah mata kuliah Business English penting bagimu untuk sukses di tempat kerja? Mengapa? Apa pentingnya?)
17. Does the lecturer provide syllabus/modules/materials?
(Apakah dosen memberikan silabus/modul/materi?)
18. Does the lecture use learning media?)

- (Apakah dosen menggunakan media pembelajaran?)
19. Is the instruction in class in line with the syllabus?
(Apakah pengajaran di kelas sesuai dengan silabus?)
20. Are the learning media engaging/interesting?
(Apakah media pembelajaran yang digunakan menarik?)
21. Are the modules/ materials interesting and supporting learning?
(Apakah modul/materi yang digunakan menarik dan mendukung pembelajaran?)
22. Is the course conducted online/offline/hybrid?
(Apakah kuliah dilaksanakan secara daring/luring/hybrid?)
23. How is your achievement so far in Business English?
(Bagaimana pencapaianmu sejauh ini dalam kelas Business English?)

Validasi Instrumen Wawancara untuk Mahasiswa Bussiness English

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		
18.	✓		

19.	✓		
20.	✓		
21.	✓		
22.	✓		
23.	✓		

b. Questionnaire Drafts for Students

1. Blueprint of CIPP Instrument for Students

NO	Indicators	Number of Statements	Total Items
1	Context		
	Course paper works	1.1	1
	Course facilities	1.2	1
	Course credit	1.3	1
2	Masukan (INPUT)		
	English proficiency	2.1	1
3	Process		
	The course instructions	3.1, 3.2	2
	Learning facilities	3.3	1
	The use of LMS	3.4, 3.10, 3.11	1
	The quality of the learning, the materials, the activities	3.5, 3.6, 3.7, 3.8, 3.9	5
	The assessment	3.12, 3.13, 3.14, 3.15	4
4	Product		
	The score	4.1	1
	Total		18

CIPP Instrument for Students

No	Statement (Pernyataan)	Existing Condition (Kondisi yang terjadi)		Expected Condition (Kondisi yang diharapkan)	
		Yes (Ya)	No (Tidak)	Yes (Ya)	No (Tidak)
1	CONTEXT (Konteks)				
1.1	There is syllabus, lesson plans, contract and students' assignment list for the course				

	(Ada silabus, rencana pembelajaran, kontrak, dan daftar tugas mahasiswa untuk mata kuliah Business English)				
1.2	The university has provided adequate facilities: classroom, internet access, LCD, etc.) for the course) Universitas telah menyediakan fasilitas yang memadai: ruang kelas, akses internet, LCD, dll. untuk mata kuliah Business English				
1.3	The course is given sufficient credit or learning hours. (Jumlah kredit atau jam belajar yang diberikan untuk mata kuliah ini sudah cukup)				
2	INPUT (Input)				
2.1	I have adequate English proficiency to learn Business English (Saya memiliki kemampuan bahasa Inggris yang memadai untuk belajar Business English)				
3	PROCESS (Proses)				
3.1	The instructions in class take place based on the syllabus (Pengajaran di kelas dilaksanakan sesuai dengan silabus)				
3.2	The instructions integrate technology (Pengajaran di kelas mengintegrasikan teknologi)				
3.3	I have the facilities that support the technology integration in the course (Saya memiliki fasilitas yang mendukung integrasi teknologi dalam pembelajaran)				
3.4	We do activities in the LMS (Kami melakukan kegiatan di LMS)				
3.5	The learning is meaningful that it trains me to do the tasks that I perceived I will do in real workplace (Pembelajaran dalam mata kuliah Business English bermakna sehingga melatih saya untuk melakukan tugas-tugas yang menurut saya akan saya lakukan di tempat kerja nyata.)				
3.6	The materials and activities are fun and motivating (Materi dan aktivitas pada mata kuliah ini menyenangkan dan memotivasi)				
3.7	The materials and activities train us to work collaboratively (Materi dan aktivitas dalam mata kuliah ini melatih kami untuk bekerja secara kolaboratif)				
3.8	The materials and activities train us to work independently (Materi dan aktivitas dalam mata kuliah ini melatih kami untuk bekerja secara mandiri)				
3.9	The materials and activities involve the four skills (Materi dan melibatkan keempat keterampilan)				
3.10	The materials and activities are available online that I can access 24/7				

	(Materi dan aktivitas dalam mata kuliah ini tersedia secara online sehingga saya dapat mengaksesnya 24/7)				
3.11	The materials and activities area available online and I can learn them without the presence of the lecturer (Materi dan aktivitas dalam mata kuliah ini tersedia secara online dan saya dapat belajar tanpa kehadiran dosen)				
3.12	I can post questions online and my lecturer or friends can comment (Saya dapat mengajukan pertanyaan dan dosen serta teman-teman saya akan memberikan tanggapan)				
3.12	The assessment is in line with the learning objectives (Asesmen dalam mata kuliah ini sejalan dengan tujuan pembelajaran)				
3.13	The assessment gives chances for us to master the competency we perceived we need in real workplace) (Asesmen dalam mata kuliah ini memberikan kesempatan bagi kami untuk menguasai kompetensi yang kami anggap akan diperlukan di tempat kerja)				
3.14	There is explanation on our assessment results (Dosen memberikan penjelasan mengenai hasil penilaian kami)				
3.15	There is feedback on our works (Ada umpan balik mengenai pekerjaan kami)				
4	Produk (PRODUCT)				
4.21	My average score so far is above 75 (Skor rata-rata saya sejauh ini diatas 75)				

Validasi Instrumen CIPP untuk Mahasiswa Business English

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Context (Konteks)			
1.1	✓		
1.2	✓		
1.3	✓		
2. Input (Input)			
2.1	✓		
3. Process (Proses)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		

3.6	✓		
3.7	✓		
3.8	✓		
3.9	✓		
3.10	✓		
3.11	✓		
3.12	✓		
3.12	✓		
3.13	✓		
3.14	✓		
3.15	✓		
4. Product (Produk)			
4.21	✓		



2. Blueprint of the Questionnaire for Students

NO	Indicators	Number of Statements	Total Items
1	Respondent's Profile	Gender Age Mother tongue English proficiency Business experience	5
2	English Language Proficiency	English daily use English skills rate Skills which need to be improved	3
3	Familiar LMS	LMS students are familiar with	1
4	Technology assistance	Students' technology assistance	1
5	Learning media	Students' preferred media type	1
6	Business English Perceived Needs	English course needs Degree of difficulty	47 47

a. Questionnaire Draft of Perceived Needs for Students

1. Profil Responden (Respondent's Profile)

Gender (Jenis Kelamin)	
Age (Umur)	
Mother tongue (Bahasa ibu)	
In My opinion, my overall English proficiency is.... (Menurut pendapat saya, kemampuan bahasa Inggris saya secara keseluruhan adalah....)	Sangat baik (Excellent)
	Baik (Good)
	Rata-rata (Average)
	Buruk (Poor)
	Sangat buruk (Very poor)
I have experience in working in business establishment (Saya memiliki pengalaman bekerja di lembaga bisnis)	Ya (Yes)
	Tidak (No)
I was working/have been working in business establishment for.....	0-1 years
	1-3 years
	More than 3 years

b. English Language Proficiency (Kemampuan Bahasa Inggris)

1) I use English to communicate with others daily

(Saya menggunakan bahasa Inggris untuk berkomunikasi dengan orang lain setiap hari)

Always (Selalu)

Often (Sering)

Sometimes (Kadang-kadang)

Rarely (Jarang)

Never (Tidak pernah)

2) I rate my English skills

(Saya menilai kemampuan bahasa Inggris saya)

Language Skills and Components (Keterampilan Bahasa & Komponen)	Poor (Buruk)	Fair (Cukup)	Average (Rata-rata)	Good (Baik)	Excellent (Luar biasa)
Listening (Mendengarkan)					
Reading (Membaca)					
Berbicara (Speaking)					
Writing (Menulis)					
Vocabulary (Kosakata)					
Pronunciation (Pengucapan)					
Grammar (Tata bahasa)					

3) The skills I need to improve? (Keterampilan yang perlu saya tingkatkan)

Language Skills and Components (Keterampilan & Komponen Bahasa)	Strongly disagree (Sangat tidak setuju)	Disagree (Tidak setuju)	So-so (Rata-rata)	Agree (Setuju)	Strongly agree (Sangat setuju)

Listening (Mendengarkan)					
Reading (Membaca)					
Speaking (Berbicara)					
Writing (Menulis)					
Vocabulary (Kosakata)					
Pronunciation (Pengucapan)					
Grammar (Tata bahasa)					

c) The LMS that you are familiar with (LMS yang saya tahu dan bisa menggunakan)

Moodle

Google Classroom

Schoology

Others? (Lainnya?)

d) The computer/mobile assisted technologies that help me learning (Teknologi berbantuan komputer/handphone yang membantu saya dalam pembelajaran belajar)

Kamus online

YouTube

Podcast

Vodcast

Lainnya? (others?)

e) The type of learning media that helps me best in learning (Jenis media pembelajaran yang paling membantu saya dalam belajar)

Audio (Suara)

Visual (Visual)

Audio and Visual (Suara dan visual)

f) Perceived Needs to be Included in Business English

No	Tasks	Frekuensi Kejadian (Frequency of Occurrence)				
		Never	Rarely (Jarang)	Sometimes	Often (Sering)	Always (Selalu)

		(Tidak Pernah)		(Kadang-kadang)		
1	Reading tasks (Tugas Membaca)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Report)					
1.4	Contract/agreement (Kontrak/perjanjian)					
1.5	Business email (Surel)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel berita)					
1.11	Market research: companies' profiles/websites (Penelitian pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Report)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback (Umpan balik klien)					
2.9	Booklet or brochures (Booklet atau brosur)					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Mendengarkan)					
3.1	Face to face meetings (Rapat/Pertemuan Luring)					
3.2	Virtual meetings (Rapat/pertemuan daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan sosial)					
3.5	Briefing (Briefing/pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas Berbicara)					

4.1	Face to face meetings (Rapat/pertemuan luring)					
4.2	Virtual meetings (Rapat/pertemuan daring)					
4.3	Conferences (Konferensi)					
4.4	Social meetings (Pertemuan Sosial)					
4.5	Briefing (Briefing/pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Mengantar tamu)					
5	Document translation (Menerjemahan dokumen)					
5.1	Booklets (Booklet)					
5.2	Brochures (Brosur)					
5.3	Financial documents/statements (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alihbahasa)					
6.1	Interpreting guest-colleagues communication) (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette) (Etika Pertemuan)					
7.2	Dining etiquette (Etika Makan)					
7.3	Physical appearance (Penampilan fisik)					
7.4	Social talks (Bincang-bincang Sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					
	Other tasks (Tugas lainnya)					

Validasi Instrumen Quesioner Perceived Needs bagi Mahasiswa

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
a. Respondents' Profile (Profil Responden)			
1.	✓		
2.	✓		
3.	✓		
b. English Language Proficiency (Kemampuan Bahasa Inggris)			
1.	✓		
2.	✓		
3.	✓		
c. Familiar LMS	✓		
d. Technology assistance	✓		
e. Learning media Preference	✓		
f. Perceived Needs	✓		
1. Reading tasks (Tugas Bacaan)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas Menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		

2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Terjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas Alihbahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisni)			
7.1	✓		
7.2	✓		

7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan Lainnya)	✓		

4) The Questionnaire of the Degree of the Difficulty of the Tasks

No	Tasks (Tugas)	Degree of Difficulty (Tingkat Kesulitan)				
		Not Difficult at All (Mudah)	Somewhat Difficult	So So	Not Difficult at All (Mudah)	Very Difficult
1	Reading tasks (Tugas Bacaan)					
1.1	Memo (Memo)					
1.2	Proposal (Proposal)					
1.3	Report (Report)					
1.4	Contract/agreement (Kontrak/perjanjian)					
1.5	Business email (Surel)					
1.6	Order (Pesanan)					
1.7	Minutes of meeting (Notulen Rapat)					
1.8	Client feedback (Umpan balik klien)					
1.9	Booklet or brochures (Booklet atau brosur)					
1.10	News articles (Artikel berita)					
1.11	Market research: companies' profiles/websites (Penelitian pasar: profil perusahaan/website)					
2	Writing tasks (Tugas Menulis)					
2.1	Memo (Memo)					
2.2	Proposal (Proposal)					
2.3	Report (Report)					
2.4	Contract/agreement (Kontrak/perjanjian)					
2.5	Business email (Surel)					
2.6	Reservation (Reservasi)					
2.7	Minutes of meeting (Notulen Rapat)					
2.8	Client feedback (Umpan balik klien)					
2.9	Booklet or brochures (Booklet atau brosur)					
2.10	News articles (Artikel berita)					
3	Listening tasks (Tugas Mendengarkan)					

3.1	Face to face meetings (Rapat/Pertemuan Luring)					
3.2	Virtual meetings (Rapat/pertemuan daring)					
3.3	Conferences (Konferensi)					
3.4	Social meetings (Pertemuan sosial)					
3.5	Briefing (Briefing/pembekalan)					
3.6	Presentation (Presentasi)					
3.7	Negotiation (Negosiasi)					
4	Speaking tasks (Tugas Berbicara)					
4.1	Face to face meetings (Rapat/pertemuan luring)					
4.2	Virtual meetings (Rapat/pertemuan daring)					
4.3	Conferences (Konferensi)					
4.4	Social meetings (Pertemuan Sosial)					
4.5	Briefing (Briefing/pembekalan)					
4.6	Presentation (Presentasi)					
4.7	Negotiation (Negosiasi)					
4.8	Pick-up guests (Menjemput tamu)					
4.9	Taking guests for sightseeing (Mengantar tamu berwisata)					
4.10	Drop-off (Mengantar tamu)					
5	Document translation (Menerjemahan dokumen)					
5.1	Booklets (Booklet)					
5.2	Brochures (Brosur)					
5.3	Financial documents/statements (Dokumen/laporan keuangan)					
6	Interpreting tasks (Tugas alihbahasa)					
6.1	Interpreting guest-colleagues communication (Mengalihbahasakan komunikasi tamu-kolega)					
7	Business Etiquette (Etika Bisnis)					
7.1	Meeting etiquette (Etika Pertemuan)					
7.2	Dining etiquette (Etika Makan)					
7.3	Physical appearance (Penampilan fisik)					
7.4	Social talks (Percakapan Sosial)					
8	Others (Lainnya)					
8.1	Handling Complaints (Menangani Keluhan)					

	Other tasks (Tugas lainnya)

Validasi Instrumen Questioner the Degree of the Difficulty of the Tasks bagi Mahasiswa

Nomor Pernyataan	Penilaian Pakar		Keterangan
	Relevan	Tidak Relevan	
1. Reading tasks (Tugas Membaca)			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
1.9	✓		
1.10	✓		
1.11	✓		
2. Writing tasks (Tugas Menulis)			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		
2.5	✓		
2.6	✓		
2.7	✓		
2.8	✓		
2.9	✓		
2.10	✓		
3. Listening Task (Tugas menyimak)			
3.1	✓		

3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
4. Speaking tasks (Tugas Berbicara)			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
4.5	✓		
4.6	✓		
4.7	✓		
4.8	✓		
4.9	✓		
4.10	✓		
5. Document translation (Terjemahan Dokumen)			
5.1	✓		
5.2	✓		
5.3	✓		
6. Interpreting Task (Tugas Alih bahasa)			
6.1	✓		
7. Business Etiquette (Etika Bisnis)			
7.1	✓		
7.2	✓		
7.3	✓		
7.4	✓		
8. Others (Lainnya)			
8.1	✓		
Others (Tambahan Lainnya)	✓		

Singaraja, 18 Juni 2023

Validator



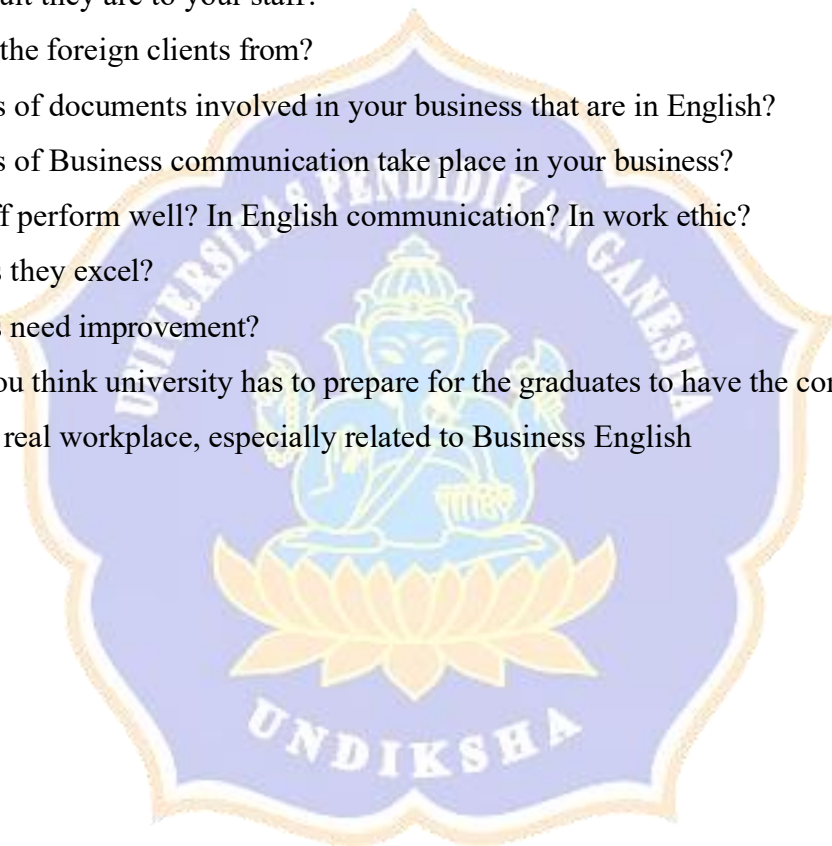
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APPENDIX 3. NEEDS ANALYSIS QUESTIONNAIRE AND INTERVIEW GUIDE

Semi-structured Interview Questions for Business Professionals

1. Do you have staff who can communicate in English?
2. Do you do any business activities that require business communications? What are they?
Give examples
3. What tasks do you staff performed involving English?
4. How frequent they are performed?
5. How difficult they are to your staff?
6. Where are the foreign clients from?
7. What kinds of documents involved in your business that are in English?
8. What kinds of Business communication take place in your business?
9. Do the staff perform well? In English communication? In work ethic?
10. What areas they excel?
11. What areas need improvement?
12. What do you think university has to prepare for the graduates to have the competency needed for real workplace, especially related to Business English



a. Blueprint of the CIPP questionnaire for the Business Professionals

NO	Indicators	Number of Statements	Total Items
1	Personnel's performance	1.2, 2.1, 3.1, 3.2, 4.2	5
2	Needs analysis existence in the company	1.1, 2.2, 2.3	2
3	Client's satisfaction	4.1	1

b. Draft of the CIPP questionnaire for the Business Professionals

NO	Statements	The existing conditions		The expected condition	
		Yes	No	Yes	No
1	CONTEXT				
1.1	You have the needs of English for Business Purposes in your institution				
1.2	You have the guidelines on the competency standard regarding English proficiency of the prospective personnel				
2	INPUT				
2.1	You have the personnel that are able to communicate in English				
2.2	The number of the personnel is sufficient				
2.3	The tasks involving English for business purposes are manageable				
3	PROCESS				
3.1	The personnel are able to perform their tasks that demand written English well				
3.2	The personnel are able to perform their tasks that demand spoken English well				
4	PRODUCT				
4.1	Clients who need to communicate in English with the company are pleased that the jobs are done				
4.2	The performance of the personnel is good				
5	ADDITIONAL COMMENT:				
	Context:				
	Input:				
	Process:				
	Product:				

a. Blueprint of the Tasks and Language Needs for Business Professionals

NO	Indicators	Number of Statements	Total Items
1	Writing skills	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i	9
2	Complaint	2a, 2b	2
3	Meeting	3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i	9
4	Handling guests	4a, 4b, 4c, 4d	4
5	Trips	5a, 5b, 5c	3
6	Translating skills	6a, 6b, 6c, 6d	4
7	Researching skills	7a, 7b	2
8	Reading skills	8a, 8b, 8c, 8d	4
9	Other skills	9a, 9b, 9c	3

b. Draft of the Tasks and Language Needs for Business Professionals

No	Tasks	Frequency of Occurrence				
		Never	Rarely	Sometimes	Often	Always
1	Writing documents					
	Memo					
	Proposal					
	Report					
	Contract/agreement					
	Business letter					
	Order					
	Minute of meeting					
	Client feedback					
2	Order/customer issues					
	Handling complaints					
3	Business Meeting					
	Meetings					
	Conferences					
	Seminars					
	Social meetings					
	Briefing					
	Presentation					
	Negotiation					
	Video conference					
4	Attending to foreign guests					
	Pick-up					
	Sightseeing					
	Drop-off					
5	Business Trips					
	Making reservation					

	Finding directions					
6	Translation of documents					
	Booklets					
	Brochures					
	Financial documents/statements					
7	Market research					
	Visiting companies' websites					
8	Reading					
	Reading article					
	Reading company documents					
	Reading magazines					
9	Others					
	Social Talks					
	Other tasks					

c. Blueprint of the Degree of Difficulty of the Tasks and Language Needs for Business Professionals

NO	Indicators	Number of Statements	Total Items
1	Writing skills	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i	9
2	Complaint	2a, 2b	2
3	Meeting	3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i	9
4	Handling guests	4a, 4b, 4c, 4d	4
5	Trips	5a, 5b, 5c	3
6	Translating skills	6a, 6b, 6c, 6d	4
7	Researching skills	7a, 7b	2
8	Reading skills	8a, 8b, 8c, 8d	4
9	Other skills	9a, 9b, 9c	3

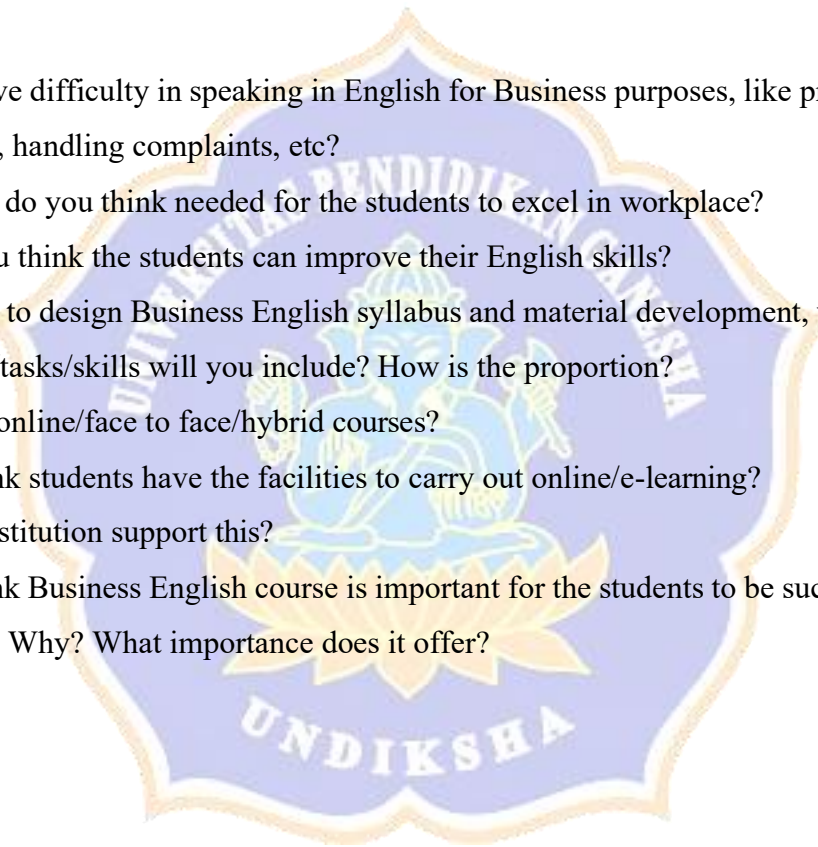
d. Draft of the Degree of Difficulty of the Tasks and Language Needs for Business Professionals

No	Tasks	Degree of Difficulty				
		Not Difficult at All	Somewhat Difficult	So So	Difficult	Very Difficult
1	Writing documents					
	Memo					
	Proposal					
	Report					

	Contract/agreement					
	Business letter					
	Order					
	Minute of meeting					
	Client feedback					
2	Order/customer issues					
	Handling complaints					
3	Business Meeting					
	Meetings					
	Conferences					
	Seminars					
	Social meetings					
	Briefing					
	Presentation					
	Negotiation					
	Video conference					
4	Attending to foreign guests					
	Pick-up					
	Sightseeing					
	Drop-off					
5	Business Trips					
	Making reservation					
	Finding directions					
6	Translation of documents					
	Booklets					
	Brochures					
	Financial documents/statements					
7	Market research					
	Visiting companies' websites					
8	Reading					
	Reading article					
	Reading company documents					
	Reading magazines					
9	Others					
	Social Talks					
	Other tasks					

Semi-structured Interview Questions for Lecturers

1. Do the students have sufficient English proficiency to learn Business English?
2. Do they have any problems communicating in English?
3. Do they display lack of confidence in communicating in English?
4. What skill are they good at?
5. What skills are lacking?
6. Do you think the time allotment for Business English is enough?
7. Do the students have difficulty reading and understanding Business documents in English?
8. Do they have difficulty in speaking in English for Business purposes, like presenting, negotiation, handling complaints, etc?
9. What skills do you think needed for the students to excel in workplace?
10. How do you think the students can improve their English skills?
11. If you were to design Business English syllabus and material development, what areas/topic/tasks/skills will you include? How is the proportion?
12. Do you do online/face to face/hybrid courses?
13. Do you think students have the facilities to carry out online/e-learning?
14. Does the institution support this?
15. Do you think Business English course is important for the students to be successful in workplace? Why? What importance does it offer?



a. Blueprint of CIPP Instrument for Lecturers

NO	Indicators	Number of Statements	Total Items
1	Syllabus and materials availability	1.1, 3.2, 3.3	3
2	Facility utilization	1.2, 3.1, 3.7, 3.9, 3.11,	5
3	Teachers' English proficiency	2.1, 3.9	2
4	Students' English proficiency	2.2	1
5	Materials' suitability with syllabus	3.4, 3.5, 3.6, 3.8, 3.12,	5
6	Benefits for students	3.10, 3.13	2
7	Feedback	1.3, 3.14, 3.15	3
8	Product	4.1, 4.2	2

b. CIPP Instrument for Lecturers

No	Statement	Existing Condition		Expected Condition	
		Yes	No	Yes	No
1	CONTEXT				
1.1	The study program has a syllabus for the Business English subject				
1.2	The university has provided facilities (classroom, internet access, LCD, etc.) for the course				
1.3	The course is given sufficient credits				
2	INPUT				
2.1	I have adequate English proficiency for teaching Business English				
2.2	The students have adequate English proficiency				
3	PROCESS				
	Planning				
3.1	I create online materials in LMS				
3.2	The syllabus, contract, students' assignments are available prior to the class				
3.3	I prepare learning materials, activities, and evaluation				
3.4	The material prepared is developed based on needs analysis involving business professionals				
3.5	The instructions are planned following one of the learning models approved by the institution				
	Implementation				
3.6	I conduct instructions based on the plans (syllabus)				
3.7	I make use of LMS in conducting your instructions				
3.8	I give materials and activities are related to real tasks in Business communication				
3.9	I make use of multimedia				
3.9	I teach using English				
3.10	There are chances for the students to work collaboratively in doing their tasks				

3.11	I integrate technology in your instructions				
	The assessment				
3.12	The assessment is in line with the learning objectives				
3.13	The assessment gives chances for the students to master the competency they need in real workplace				
3.14	I give information on the students regarding the scores				
3.15	I give feedback to students on their works				
4	PRODUCT				
4.1	More than 80% pass the course				
4.2	The students' scores are at least 75				



Semi-structured Interview Questions for Heads of Department

1. Do the students have sufficient English proficiency to learn Business English?
2. Do they have any problems communicating in English?
3. Do they display lack of confidence in communicating in English?
4. What skill are they good at?
5. What skills are lacking?
6. Do you think the lecturers have sufficient English proficiency for teaching Business English
7. Do you think they have sufficient knowledge on Business related needs?
8. Do you think the time allotment for Business English is enough?
9. Do the students have difficulty reading and understanding Business documents in English?
10. Do they have difficulty in speaking in English for Business purposes, like presenting, negotiation, handling complaints, etc?
11. What skills do you think needed for the students to excel in workplace?
12. How do you think the students can improve their English skills?
13. If you were to design Business English syllabus and material development, what areas/topic/tasks/skills will you include? How is the proportion?
14. Do you do online/face to face/hybrid courses?
15. Do you think students have the facilities to carry out online/e-learning?
16. Does the institution support this?
17. Do you think Business English course is important for the students to be successful in workplace? Why? What importance does it offer?

a. Blueprint of CIPP Instrument for Heads of Department

NO	Indicators	Number of Statements	Total Items
1	Syllabus and program suitability	1.1, 3.2	2
2	Lecturers' English proficiency	2.1, 2.3, 3.7,	3
3	Students' English proficiency	2.3	1
4	Lecturers' competency in Business	2.2	1
5	The technology utilization	3.1, 3.4, 3.6, 3.9	4
6	Syllabus and instruction suitability	3.3, 3.5, 3.10	3
7	Benefits for students	3.8, 3.9, 3.11	3
8	Feedback for students	3.12	1
9	Products	4.1, 4.2	2

b. CIPP Instrument for Heads of Department

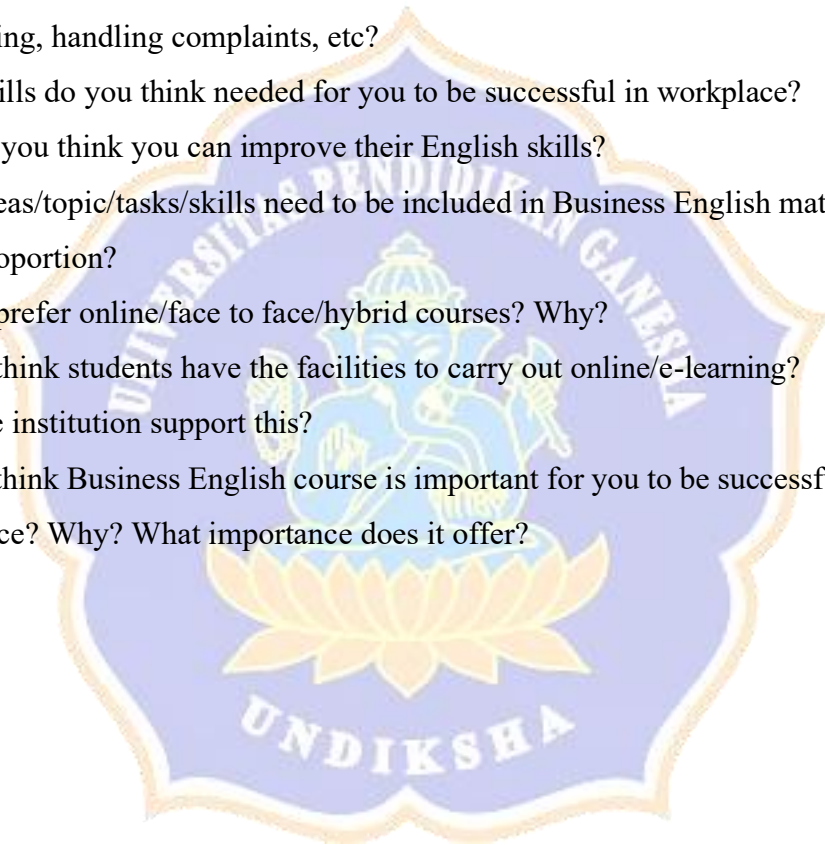
No	Statement	Existing Condition		Expected Condition	
		Yes	No	Yes	No
1	CONTEXT				
1.1	The syllabus of the course is in line with the vision and mission of the study program				
2	INPUT				
2.1	The lecturer has adequate English proficiency for teaching Business English				
2.2	The lecturer has adequate knowledge on business				
2.3	The students have adequate English proficiency				
3	PROCESS				
	Planning				
3.1	The instructions make use of the LMS offered by the institution				
3.2	The instructions are planned following one of the learning models approved by the institution				
	Class execution				
3.3	The lecturer conduct instructions based on the plans (syllabus)				
3.4	The lecturer makes use of LMS in conducting your instructions				
3.5	The lecturer gives materials and activities are related to real tasks in Business communication				
3.6	The lecturer makes use of multimedia				
3.7	The lecturer teaches using English				
3.8	There are chances for the students to work collaboratively in doing their tasks				
3.9	The lecturer integrates technology in your instructions				
	The assessment				

3.10	The assessment is in line with the learning objectives				
3.11	The assessment gives chances for the students to master the competency they need in real workplace				
3.12	The is feedback on the students' works				
4	PRODUCT				
4.1	More than 80% pass the course				
4.2	The students' scores are at least 75				



Semi-structured Interview Questions for Students

1. Do you think you have sufficient English proficiency to learn Business English?
2. Do you have any problems communicating in English?
3. Do you experience lack of confidence in communicating in English?
4. What skill are you good at?
5. What skills are lacking?
6. Do you think the time allotment for Business English is enough?
7. Do you have difficulty reading and understanding Business documents in English?
8. Do you have difficulty in speaking in English for Business purposes, like presenting, negotiating, handling complaints, etc?
9. What skills do you think needed for you to be successful in workplace?
10. How do you think you can improve their English skills?
11. What areas/topic/tasks/skills need to be included in Business English materials? How is the proportion?
12. Do you prefer online/face to face/hybrid courses? Why?
13. Do you think students have the facilities to carry out online/e-learning?
14. Does the institution support this?
15. Do you think Business English course is important for you to be successful in workplace? Why? What importance does it offer?



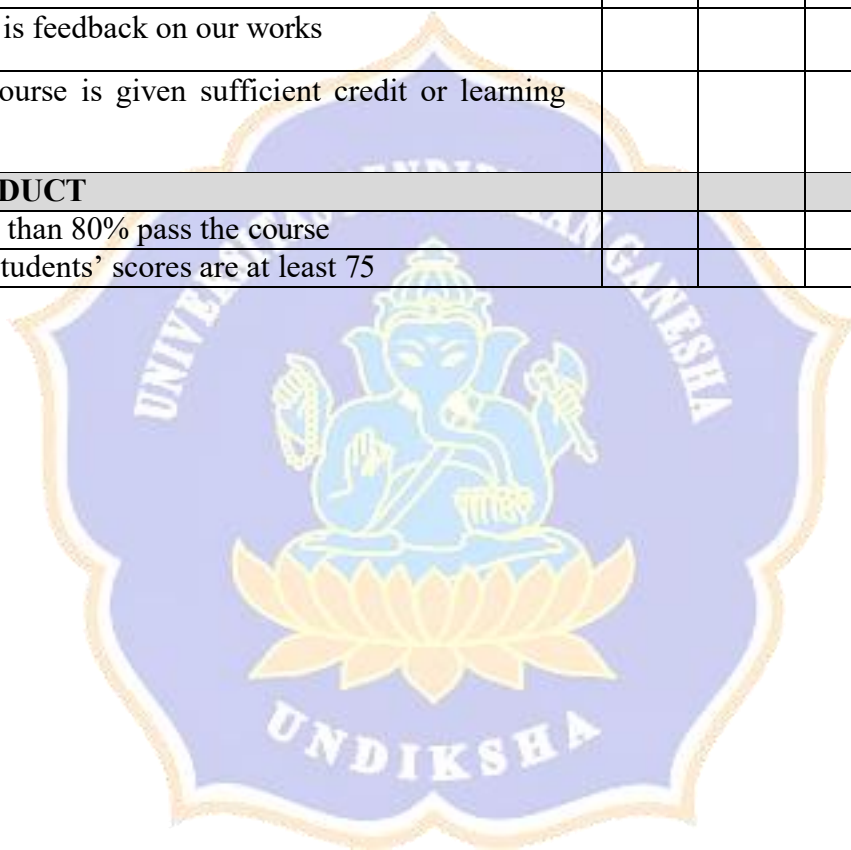
a. Blueprint of CIPP Instrument for Students

NO	Indicators	Number of Statements	Total Items
1	Syllabus, lesson plans, contract and students' assignment list availability	1.1,	1
2	Facilities availability	1.2	1
3	Students' English proficiency	2.1	1
4	Students' Business English need analysis awareness	2.2	1
5	Syllabus and instruction suitability	3.1, 3.12,	2
6	Technology integration	3.3, 3.4, 3.9, 3.10, 3.11,	5
7	Feedback	3.14, 3.15, 3.16	3
8	Products	4.1, 4.2	2
9	Benefits for students	3.5, 3.6, 3.7, 3.8, 3.9, 3.13	6

b. CIPP Instrument for Students

No	Statement	Existing Condition		Expected Condition	
		Yes	No	Yes	No
1	CONTEXT				
1.1	There is syllabus, lesson plans, contract and students' assignment list for the course				
1.2	The university has provided facilities (classroom, internet access, LCD, etc.) for the course				
2	INPUT				
2.1	I have adequate English proficiency				
2.2	I have perceptions about the needs of Business English course				
3	PROCESS				
3.1	The instructions in class take place based on the syllabus				
3.2	The instructions integrate technology				
3.3	I have the facilities that support the technology integration in the course				
3.4	We do activities in the LMS				
3.5	The learning is meaningful that it trains you to do the tasks that you perceived you will do in real workplace				
3.6	The materials and activities are fun and motivating				
3.7	The materials and activities train us to work collaboratively				
3.8	The materials and activities train us to work independently				
3.9	The materials and activities involve the four skills				

3.9	The materials and activities are available online that I can access 24/7				
3.10	The materials and activities area available online and I can learn them without the presence of the lecturer				
3.11	I can post questions online and my lecturer or friends can comment				
3.12	The assessment is in line with the learning objectives				
3.13	The assessment gives chances for us to master the competency we perceived we need in real workplace				
3.14	There is explanation on our assessment results				
3.15	There is feedback on our works				
3.16	The course is given sufficient credit or learning hours				
4	PRODUCT				
4.1	More than 80% pass the course				
4.2	The students' scores are at least 75				



a. Blueprint

NO	Indicators	Statements	Total Items
1	Respondent's Profile	Gender Age Mother tongue English proficiency Business experience	5
2	Language ability	English daily use English skills rate Skills which need to be improved	3
3	Business English Perceived Needs	English course needs analysis perception Degree of difficulty	2
5	Familiar LMS	Identify the students' familiar LMS	1
6	Technology assistance	Identify the students' technology assistance	1

b. Questionnaire Draft of Perceived Needs for Students

B. Respondent's Profile

Gender	
Age	
Mother tongue	
In My opinion, my overall English proficiency is	Excellent
	Good
	Average
	Poor
	Very poor
I have experience in working in business establishment	Yes
	No

C. Language ability

1. I use English to communicate with others daily

Always Sometimes Seldom Rarely Never

2. I rate my English skills

Language Skills&Components	Poor	Fair	Average	Good	Excellent
Listening					
Reading					
Speaking					
Writing					
Vocabulary					
Pronunciation					
Grammar					

3. What skills do you need to improve?

Language Skills&Components	Strongly disagree	Disagree	So-so	Agree	Strongly agree
Listening					
Reading					
Speaking					
Writing					
Vocabulary					
Pronunciation					
Grammar					

D. Perceived Needs to be Included in Business English

1. What topics you think need to be included in Business English course?

No	Tasks	Your Perception				
		Strongly disagree	Disagree	So-so	Agree	Strongly agree
1	Writing documents					
	Memo					
	Proposal					
	Report					
	Contract/agreement					
	Business letter					
	Order					
	Minute of meeting					
	Client feedback					

2	Order/customer issues					
	Handling complaints					
3	Business Meeting					
	Meetings					
	Conferences					
	Seminars					
	Social meetings					
	Briefing					
	Presentation					
	Negotiation					
	Video conference					
4	Attending to foreign guests					
	Pick-up					
	Sightseeing					
	Drop-off					
5	Business Trips					
	Making reservation					
	Finding directions					
6	Translation of documents					
	Booklets					
	Brochures					
	Financial documents/statements					
7	Market research					
	Visiting companies' websites					
8	Reading					
	Reading article					
	Reading company documents					
	Reading magazines					
9	Others					
	Social Talks					
	Other tasks/needs					

2. How do you rate the degree of difficulty

No	Tasks	Your Perception				
		Not Difficult at All	Somewhat Difficult	So So	Difficult	Very Difficult
1	Writing documents					
	Memo					
	Proposal					

	Report					
	Contract/agreement					
	Business letter					
	Order					
	Minute of meeting					
	Client feedback					
2	Order/customer issues					
	Handling complaints					
3	Business Meeting					
	Meetings					
	Conferences					
	Seminars					
	Social meetings					
	Briefing					
	Presentation					
	Negotiation					
	Video conference					
4	Attending to foreign guests					
	Pick-up					
	Sightseeing					
	Drop-off					
5	Business Trips					
	Making reservation					
	Finding directions					
6	Translation of documents					
	Booklets					
	Brochures					
	Financial documents/statements					
7	Market research					
	Visiting companies' websites					
8	Reading					
	Reading article					
	Reading company documents					
	Reading magazines					
9	Others					
	Social Talks					
	Other tasks/needs					

- E. The LMS that you are familiar with
- Moodle
 - Google classroom
 - Schoology

Others?

F. The computer/mobile assisted technologies that help you learning

Online dictionary

YouTube

Podcast

Vodcast

Others?



APPENDIX 4. DOCUMENT STUDY CHECKLIST

No	Skil	Needs	References
1.	Reading	Memo (Memo)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
		Proposal (Proposal)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
		Report (Laporan)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
		Contract/agreement) (Kontrak/perjanjian)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based

		Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
	Business email (Surel)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
	Order (Pesanan)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
	Minutes of meeting (Notulen Rapat)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . 'Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
	Client feedback (Umpan balik klien)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
	Booklet or brochures (Booklet atau brosur)	Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistik Terapan dan</i>

			<i>Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
		News articles (Artikel Berita)	Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
		Market research: companies' profiles/websites (Penelitian pasar: profil perusahaan/website)	Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
2.	Writing	Memo (Memo)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Rautenbach, E., Mann, C. C., & Van Ryneveld, L. (2018). Developing curricula for English for Occupational Purposes: A case study at a South African University of Technology. <i>South African Journal of Higher Education</i> , 32(2), 237-257. ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
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		Report (Laporan)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education</i>

			<i>Society</i>. ; Rautenbach, E., Mann, C. C., & Van Ryneveld, L. (2018). Developing curricula for English for Occupational Purposes: A case study at a South African University of Technology. <i>South African Journal of Higher Education</i>, 32(2), 237-257. ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i>, 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
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		Reservation (Reservasi)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i>. ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i>, 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.

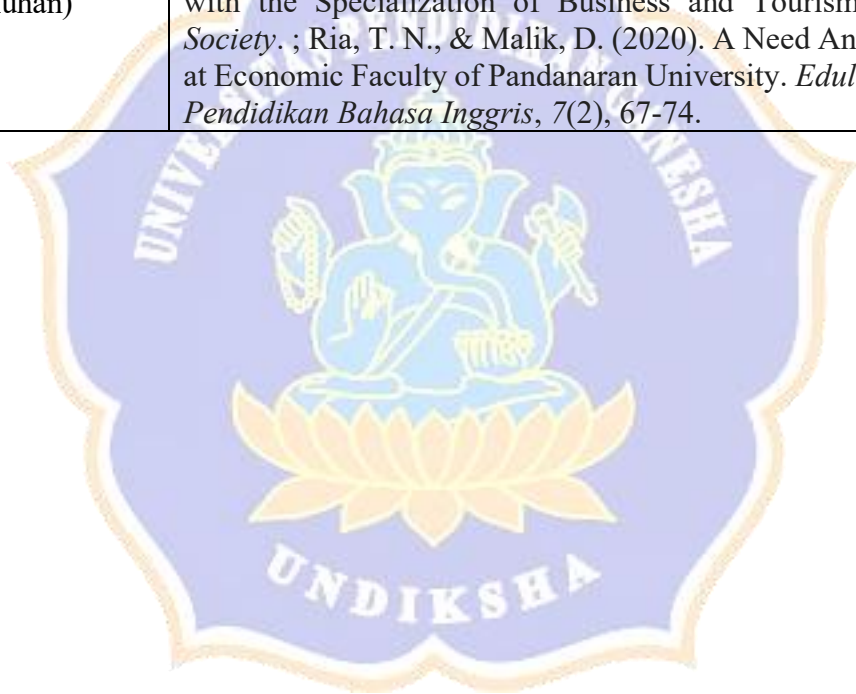
		Minutes of meeting (Notulen Rapat)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Rautenbach, E., Mann, C. C., & Van Ryneveld, L. (2018). Developing curricula for English for Occupational Purposes: A case study at a South African University of Technology. <i>South African Journal of Higher Education</i> , 32(2), 237-257. ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
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		Booklet or brochures (Booklet panduan atau brosur)	Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
		News articles (Artikel berita)	Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74. ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
3.	Listening	Face to face meetings (Rapat luring)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
		(Virtual meetings) (Rapat daring)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education</i>

			<i>Society.</i> ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
		Conferences (Konferensi)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society.</i>
		(Social meetings) Pertemuan-pertemuan yang bersifat sosial	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society.</i> ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
		Briefing (Briefing/pembekalan)	Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74.
		Presentation (Presentasi)	Paper, C., & Duplan, G. (2019). Developing teaching materials for a business English class. ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74.
		Negotiation (Negosiasi)	Paper, C., & Duplan, G. (2019). Developing teaching materials for a business English class. ; Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society.</i> ; Rao, V. C. S. (2017). English for business and management. <i>Journal for research scholars and professional of English language teaching</i> , 1(2), 1-10.
4.	Speaking	Face to face meetings (Rapat luring)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society.</i> ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
		Virtual meetings (Rapat daring)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society.</i> ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business

		English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
	Conferences (Konferensi)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
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	Briefing (Briefing/pembekalan)	Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74.
	Presentation (Presentasi)	Paper, C., & Duplan, G. (2019). Developing teaching materials for a business English class.
	Negotiation (Negosiasi)	Paper, C., & Duplan, G. (2019). ; Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . Developing teaching materials for a business English class. ; Rao, V. C. S. (2017). English for business and management. <i>Journal for research scholars and professional of English language teaching</i> , 1(2), 1-10. ; Rautenbach, E., Mann, C. C., & Van Ryneveld, L. (2018). Developing curricula for English for Occupational Purposes: A case study at a South African University of Technology. <i>South African Journal of Higher Education</i> , 32(2), 237-257. ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74.
	Pick-up guests (Menjemput tamu)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> .
	Taking guests for sightseeing	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education</i>

		(Mengantar tamu berwisata)	<i>Society.</i> ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74.
		Drop-off (Mengantar tamu)	Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74.
5.	Document translation	Booklets (Buku panduan)	Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
		Brochures (Brosur)	Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
		Financial documents/statement (Dokumen/laporan keuangan)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society.</i> ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74.
6.	Interpreting	Interpreting guest-colleagues communication (Mengalihbahasakan komunikasi tamu-kolega)	Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press.
7.	Business Etiquette	Meeting etiquette) (Etika rapat)	Sudana, P. A. P., Ratminingsih, N. M., Padmadewi, N. N., & Adnyani, N. L. P. S. (2024). Business Etiquette Based on Industry Demands: Student's Needs Analysis. <i>Kurdish Studies</i> , 12(2), 5874-5886. ; Chaney, L. H., & Martin, J. S. (2007). <i>The Essential Guide to Business Etiquette</i> . Bloomsbury Publishing USA
		Dining etiquette (Etika Makan)	Sudana, P. A. P., Ratminingsih, N. M., Padmadewi, N. N., & Adnyani, N. L. P. S. (2024). Business Etiquette Based on Industry Demands: Student's Needs Analysis. <i>Kurdish Studies</i> , 12(2), 5874-5886. ; Chaney, L. H., & Martin, J. S. (2007). <i>The Essential Guide to Business Etiquette</i> . Bloomsbury Publishing USA
		Physical appearance/grooming (Penampilan fisik)	Sudana, P. A. P., Ratminingsih, N. M., Padmadewi, N. N., & Adnyani, N. L. P. S. (2024). Business Etiquette Based on Industry Demands: Student's Needs Analysis. <i>Kurdish</i>

			<i>Studies</i> , 12(2), 5874-5886. ; Chaney, L. H., & Martin, J. S. (2007). <i>The Essential Guide to Business Etiquette</i> . Bloomsbury Publishing USA
		Social talks (Bincang-bincang sosial)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Yuan, S. (2017, December). Genre-Based Approach in Teaching Business English. In <i>2017 World Conference on Management Science and Human Social Development (MSHSD 2017)</i> (pp. 165-168). Atlantis Press. ; Chaney, L. H., & Martin, J. S. (2007). <i>The Essential Guide to Business Etiquette</i> . Bloomsbury Publishing USA
8.	Others	Handling Complaints (Menangani Keluhan)	Poghosyan, N. (2016). Components of Task-Based Needs Analysis of the ESP Learners with the Specialization of Business and Tourism. <i>Bulgarian Comparative Education Society</i> . ; Ria, T. N., & Malik, D. (2020). A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University. <i>Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris</i> , 7(2), 67-74.



APPENDIX 5. LESSON PLAN

Lesson Plan Draft

Subject Name : Business English
Credit II

Week	Learning Material	Learning Indicators	Learning Method	Learning Experiences	Time Allotment	Criteria, Indicator, and Assessment Scale	References
1	2	3	4	5	6	7	8

1&2	Handling Clients 1 1. Business Memo 2. Introducing oneself and others 3. Business Etiquette: grooming, basic etiquette, non-verbal communication	1. Students are able to write a memo 2. Students are able to introduce themselves as well as others to clients 3. Students are able to apply etiquette in an introduction to clients	Task-based Language Teaching	1. Students are given examples of business memo and procedures as well as etiquette of meeting clients in the forms of videos and discuss in class some questions related to them 2. Students learn the modules on writing business memo, self-introduction, introducing others, and etiquette on meeting clients 3. Students group themselves and do task on meeting clients. The tasks require them to read a memo and follow up accordingly, i.e. meeting clients, introducing themselves and others 4. Students present their works in front of other groups 5. Students give comments, input, or questions to other groups 6. Students work on post-task activities: writing memo, participate on quiz, discussions, and write reflections	2*100 minutes	Memo Writing Rubric (each 25%): • Content • Organization • Language and Mechanics • Presentation Speaking rubric for meeting clients and introducing oneself (each 25%) • Clarity and Articulation • Content and Preparation • Delivery and Confidence • Personal Grooming	1. Ashley, A. (1998). <i>Commercial Correspondence</i> . Oxford University Press. 2. Bilingua Jezikovni Center. (n.d.). <i>100 Useful Business English Expressions</i> . 3. Chaney, L. H., & Martin, J. S. C. (2007). <i>The Essential Guide to Business Etiquette</i> . Praeger. 4. Patel, F., Li, M., & Sooknanan, P. (2011). <i>Intercultural Communications: Building a Global Community</i> . Sage Global Publications. 5. Rowe, P. (2000). <i>Business Etiquette for Business Success</i> .

								Oxford University Press. 6. Whitmell, C. (2015). <i>505 Business Idioms and Phrasal Verbs</i>. 7. Yudoyono, B. (2009). <i>English for Business Negotiation and Administration</i>. Kesaint Blanc.



3&4	Handling Clients - Gathering information: brochures, booklets, websites, news articles - Writing itinerary - Inquiry emails on tours and accommodation reservation - Making reservation - Handling clients: client pick-up, self-introduction and introducing others - Business etiquette: dining etiquette	- Students are able to write itineraries - Students are able to write inquiry emails - Students are able to make reservations	Task-based Language Teaching	- Students are given examples of and learn about brochures/booklets/websites/news articles, where a company information is provided and discuss in class some questions about them - Students are given examples of dining etiquette through pictures and videos and discuss in class some questions about it - Students learn the modules on writing itinerary, writing inquiry emails, and writing reservation emails/messages - Students group themselves and do task on handling clients. The tasks require them to read a memo and follow up accordingly, i.e. searching information about something, writing itinerary, writing inquiry emails, and making reservations - Students present their works in front of other groups - Students give comments, input, or questions to other groups - Students work on post-task activities: writing itinerary, writing an inquiry email, reservations, participating in quiz, discussions, and write reflections	2*100 minutes	Making reservation (speaking) (each 25%): - Clarity and Politeness - Accuracy of Information - Effective Questioning - Professionalism Rubric for Writing Itinerary (each 25%) - Completeness and Organization - Accuracy of Information - Language and Grammar - Professionalism and Presentation Rubric for Writing Inquiry Email (each 25%)	- Ashley, A. (1998). <i>Commercial Correspondence</i>. Oxford University Press. Praeger. - Bilingua Jezikovni Center. (n.d.). <i>100 Useful Business English Expressions</i>. - Chaney, L. H., & Martin, J. S. C. (2007). <i>The Essential Guide to Business Etiquette</i>. - Patel, F., Li, M., & Sooknanan, P. (2011). <i>Intercultural Communications: Building a Global Community</i>. Sage Global Publications. - Rowe, P. (2000). <i>Business Etiquette for Business Success</i>. Oxford

						• Clarity and Conciseness • Relevance of Information • Professional Tone and Language: • Formatting and Structure	University Press. 6. Whitmell, C. (2015). <i>505 Business Idioms and Phrasal Verbs</i>. 7. Yudoyono, B. (2009). <i>English for Business Negotiation and Administration</i>. Kesaint Blanc.



5&6	Meeting with Clients 1. Preparing meeting: meeting memo, meeting equipment 2. After meeting documents: minutes of meeting 3. Business etiquette: virtual and offline meeting etiquette	1. Students are able to write a meeting memo 2. Students are able to conduct a meeting 3. Students are able to participate in a meeting 4. Students are able to write minutes of meeting	Task-based Language Teaching	1. Students are given examples of and learn about meeting memos and minutes of meeting and discuss in class some questions related to them 2. Students are given examples of and learn about business meetings through videos and discuss in class some questions related to them 3. Students learn the modules on meeting memos and minutes of meeting 4. Students group themselves and do task on handling meetings. The tasks require them to read a memo, write a meeting memo, prepare meeting equipment, and writing minutes of meeting 5. Students present their works in front of other groups 6. Students give comments, input, or questions to other groups 7. Students work on post-task activities: writing meeting memos, writing minutes of meeting, participating in quiz, discussions, and write reflections	2*100 minutes	Rubric for Writing Meeting Memo (each 25%) • Clarity and Conciseness • Accuracy of Information • Professional Tone and Language • Formatting and Structure Rubric for Writing Minutes of Meeting (each 25%) • Completeness and Accuracy • Organization and Clarity • Professional Tone and Language: • Formatting and Structure	1. Ashley, A. (1998). <i>Commercial Correspondence</i>. Oxford University Press. 2. Bilingua Jezikovni Center. (n.d.). <i>100 Useful Business English Expressions</i>. 3. Chaney, L. H., & Martin, J. S. C. (2007). <i>The Essential Guide to Business Etiquette</i>. Praeger. 4. Patel, F., Li, M., & Sooknanan, P. (2011). <i>Intercultural Communications: Building a Global Community</i>. Sage Global Publications. 5. Rowe, P. (2000). <i>Business Etiquette for Business Success</i>.

							Oxford University Press. 6. Whitmell, C. (2015). <i>505 Business Idioms and Phrasal Verbs</i>. 7. Yudoyono, B. (2009). <i>English for Business Negotiation and Administration</i>. Kesaint Blanc.



7&8	Business Presentations 1. Presenting a product/services/plan and needed documents to clients 2. Office documents: financial statements, PPT presentation, contract/agreement 3. Presentation skills&etiquette 4. Negotiation skills	1. Students are able to understand terms in a financial statement 2. Students are able to write a PPT presentation 3. Students are able to write a contract/agreement 4. Students are able to present a product/service/plan to clients 5. Students are able to perform etiquette in presenting something to clients	Task-based Language Teaching	1. Students are given examples of and learn about financial statement, PPT presentation, contracts/agreements and discuss in class some questions related to them 2. Students are given examples of business presentation through videos and discuss in class some questions related to it 3. Students learn modules of business presentation 4. Students group themselves and do a task on presenting a plan to clients. The task requires them to prepare a PPT file, financial statement, and contract/agreement 5. Students present their works in front of other groups 6. Students give comments, input, or questions to other groups 7. Students work on post-task activities: writing contract/agreement, financial statement, participating in quiz, and writing reflections	2*100 minutes	Rubric for Presenting a Product/Service/Plan to Client (each 20%): • Introduction and Value Proposition • Market Research and Analysis • Product/Service/Plan Demonstration and Features • Professionalism, Communication, and Etiquette • Visual Aids and Presentation Quality Rubric for Evaluating a Contract/Agreement (each 25%) • Clarity and Completeness • Specificity	1. Ashley, A. (1998). <i>Commercial Correspondence</i>. Oxford University Press. 2. Bilingua Jezikovni Center. (n.d.). <i>100 Useful Business English Expressions</i>. 3. Chaney, L. H., & Martin, J. S. C. (2007). <i>The Essential Guide to Business Etiquette</i>. Praeger. 4. Patel, F., Li, M., & Sooknanan, P. (2011). <i>Intercultural Communications: Building a Global Community</i>. Sage Global Publications. 5. Rowe, P. (2000). <i>Business Etiquette for Business Success</i>.

9&10	Writing for the Company - Company business cards, letterhead - Company profiles as in brochures and flyers - Business proposals - Business Reports	- Students are able to identify components of business cards, letterhead, booklets, brochures, business proposals and business reports - Students are able to create a business card - Students are able to create a company letterhead - Students are able to write a company website - Students are able to write a business proposal	Task-based Language Teaching	- Students are given examples of business card, letterhead, company websites, brochures and flyers, and discuss in class some questions about them - Students learn module about office documents and news articles - Students group themselves and do a task on creating office documents. The task requires them to create business cards, letterheads, company profiles - Students present their works in front of other groups - Students give comments, input, or questions to other groups - Students work on post-task activities: writing news articles participating in quiz, and writing reflections	2*100 minutes	Business Card Creation Rubric: - Design and Layout (35%) - Readability and Legibility (25%) - Contact Details (40%) Letterhead Creation Rubric (each 25%) - Completeness of Information - Typography and Fonts - Color Scheme - Layout and Design Company Profile Information Creation Rubric (each 25%)	- Ashley, A. (1998). <i>Commercial Correspondence</i>. Oxford University Press. - Bilingua Jezikovni Center. (n.d.). <i>100 Useful Business English Expressions</i>. - Chaney, L. H., & Martin, J. S. C. (2007). <i>The Essential Guide to Business Etiquette</i>. Praeger. - Patel, F., Li, M., & Sooknanan, P. (2011). <i>Intercultural Communications: Building a Global Community</i>. Sage Global Publications. - Rowe, P. (2000). <i>Business Etiquette for Business Success</i>.

					• Clarity of Information • Structure and Organization • Visual Appeal • Language Use • Content Accuracy • Differentiation • Call to Action News article writing rubric • Accuracy of Information (20%) • Clarity and Conciseness (20%) • Structure and Organization (10%) • Tone and Objectivity (10%) • Language Use (20%) • Headline and Lead	Oxford University Press. 6. Whitmell, C. (2015). 505 Business Idioms and Phrasal Verbs. 7. Yudoyono, B. (2009). <i>English for Business Negotiation and Administration</i>. Kesaint Blanc.

						(10%) • Conclusion and Closure (10%)	



11&12	English Correspondence 1. Emails 2. Quotations 3. Invoices	1. Students are able to write formal and informal emails 2. Students are able to write quotation 3. Students are able to write an invoice	Task-based Language Teaching	1. Students are given examples of emails, quotations, and invoices, and discuss in class some questions about them 2. Students learn module about English correspondence 3. Students group themselves and do a task on English correspondence. The task requires them to create emails, quotations, and invoices 4. Students present their works in front of other groups 5. Students give comments, input, or questions to other groups 6. Students work on post-task activities: writing emails, quotations, invoices, participating in quiz and discussion, and writing reflections	2*100 minutes	Email Writing Rubric • Purpose and Audience (10%) • Clarity and Conciseness (20%) • Structure and Organization (20%) • Tone and Professionalism (10%) • Language Accuracy (20%) • Call to Action (20%) Quotation and invoice writing rubric • Clarity of Information (20%) • Information (20%) • Accuracy (20%) • Presentation	1. Ashley, A. (1998). <i>Commercial Correspondence</i> . Oxford University Press. 2. Bilingua Jezikovni Center. (n.d.). <i>100 Useful Business English Expressions</i> . 3. Chaney, L. H., & Martin, J. S. C. (2007). <i>The Essential Guide to Business Etiquette</i> . Praeger. 4. Patel, F., Li, M., & Sooknanan, P. (2011). <i>Intercultural Communications: Building a Global Community</i> . Sage Global Publications. 5. Rowe, P. (2000). <i>Business Etiquette for Business Success</i> .

						(20) • Language Use (10%) • Follow-Up and Contact Information (10&)	Oxford University Press. 6. Whitmell, C. (2015). 505 Business Idioms and Phrasal Verbs. 7. Yudoyono, B. (2009). <i>English for Business Negotiation and Administration</i>. Kesaint Blanc.



13&14	Handling Telephone Calls 1. Incoming and Outgoing Calls 2. Message forms 3. Phone etiquette 4. Equipment in handling phone calls	1. Students are able to handle incoming calls 2. Students are able to make outgoing calls 3. Students are able to create a message form 4. Students are able to write in a message form 5. Students are able to perform etiquette in handling phone calls	Task-based Language Teaching	1. Students are given examples of and learn about staff handling telephone calls and discuss in class some questions related to it 2. Students learn module about handling telephone calls and writing message forms 3. Students group themselves and do a task on creating office documents. The task requires them to create business cards, letterheads, company profiles 4. Students present their works in front of other groups 5. Students give comments, input, or questions to other groups 6. Students work on post-task activities: filling in worksheets, writing message forms, participating in quiz, discussion, and writing reflections	2*100 minutes	Telephone Call Handling Speaking Rubric • Professional Greeting (10%) • Active Listening (20%) • Problem Solving and Resolution (20%) • Professionalism and Tone (20%) • Language Fluency (20%) • Language Accuracy (10%) Message Form Filling Assessment Rubric • Completeness (10%) • Information Accuracy (20%) • Clarity and Organization	1. Ashley, A. (1998). <i>Commercial Correspondence</i>. Oxford University Press. 2. Bilingua Jezikovni Center. (n.d.). <i>100 Useful Business English Expressions</i>. 3. Chaney, L. H., & Martin, J. S. C. (2007). <i>The Essential Guide to Business Etiquette</i>. Praeger. 4. Patel, F., Li, M., & Sooknanan, P. (2011). <i>Intercultural Communications: Building a Global Community</i>. Sage Global Publications. 5. Rowe, P. (2000). <i>Business Etiquette for Business Success</i>.

						• n (20%) • Formatting and Structure (20%) • Language Use (10%) • Language Accuracy (20%)	6. Whitmell, C. (2015). 505 Business Idioms and Phrasal Verbs. 7. Yudoyono, B. (2009). <i>English for Business Negotiation and Administration</i>. Kesaint Blanc.



15&16	Handling Complaints 1. Handling face-to-face complaints 2. Handling complaints by phone 3. Handling complaints by emails 4. Types of complaints 5. The importance of complaints 6. Complaint log 7. Etiquette in handling complaints 8. Client feedbacks	1. Students are able to handle in-person complaints 2. Students are able to handle complaints over the phone 3. Students are able to handle and write a complaint log to track resolutions and complaints.	Task-based Language Teaching	1. Students are given examples of staff handling complaints and discuss in class some questions related to it 2. Students learn module about handling complaints 3. Students group themselves and do a task. The task requires them to handle face-to-face complaints, complaints by phone, and complaints by email 4. Students present their works in front of other groups 5. Students give comments, input, or questions to other groups 6. Students work on post-task activities: filling in worksheets, participating in quiz and discussion, and writing reflections	2*100 minutes	Complaints Handling by Email Evaluation Rubric • Timeliness (10%) • Clarity and Conciseness (20%) • Professionalism (20%) • Understanding and Empathy (20%) • Resolution (10%) • Adaptability and Flexibility (10%) • Language Accuracy (10%) Complaint Handling by Phone Speaking Rubric • Professional Greeting (10%) • Active	1. Ashley, A. (1998). <i>Commercial Correspondence</i>. Oxford University Press. 2. Bilingua Jezikovni Center. (n.d.). <i>100 Useful Business English Expressions</i>. 3. Chaney, L. H., & Martin, J. S. C. (2007). <i>The Essential Guide to Business Etiquette</i>. Praeger. 4. Patel, F., Li, M., & Sooknanan, P. (2011). <i>Intercultural Communications: Building a Global Community</i>. Sage Global Publications. 5. Rowe, P. (2000). <i>Business Etiquette for Business Success</i>.

						- Listening (10%) • Empathy and Understanding (20%) • Problem Solving and Resolution (20%) • Tone and Professionalism (10%) • Language Fluency (10%) • Language Accuracy (20%)	Oxford University Press. 6. Whitmell, C. (2015). 505 Business Idioms and Phrasal Verbs. 7. Yudoyono, B. (2009). <i>English for Business Negotiation and Administration</i>. Kesaint Blanc.

	The contents for each topic consist of
	Pre-task In written module; learnt before class (flipped learning) 1. Learning objectives 2. Texts/videos/audios 3. Terminology 4. Expressions and Language Features 5. Reading Activity



	Task In class 6. Class Discussion 7. Instruction and assessment 8. Group work 9. Group presentation and discussion (Q&A)
	Post-task 10. More tasks 11. Quiz 12. Discussion 13. Reflection



APPENDIX 6. CONTENT EXPERT QUESTIONNAIRE EVALUATION (EXPERT 1)



INSTRUMENT

ASSESSMENT INSTRUMENT FOR CONTENT EXPERT EVALUATION: TASK-BASED BUSINESS ENGLISH E-LEARNING MATERIALS FOR UNIVERSITY STUDENTS



UNIVERSITAS PENDIDIKAN GANESHA

JULY 2024

1. OBJECTIVE

This instrument for content experts shall be used to evaluate the product of research and development on a task-based Business English e-learning material for university students. Therefore, this evaluation aims to assess the quality of the developed learning materials. We expect all respondents to provide honest and accurate information. Your feedback results will be used as a basis for revising the materials.

2. CONCEPTUAL DEFINITION

a) Language Teaching Material (Tomlinson, 2011)

Tomlinson (2011) provides several basic concepts to develop effective language teaching materials. To have an effect, materials must first captivate learners' attention and curiosity through novelty, variety, appealing presentation, and compelling content. They should also provide comfort by being user-friendly and visually appealing, improving motivation and success. Furthermore, materials should boost learners' confidence by encouraging them to take risks and feel competent when speaking the language. Relevance and applicability to learners' lives are critical for increasing motivation and engagement. Effective materials promote self-investment by encouraging students to independently contribute time, effort, and attention to their language learning. Authentic language exposure helps students understand real-world language use situations, while communicative practice opportunities allow them to apply their knowledge meaningfully. Recognizing that language learning effects are often delayed supports setting realistic expectations, and catering to diverse learning styles and affective attitudes ensures inclusivity. Allowing learners to process before expressing themselves and engaging intellectual, artistic, and emotional components improves learning experiences. Balanced practice, avoiding overreliance on controlled activities, and providing result feedback for learners' language use are all necessary to develop skills fully.

b) Criteria of Ideal Business English Materials (Ellis & Johnson, 1994)

Ellis and Johnson (1994) propose some criteria for an ideal Business English course book, which focuses on the contents and usability. They are as follows:

1. Accuracy and the relevance of the contents: The content has to be accurate, up-to-date and relevant to the needs of the students.

2. Authenticity: The content must reflect the use of authentic language in business contexts and provide learners with realistic examples and scenarios.
3. Variety of text types: The content has to include a variety of text types, such as emails, memos, reports, and presentations, that expose the students to different forms of business communication.
4. Language focus: The content has to identify and present the specific language skills and functions necessary for effective business communication (e.g., presentation skills, negotiation skills, social communication skills).
5. Task orientation: The activities and tasks provided in the content have to be practical and simulate real-world business situations.
6. Clarity: The content must have clear instructions and explanations for how to use it and what to do with the activities.
7. Structure: The content has to be well structured in terms of the degree of difficulty and logical progression.
8. Cultural sensitivity: The content has to acknowledge and address cultural differences in the business context and, therefore, reflect cross-cultural understanding.
9. Assessment: There must be an alignment between assessment in the course and real-world Business English needs.
10. Multimedia use: Multimedia can be beneficial for catering to diverse learning styles and keeping students engaged.

3. OPERATIONAL DEFINITION

a) Language Teaching Material (Tomlinson, 2011)

Basic principles of language teaching materials in this research mean that 1) the materials highlight the production of enjoyable resources for learners, which are also motivating and boost their confidence, 2) the materials need to be appealing for the users, logically-structured and up-to-date reflecting students' experience and enabling them to act on their own, 3) the materials provide authentic context as well as communicative purposes, 4) different activities should be varied enough to accommodate different style and emotional needs, and permit a period silence at the beginning for absorbing input. Such materials should, therefore, balance

guiding practices that use creative languages with stimulating content and feedback mechanisms to guide learner progress.

c) Criteria of Ideal Business English Materials (Ellis & Johnson, 1994)

The criteria of ideal Business English in this research that are based on Ellis and Johnson's theory are as follows:

1. Accuracy and the relevance of the contents: The content has to be accurate, up-to-date and relevant to the needs of the students
2. Authenticity: The content uses authentic language in business contexts. It provides learners with realistic examples and scenarios.
3. Variety of text types: The content includes a variety of text types, such as emails, memos, reports, and presentations, that expose the students to different forms of business communication.
4. Language focus: The content identifies and presents the specific language skills and functions that are necessary for effective business communication, for example, presentation skills, negotiation skills, social communication skills
5. Task orientation: The activities and tasks provided in the content are practical and simulate real-world business situations.
6. Clarity: The content has clear instructions and explanations as to how to use it and what to do with the activities.
7. Structure: The content is well structured in terms of degree of difficulty and logical progression
8. Cultural sensitivity: The content acknowledges and addresses cultural differences in the business context and, therefore, reflects cross-cultural understanding. This also includes the necessity of the materials covering business etiquette, which includes grooming, dining etiquette, meeting etiquette, etc.
9. Use of multimedia: Multimedia can accommodate the students' different learning styles and help keep them engaged.

4. Questionnaire Blueprint

No	Indicators	Number of Statements	Total Items
1	The alignment of the contents with the learning objectives	1,2	2
2	The accuracy and relevance of the contents	3,4,5	3
3	The authenticity of the language used	6,7	2
4	The nature of being well-structured	8,9	2
5	The nature of the text types	10,11	2
6	The nature of the activities	12,13	2
7	The language focus	14	1
8	The nature of the tasks	15	1
9	The clarity of the contents	16	1
10	The nature of being culturally sensitive	17,18,19	3
11	The nature of the assessment	20,21	2
12	The nature of the feedback mechanism	22	1
13	The use of multimedia	23, 24, 25	3

5. The questionnaire

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Task-Based Business English E-learning Materials for University Students. Amidst your busy schedule, we respectfully request your willingness to complete the following questionnaire. Thank you so much.

Respondent's information

Name : Ni Ketut Ayu Puspita Dewi, S.Pd., M.Ed

Designation : Business Owner of Bali Interpreting

Instructions

Please provide your assessment of the dissertation product based on the provided criteria by placing a checkmark (✓) on each statement you select.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
1.	The contents of the developed materials are aligned with the learning objectives.					
2.	The contents of the developed materials are relevant to the student's needs and context.					
3.	The information provided in the contents is accurate.					
4.	The information provided in the contents is based on credible and up-to-date sources.					
5.	The contents include all relevant and important topics.					
6.	The language used in the contents is easy to understand.					
7.	The terminology used in the contents is appropriate and consistent.					
8.	The contents are well-structured in terms of logical progressions of the topics and sub-topics.					
9.	The contents are well-structured in terms of degree of difficulty.					
10.	The contents contain varied text types.					
11.	The contents contain texts that are readable and well presented.					
12.	The contents contain activities that demand students' participation.					
13.	The contents contain activities that demand students' interaction/collaborative works.					
14.	The contents present specific language skills and focus that are necessary for a certain business communication.					
15.	The tasks are practical and reflect the real world-business situation.					
16.	The contents have clear instructions on how to use them and how to do the activities.					
17.	The contents are inclusive: they do not show certain cultural exclusivity or superiority.					
18.	The contents contain practical knowledge on cross-cultural understanding.					
19.	The contents contain relevant business etiquette.					

20.	The assessment in the content is aligned with the real-world Business English situation.					
21.	The contents have assessment rubric that is effective in measuring students' comprehension of the contents and progress in the course.					
22.	The contents enable constructive feedbacks to the students.					
23.	The use of graphics, images and tables supports the students' understanding of the contents.					
24.	The use of multimedia supports the contents presented in each chapter.					
25.	The layout and presentation of the multimedia support the learning instead of distracting it.					

6. Expert Judgement for the Questionnaire

Instruction: Please indicate if you think the statement is relevant or not relevant.

Item Number	Expert Judgment		Remarks
	Relevant	Not relevant	
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		

13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		
18.	✓		
19.	✓		
20.	✓		
21.	✓		
22.	✓		
23.	✓		
24.	✓		
25.	✓		

In conclusion,

The questionnaire can be used without revision needed

☐

The questionnaire can be used with minor revision

☒

The questionnaire can be used with major revision

☐

The questionnaire cannot be used

☐

Singaraja,

Expert,



Ni Ketut Ayu Puspita Dewi, S.Pd., M.Ed.

APPENDIX 7. CONTENT EXPERT QUESTIONNAIRE EVALUATION (EXPERT 2)



INSTRUMENT

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UNIVERSITAS PENDIDIKAN GANESHA

JULY 2024

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2. CONCEPTUAL DEFINITION

a) Language Teaching Material (Tomlinson, 2011)

Tomlinson (2011) provides several basic concepts to develop effective language teaching materials. To have an effect, materials must first captivate learners' attention and curiosity through novelty, variety, appealing presentation, and compelling content. They should also provide comfort by being user-friendly and visually appealing, improving motivation and success. Furthermore, materials should boost learners' confidence by encouraging them to take risks and feel competent when speaking the language. Relevance and applicability to learners' lives are critical for increasing motivation and engagement. Effective materials promote self-investment by encouraging students to independently contribute time, effort, and attention to their language learning. Authentic language exposure helps students understand real-world language use situations, while communicative practice opportunities allow them to apply their knowledge meaningfully. Recognizing that language learning effects are often delayed supports setting realistic expectations, and catering to diverse learning styles and affective attitudes ensures inclusivity. Allowing learners to process before expressing themselves and engaging intellectual, artistic, and emotional components improves learning experiences. Balanced practice, avoiding overreliance on controlled activities, and providing result feedback for learners' language use are all necessary to develop skills fully.

b) Criteria of Ideal Business English Materials (Ellis & Johnson, 1994)

Ellis and Johnson (1994) propose some criteria for an ideal Business English course book, which focuses on the contents and usability. They are as follows:

1. Accuracy and the relevance of the contents: The content has to be accurate, up-to-date and relevant to the needs of the students.
2. Authenticity: The content must reflect the use of authentic language in business contexts and provide learners with realistic examples and scenarios.
3. Variety of text types: The content has to include a variety of text types, such as emails, memos, reports, and presentations, that expose the students to different forms of business communication.
4. Language focus: The content has to identify and present the specific language skills and functions necessary for effective business communication (e.g., presentation skills, negotiation skills, social communication skills).
5. Task orientation: The activities and tasks provided in the content have to be practical and simulate real-world business situations.
6. Clarity: The content must have clear instructions and explanations for how to use it and what to do with the activities.
7. Structure: The content has to be well structured in terms of the degree of difficulty and logical progression.
8. Cultural sensitivity: The content has to acknowledge and address cultural differences in the business context and, therefore, reflect cross-cultural understanding.
9. Assessment: There must be an alignment between assessment in the course and real-world Business English needs.
10. Multimedia use: Multimedia can be beneficial for catering to diverse learning styles and keeping students engaged.

3. OPERATIONAL DEFINITION

a) Language Teaching Material (Tomlinson, 2011)

Basic principles of language teaching materials in this research mean that 1) the materials highlight the production of enjoyable resources for learners, which are also motivating and boost their confidence, 2) the materials need to be appealing for the users, logically-structured and up-to-date reflecting students' experience and enabling them to act on their own, 3) the materials provide authentic context as well as communicative purposes, 4) different activities should be varied enough

to accommodate different style and emotional needs, and permit a period silence at the beginning for absorbing input. Such materials should, therefore, balance guiding practices that use creative languages with stimulating content and feedback mechanisms to guide learner progress.

c) Criteria of Ideal Business English Materials (Ellis & Johnson, 1994)

The criteria of ideal Business English in this research that are based on Ellis and Johnson's theory are as follows:

1. Accuracy and the relevance of the contents: The content has to be accurate, up-to-date and relevant to the needs of the students
2. Authenticity: The content uses authentic language in business contexts. It provides learners with realistic examples and scenarios.
3. Variety of text types: The content includes a variety of text types, such as emails, memos, reports, and presentations, that expose the students to different forms of business communication.
4. Language focus: The content identifies and presents the specific language skills and functions that are necessary for effective business communication, for example, presentation skills, negotiation skills, social communication skills
5. Task orientation: The activities and tasks provided in the content are practical and simulate real-world business situations.
6. Clarity: The content has clear instructions and explanations as to how to use it and what to do with the activities.
7. Structure: The content is well structured in terms of degree of difficulty and logical progression
8. Cultural sensitivity: The content acknowledges and addresses cultural differences in the business context and, therefore, reflects cross-cultural understanding. This also includes the necessity of the materials covering business etiquette, which includes grooming, dining etiquette, meeting etiquette, etc.
9. Use of multimedia: Multimedia can accommodate the students' different learning styles and help keep them engaged.

4. Questionnaire Blueprint

No	Indicators	Number of Statements	Total Items
1	The alignment of the contents with the learning objectives	1,2	2
2	The accuracy and relevance of the contents	3,4,5	3
3	The authenticity of the language used	6,7	2
4	The nature of being well-structured	8,9	2
5	The nature of the text types	10,11	2
6	The nature of the activities	12,13	2
7	The language focus	14	1
8	The nature of the tasks	15	1
9	The clarity of the contents	16	1
10	The nature of being culturally sensitive	17,18,19	3
11	The nature of the assessment	20,21	2
12	The nature of the feedback mechanism	22	1
13	The use of multimedia	23, 24, 25	3

5. The questionnaire

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Task-Based Business English E-learning Materials for University Students. Amidst your busy schedule, we respectfully request your willingness to complete the following questionnaire. Thank you so much.

Respondent's information

Name : Prof. Dr. Ni Luh Putu Sri Adnyani, S.Pd., M.Hum.

Designation : Professor at The Postgraduate School of Undiksha

Instructions

Please provide your assessment of the dissertation product based on the provided criteria by placing a checkmark (✓) on each statement you select.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
1.	The contents of the developed materials are aligned with the learning objectives.					
2.	The contents of the developed materials are relevant to the student's needs and context.					
3.	The information provided in the contents is accurate.					
4.	The information provided in the contents is based on credible and up-to-date sources.					
5.	The contents include all relevant and important topics.					
6.	The language used in the contents is easy to understand.					
7.	The terminology used in the contents is appropriate and consistent.					
8.	The contents are well-structured in terms of logical progressions of the topics and sub-topics.					
9.	The contents are well-structured in terms of the degree of difficulty.					
10.	The contents contain varied text types.					
11.	The contents contain texts that are readable and well-presented.					
12.	The contents contain activities that demand students' participation.					
13.	The contents contain activities that demand students' interaction/collaborative works.					
14.	The contents present specific language skills and focus that are necessary for a certain business communication.					
15.	The tasks are practical and reflect the real world-business situation.					
16.	The contents have clear instructions on how to use them and how to do the activities.					

17.	The contents are inclusive: they do not show certain cultural exclusivity or superiority.					
18.	The contents contain practical knowledge on cross-cultural understanding.					
19.	The contents contain relevant business etiquette.					
20.	The assessment in the content is aligned with the real-world Business English situation.					
21.	The contents have assessment rubric that is effective in measuring students' comprehension of the contents and progress in the course.					
22.	The contents enable constructive feedbacks to the students.					
23.	The use of graphics, images and tables supports the students' understanding of the contents.					
24.	The use of multimedia supports the contents presented in each chapter.					
25.	The layout and presentation of the multimedia support the learning instead of distracting it.					

6. Expert Judgement for the Questionnaire

Instruction: Please indicate if you think the statement is relevant or not relevant.

Item Number	Expert Judgment		Remarks
	Relevant	Not relevant	
1.			
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In conclusion,

The questionnaire can be used without revision needed

The questionnaire can be used with minor revision

The questionnaire can be used with major revision

The questionnaire cannot be used

Singaraja,

Expert,



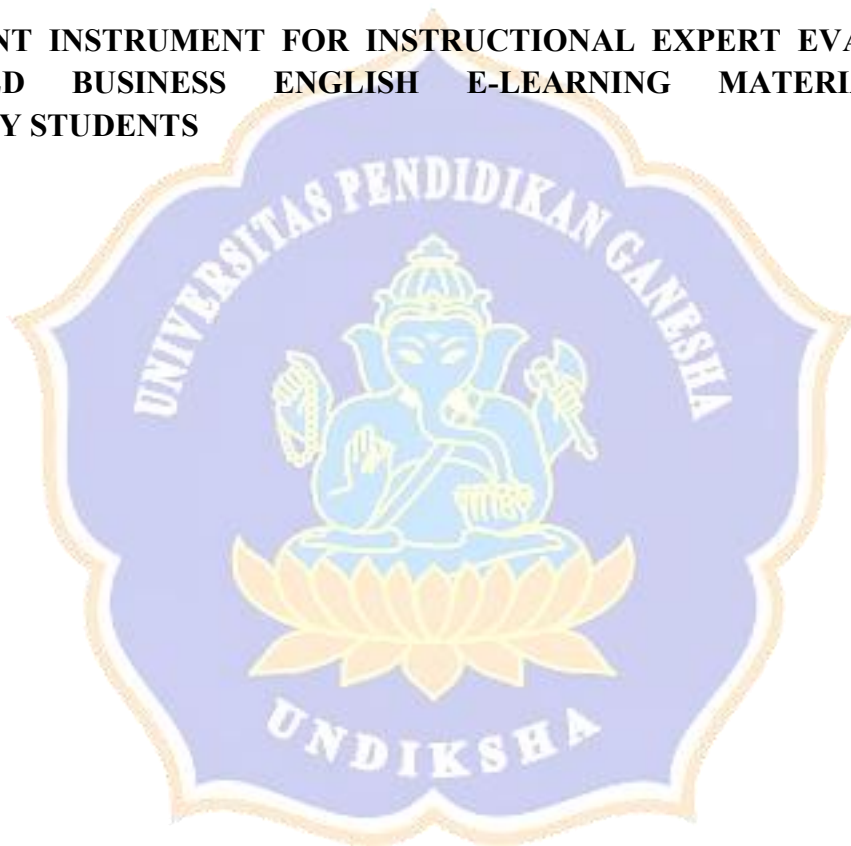
Prof. Dr. Ni Luh Putu Sri Adnyani, S.Pd., M.Hum.

APPENDIX 8. INSTRUCTIONAL EXPERT QUESTIONNAIRE EVALUATION EXPERT 1



INSTRUMENT

**ASSESSMENT INSTRUMENT FOR INSTRUCTIONAL EXPERT EVALUATION:
TASK-BASED BUSINESS ENGLISH E-LEARNING MATERIALS FOR
UNIVERSITY STUDENTS**



1. OBJECTIVE

This instrument for instructional experts shall be used to evaluate the product of research and development on a task-based Business English e-learning material for university students. Therefore, this evaluation aims to assess the quality of the developed learning materials. We expect all respondents to provide honest and accurate information. Your feedback results will be used as a basis for revising the materials.

2. CONCEPTUAL DEFINITION

1) Basic Principles of Language Teaching Materials

Tomlinson (2011) provides several basic concepts to develop effective language teaching materials. To have an effect, materials must first captivate learners' attention and curiosity through novelty, variety, appealing presentation, and compelling content. They should also provide comfort by being user-friendly and visually appealing, improving motivation and success. Furthermore, materials should boost learners' confidence by encouraging them to take risks and feel competent when speaking the language. Relevance and applicability to learners' lives are critical for increasing motivation and engagement. Effective materials promote self-investment by encouraging students to independently contribute time, effort, and attention to their language learning. Authentic language exposure helps students understand real-world language use situations, while communicative practice opportunities allow them to apply their knowledge meaningfully. Recognizing that language learning effects are often delayed supports setting realistic expectations, and catering to diverse learning styles and affective attitudes ensures inclusivity. Allowing learners to process before expressing themselves and engaging intellectual, artistic, and emotional components improves learning experiences. Balanced practice, avoiding overreliance on controlled activities, and providing result feedback for learners' language use are all necessary to develop skills fully.

2) Desirable Online Learning Environments

According to Meylani et al. (2015) and Lasaiba (2024), the desirable environment in online learning includes 1) accessibility, interactivity, and support. They guarantee easy access to content and resources from any place and device. Interactivity is important through engaging multimedia content, interactive discussions, and collaborative activities that enhance active learning and community building. An effective online learning environment will have strong support systems, timely instructor feedback, technical assistance, and the possibility of acquiring peer support; 2) They are also user-friendly, having intuitive navigation and obvious instructions to provide comfortable and enjoyable learning experiences; 3) They do respect inclusivity, in a way that contents and activities try to accommodate as much diversity of students' needs or backgrounds. These are learning environments that, taken as a whole, provide a flexible, engaging, and supportive framework for the enhancement of the learning experience and outcomes of all students.

3) Alignment with Task-Based Language Teaching (TBLT)

Task-Based Language Teaching, conceptualized by Willis (1996), takes the meaningful task as the primary unit in language teaching and instructional planning. According to this approach, authentic language use is when learners are involved in authentic activities that require communication and problem-solving. The TBLT incorporates pre-task, task cycle, and post-task phases where, first of all, the learners are introduced to the topic and prepared by the teacher for the performance of the task; secondly, carrying out the task itself that involves the target language; and lastly, the analysis and reflection of learner's behaviour. Through these tasks, TBLT enhances the learners' communicative competence, for the tasks are modelled after real-life situations and try to focus on actualizing language skills in live situations, encouraging learners to use language spontaneously and creatively.

3. OPERATIONAL DEFINITION

1) Basic Principles of Language Teaching Materials

The basic principles of language teaching materials in this research mean that the materials highlight the production of enjoyable resources for learners, motivating and boosting their confidence. Materials need to be appealing for the users, logically structured and up-to-date, reflecting students'

experience and enabling them to act independently. A hands-on approach should be adopted when designing these types of materials, considering that learning takes time by providing authentic context and communicative purposes. Different activities should be varied enough to accommodate different styles and emotional needs and permit a period of silence at the beginning for absorbing input. Such materials should, therefore, balance guiding practices that use creative languages with stimulating content and feedback mechanisms to guide learner progress.

2) Desirable Online Learning Environments

In this research, by making all course content available online and compatible with various devices and assistive technologies, the accessibility of all course content is guaranteed. Interactivity can then be promoted through engaging multimedia content, discussion forums, live chats, and collaborative projects, allowing learners and instructors to collaborate. These strong support systems include spelt-out guidelines about course activities, timely instructor feedback, and technical help through help desks and tutorials. It guarantees user-friendly design through an intuitive structure of the course layout and consistent and clear visual aids since it enforces the preparation of culturally sensitive material with inclusivity and alternative formats of content considering different learning requirements. Systematic feedback mechanisms would constantly activate learners in adding inputs to help improve the learning experience. In essence, these operational guidelines help to create an engaging and supportive online learning environment that is flexible enough to enhance educational outcomes for every learner.

3) Alignment with Task-Based Language Teaching (TBLT)

In this research, alignment with task-based language teaching operationally involves structuring language learning around authentic tasks patterning situations of real life. It is a matter of starting with developing tasks relevant and meaningful to the learners' lives or future needs, which call for actual potential use of the target language. The instructional sequence follows a pre-task phase, in which the learners are oriented to the task and involved in language skills, and then a task phase, in which the learners are engaged in the activity performance using the language in independent or collaborative ways.

4. QUESTIONNAIRE BLUEPRINT

No	Indicators	Number of Statements	Total Items
1.	Conformity to basic principles of language material		13
	Containing attractive materials	1	
	Containing appealing contents	2	
	Containing challenging tasks	3	
	Containing user-friendly materials: culturally appropriate and inclusive content	4	
	Containing real-life task materials	5	
	Containing properly arranged materials	6	
	Using authentic language	7	
	Containing clear linguistic input features	8	
	Providing target language use to achieve communicative purposes	9	
	Containing ample exposure to instructed language features in communicative use	10	
	Considering students' different learning styles	11	
	Containing varied materials: texts, activities, extras	12	
	Providing feedback on outcomes	13	
2.	Conformity to the ideal online learning environment		8
	Offering flexible accessibility	14	
	Supporting different learning experiences	15	
	Supporting cooperative learning	16	
	Containing clearly and logically organized materials	17	
	Conforming to the educational standard of the users	18	
	Integrating multimedia	19	
	Containing interactive elements	20	
	Providing the students with the opportunity to receive feedback	21	

3.	Conformity to the principles of task-based language teaching		7
	Including pre-task, task, and post-task	22	
	Raising consciousness on and introducing the subject and task to the students	23	
	Containing tasks that encourage students to use language in more complex and communicative ways and more holistically	24-26	
	Encouraging collaborative works	27	
	Using task-based assessment	28	
	Total items		28

5. THE QUESTIONNAIRE

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Task-Based Business English E-learning Materials for University Students. Amidst your busy schedule, we respectfully request your willingness to complete the following questionnaire. Thank you so much.

Respondent's information

Name : Prof. Dr. Ni Nyoman Padmadewi, M.A.

Designation : Professor at The Postgraduate School of Undiksha

Instructions

Please provide your assessment of the dissertation product based on the provided criteria by placing a checkmark (✓) on each statement you select.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
Basic Principles of Language Teaching Materials						
1.	The developed teaching materials are presented in an attractive way: they use attractive colours, white spaces, pictures or illustrations, etc.					
2.	The contents of the developed materials are appealing: the topics are interesting and offer new things to learn.					

3.	The tasks in the developed materials challenge the students to think.					
4.	The developed materials help the students to feel at ease: the contents are culturally appropriate to them, containing many examples, and inclusive.					
5.	The developed teaching materials are relevant; they contain real-life tasks in the target language.					
6.	The developed teaching materials are properly arranged so that when new information is given, the students are ready to learn it.					
7.	The developed teaching materials use authentic language.					
8.	The developed teaching materials can direct students' attention to linguistic input features.					
9.	The developed teaching materials allow students to use the target language to achieve communicative purposes.					
10.	The developed materials provide ample exposure to the instructed language features in communicative use.					
11.	The developed teaching materials take into account that each student has a different learning style,					
12.	The developed teaching materials provide variety: They contain different types of texts and activities and provide optional extras for the more positive and motivated learners.					
13.	The developed teaching materials provide opportunities for outcome feedback, especially on the effectiveness of language use rather than language accuracy.					
Desirable Online Learning Environments						
14.	The developed materials are accessible anywhere and anytime to all students using desktops, tablets, or handphones.					

15.	The developed materials support different learning experiences, such as purely online vs mixed or instructor-directed conditions vs direct control of learners.					
16.	The developed materials enable and support cooperative learning.					
17.	The contents of the developed materials are presented clearly and logically organized to facilitate the learners' understanding. They include clear instructions, good learning objectives, and a structured layout.					
18.	The developed materials conform to the educational standards of the users and their institutions.					
19.	The developed materials integrate multimedia.					
20.	The developed materials contain interactive elements, such as quizzes, discussions, and tasks, that promote active participation and deeper learning.					
21.	The developed materials allow the learners to receive feedback on their progress and understanding.					
Alignment with Task-Based Language Teaching (TBLT)						
22.	The developed material framework includes pre-task, task cycle, and post-task.					
23.	The developed materials raise consciousness and introduce the subject and task to the students.					
24.	The developed materials contain tasks designed to encourage students to use language in more complex and communicative ways.					
25.	The developed materials encourage students to use language to communicate, discuss, and share ideas, developing their language skills more holistically.					
26.	The developed materials contain tasks that do not focus on a single language skill, such as speaking,					

	writing, or listening, but rather integrate multiple skills in a single task.					
27.	There are activities like pair work and group work.					
28.	Students' language skills are assessed through task-based assessment.					

6. EXPERT JUDGEMENT FOR THE QUESTIONNAIRE

Item Number	Expert Judgment		Remarks
	Relevant	Not relevant	
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In conclusion,

The questionnaire can be used without revision needed

The questionnaire can be used with minor revisions.

☐

The questionnaire can be used with major revision

The questionnaire cannot be used

Singaraja,
Expert,



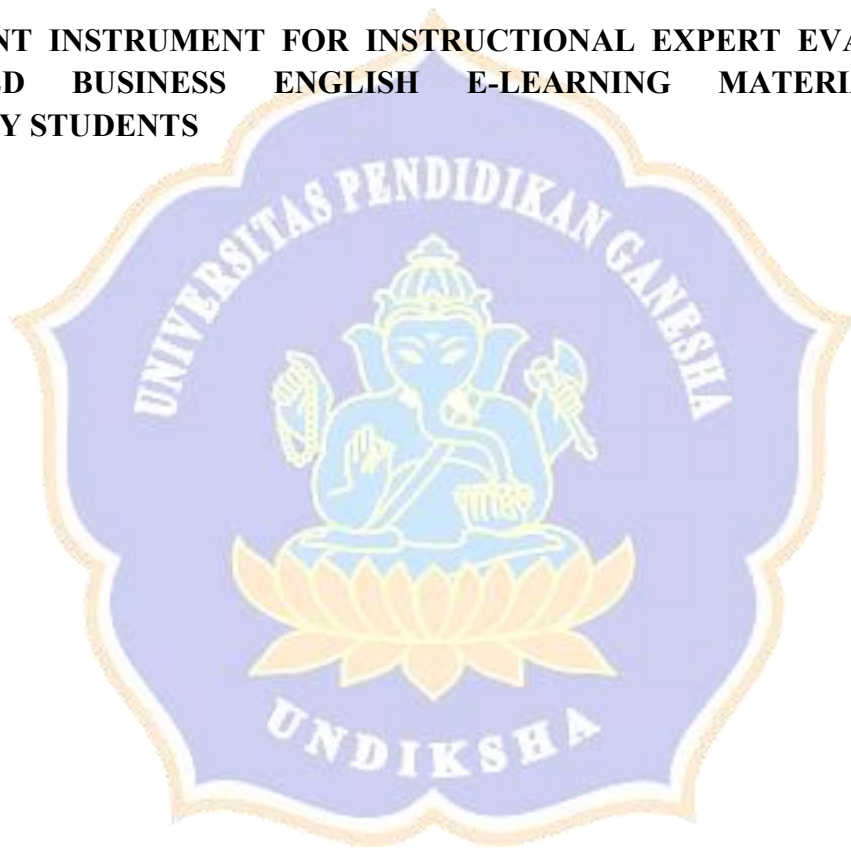
Prof. Dr. Ni Nyoman Padmadewi, M.A.

APPENDIX 9. INSTRUCTIONAL EXPERT QUESTIONNAIRE EVALUATION EXPERT 2



INSTRUMENT

**ASSESSMENT INSTRUMENT FOR INSTRUCTIONAL EXPERT EVALUATION:
TASK-BASED BUSINESS ENGLISH E-LEARNING MATERIALS FOR
UNIVERSITY STUDENTS**



UNIVERSITAS PENDIDIKAN GANESHA

JULY 2024

1. OBJECTIVE

This instrument for instructional experts shall be used to evaluate the product of research and development on a task-based Business English e-learning material for university students. Therefore, this evaluation aims to assess the quality of the developed learning materials. We expect all respondents to provide honest and accurate information. Your feedback results will be used as a basis for revising the materials.

2. CONCEPTUAL DEFINITION

1) Basic Principles of Language Teaching Materials

Tomlinson (2011) provides several basic concepts to develop effective language teaching materials. To have an effect, materials must first captivate learners' attention and curiosity through novelty, variety, appealing presentation, and compelling content. They should also provide comfort by being user-friendly and visually appealing, improving motivation and success. Furthermore, materials should boost learners' confidence by encouraging them to take risks and feel competent when speaking the language. Relevance and applicability to learners' lives are critical for increasing motivation and engagement. Effective materials promote self-investment by encouraging students to independently contribute time, effort, and attention to their language learning. Authentic language exposure helps students understand real-world language use situations, while communicative practice opportunities allow them to apply their knowledge meaningfully. Recognizing that language learning effects are often delayed supports setting realistic expectations, and catering to diverse learning styles and affective attitudes ensures inclusivity. Allowing learners to process before expressing themselves and engaging intellectual, artistic, and emotional components improves learning experiences. Balanced practice, avoiding overreliance on controlled activities, and providing result feedback for learners' language use are all necessary to develop skills fully.

2) Desirable Online Learning Environments

According to Meylani et al. (2015) and Lasaiba (2024), the desirable environment in online learning includes 1) accessibility, interactivity, and support.

They guarantee easy access to content and resources from any place and device. Interactivity is important through engaging multimedia content, interactive discussions, and collaborative activities that enhance active learning and community building. An effective online learning environment will have strong support systems, timely instructor feedback, technical assistance, and the possibility of acquiring peer support; 2) They are also user-friendly, having intuitive navigation and obvious instructions to provide comfortable and enjoyable learning experiences; 3) They do respect inclusivity, in a way that contents and activities try to accommodate as much diversity of students' needs or backgrounds. These are learning environments that, taken as a whole, provide a flexible, engaging, and supportive framework for the enhancement of the learning experience and outcomes of all students.

3) Alignment with Task-Based Language Teaching (TBLT)

Task-Based Language Teaching, conceptualized by Willis (1996), takes the meaningful task as the primary unit in language teaching and instructional planning. According to this approach, authentic language use is when learners are involved in authentic activities that require communication and problem-solving. The TBLT incorporates pre-task, task cycle, and post-task phases where, first of all, the learners are introduced to the topic and prepared by the teacher for the performance of the task; secondly, carrying out the task itself that involves the target language; and lastly, the analysis and reflection of learner's behaviour. Through these tasks, TBLT enhances the learners' communicative competence, for the tasks are modelled after real-life situations and try to focus on actualizing language skills in live situations, encouraging learners to use language spontaneously and creatively.

3. OPERATIONAL DEFINITION

1) Basic Principles of Language Teaching Materials

The basic principles of language teaching materials in this research mean that the materials highlight the production of enjoyable resources for learners, motivating and boosting their confidence. Materials need to be appealing for the users, logically structured and up-to-date, reflecting students' experience and enabling them to act independently. A hands-on approach should be adopted when designing these types of materials, considering that

learning takes time by providing authentic context and communicative purposes. Different activities should be varied enough to accommodate different styles and emotional needs and permit a period of silence at the beginning for absorbing input. Such materials should, therefore, balance guiding practices that use creative languages with stimulating content and feedback mechanisms to guide learner progress.

2) Desirable Online Learning Environments

In this research, by making all course content available online and compatible with various devices and assistive technologies, the accessibility of all course content is guaranteed. Interactivity can then be promoted through engaging multimedia content, discussion forums, live chats, and collaborative projects, allowing learners and instructors to collaborate. These strong support systems include spelt-out guidelines about course activities, timely instructor feedback, and technical help through help desks and tutorials. It guarantees user-friendly design through an intuitive structure of the course layout and consistent and clear visual aids since it enforces the preparation of culturally sensitive material with inclusivity and alternative formats of content considering different learning requirements. Systematic feedback mechanisms would constantly activate learners in adding inputs to help improve the learning experience. In essence, these operational guidelines help to create an engaging and supportive online learning environment that is flexible enough to enhance educational outcomes for every learner.

3) Alignment with Task-Based Language Teaching (TBLT)

In this research, alignment with task-based language teaching operationally involves structuring language learning around authentic tasks patterning situations of real life. It is a matter of starting with developing tasks relevant and meaningful to the learners' lives or future needs, which call for actual potential use of the target language. The instructional sequence follows a pre-task phase, in which the learners are oriented to the task and involved in language skills, and then a task phase, in which the learners are engaged in the activity performance using the language in independent or collaborative ways.

4. QUESTIONNAIRE BLUEPRINT

No	Indicators	Number of Statements	Total Items
1.	Conformity to basic principles of language material		13
	Containing attractive materials	1	
	Containing appealing contents	2	
	Containing challenging tasks	3	
	Containing user-friendly materials: culturally appropriate and inclusive content	4	
	Containing real-life task materials	5	
	Containing properly arranged materials	6	
	Using authentic language	7	
	Containing clear linguistic input features	8	
	Providing target language use to achieve communicative purposes	9	
	Containing ample exposure to instructed language features in communicative use	10	
	Considering students' different learning styles	11	
	Containing varied materials: texts, activities, extras	12	
	Providing feedback on outcomes	13	
2.	Conformity to the ideal online learning environment		8
	Offering flexible accessibility	14	
	Supporting different learning experiences	15	
	Supporting cooperative learning	16	
	Containing clearly and logically organized materials	17	
	Conforming to the educational standard of the users	18	
	Integrating multimedia	19	
	Containing interactive elements	20	
	Providing the students with the opportunity to receive feedback	21	
3.	Conformity to the principles of task-based language teaching		7

	Including pre-task, task, and post-task	22	
	Raising consciousness on and introducing the subject and task to the students	23	
	Containing tasks that encourage students to use language in more complex and communicative ways and more holistically	24-26	
	Encouraging collaborative works	27	
	Using task-based assessment	28	
	Total items		28

5. THE QUESTIONNAIRE

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Task-Based Business English E-learning Materials for University Students. Amidst your busy schedule, we respectfully request your willingness to complete the following questionnaire. Thank you so much.

Respondent's information

Name : Prof. Dr. Ni Made Ratminingsih, M.A.

Designation : Professor at The Postgraduate School of Undiksha

Instructions

Please provide your assessment of the dissertation product based on the provided criteria by placing a checkmark (✓) on each statement you select.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
Basic Principles of Language Teaching Materials						
1.	The developed teaching materials are presented in an attractive way: they use attractive colours, white spaces, pictures or illustrations, etc.					
2.	The contents of the developed materials are appealing: the topics are interesting and offer new things to learn.					
3.	The tasks in the developed materials challenge the students to think.					

4.	The developed materials help the students to feel at ease: the contents are culturally appropriate to them, containing many examples, and inclusive.					
5.	The developed teaching materials are relevant; they contain real-life tasks in the target language.					
6.	The developed teaching materials are properly arranged so that when new information is given, the students are ready to learn it.					
7.	The developed teaching materials use authentic language.					
8.	The developed teaching materials can direct students' attention to linguistic input features.					
9.	The developed teaching materials allow students to use the target language to achieve communicative purposes.					
10.	The developed materials provide ample exposure to the instructed language features in communicative use.					
11.	The developed teaching materials take into account that each student has a different learning style,					
12.	The developed teaching materials provide variety: They contain different types of texts and activities and provide optional extras for the more positive and motivated learners.					
13.	The developed teaching materials provide opportunities for outcome feedback, especially on the effectiveness of language use rather than language accuracy.					
Desirable Online Learning Environments						
14.	The developed materials are accessible anywhere and anytime to all students using desktops, tablets, or handphones.					
15.	The developed materials support different learning experiences, such as purely online vs mixed or					

	instructor-directed conditions vs direct control of learners.					
16.	The developed materials enable and support cooperative learning.					
17.	The contents of the developed materials are presented clearly and logically organized to facilitate the learners' understanding. They include clear instructions, good learning objectives, and a structured layout.					
18.	The developed materials conform to the educational standards of the users and their institutions.					
19.	The developed materials integrate multimedia.					
20.	The developed materials contain interactive elements, such as quizzes, discussions, and tasks, that promote active participation and deeper learning.					
21.	The developed materials allow the learners to receive feedback on their progress and understanding.					
Alignment with Task-Based Language Teaching (TBLT)						
22.	The developed material framework includes pre-task, task cycle, and post-task.					
23.	The developed materials raise consciousness and introduce the subject and task to the students.					
24.	The developed materials contain tasks designed to encourage students to use language in more complex and communicative ways.					
25.	The developed materials encourage students to use language to communicate, discuss, and share ideas, developing their language skills more holistically.					
26.	The developed materials contain tasks that do not focus on a single language skill, such as speaking, writing, or listening, but rather integrate multiple skills in a single task.					
27.	There are activities like pair work and group work.					

28.	Students' language skills are assessed through task-based assessment.					

6. EXPERT JUDGEMENT FOR THE QUESTIONNAIRE

Item Number	Expert Judgment		Remarks
	Relevant	Not relevant	
1.			
2.			
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25.			
26.			
27.			
28.			

In conclusion,

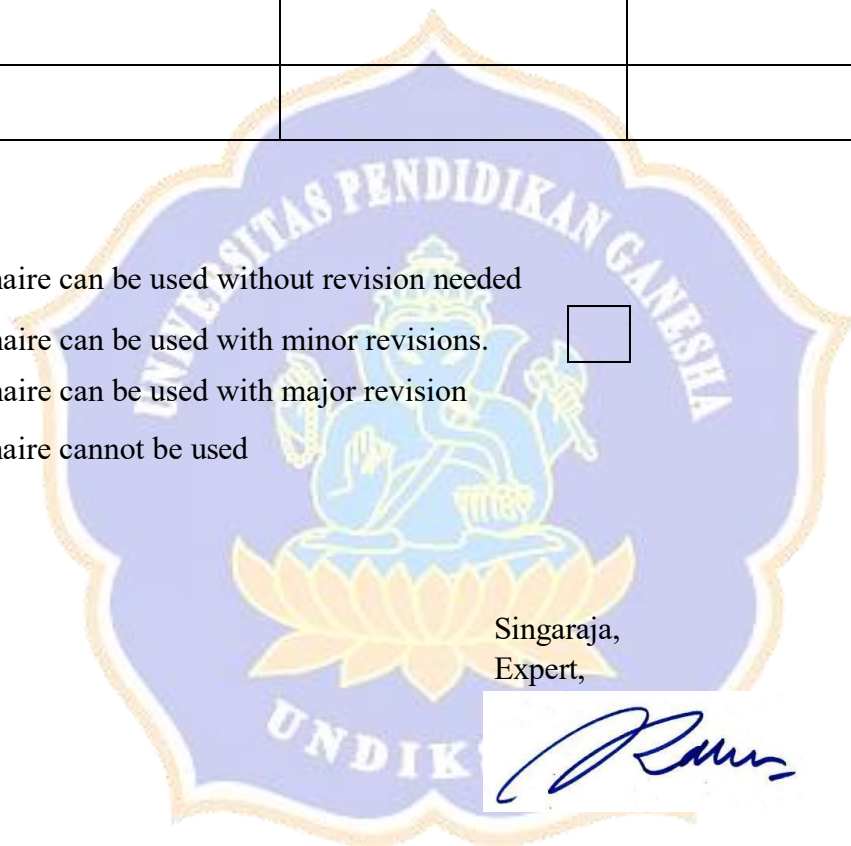
The questionnaire can be used without revision needed

The questionnaire can be used with minor revisions.

☐

The questionnaire can be used with major revision

The questionnaire cannot be used



Singaraja,
Expert,

Prof. Dr. Ni Made Ratminingsih, M.A.

**APPENDIX 10. MULTIMEDIA EXPERT QUESTIONNAIRE EVALUATION
EXPERT 1**



INSTRUMENT (INSTRUMEN)

**ASSESSMENT INSTRUMENT FOR MULTIMEDIA EXPERT
EVALUATION: TASK-BASED BUSINESS ENGLISH E-LEARNING
MATERIALS FOR UNIVERSITY STUDENTS**

**(INSTRUMEN PENILAIAN EVALUASI AHLI MULTIMEDIA: MATERI
E-LEARNING BISNIS BAHASA INGGRIS BERBASIS TUGAS UNTUK
MAHASISWA UNIVERSITAS)**





1. OBJECTIVE (TUJUAN)

This instrument for multimedia expert shall be used to evaluate the product of research and development on a task-based Business English e-learning material for university students. Therefore, this evaluation aims to assess the quality of the developed learning materials. We expect all respondents to provide honest and accurate information. The results of your feedback will be used as a basis for revising the materials.

2. CONCEPTUAL DEFINITION (DEFINISI KONSEPTUAL)

1) The Theory of Multimedia Learning (Mayer, 2001)

(Teori Pembelajaran Multimedia (Mayer, 2001))

- a) Multimedia Principle: Learning will be more effective when the students are presented with both words and pictures to ensure effectiveness. It means that when information is both in the picture and in words, then it goes around the two channels, thus enhancing the absorption and retention of what is communicated.

(Pembelajaran akan lebih efektif jika siswa disajikan dengan kata-kata dan gambar untuk memastikan keefektifannya. Artinya, ketika informasi disajikan dalam bentuk gambar dan kata-kata, maka informasi tersebut akan mengalir melalui kedua saluran, sehingga meningkatkan penyerapan dan penyimpanan informasi yang dikomunikasikan.)

- b) Coherence Principle: Better learning can take place when extraneous materials are excluded. Extraneous content, such as background music or sounds, may seem to be a source of entertainment for learners, but in fact, it has very often been shown to produce a worse effect on them—distracting them and overstressing their cognitive capacity with irrelevant information. Also, irrelevant decorative pictures or graphics will divert attention from the material being instructed, making it difficult for the learner to focus on what is important. Further, irrelevant additions of words, jokes, or side notes may confuse learners and lighten their main message. Therefore, keeping text concise and focused will help learners understand the main ideas more effectively.

(Prinsip Koherensi: Pembelajaran yang lebih baik dapat terjadi ketika materi yang tidak relevan disingkirkan. Konten yang tidak relevan, seperti musik latar atau suara, mungkin tampak sebagai sumber hiburan bagi pelajar, tetapi pada kenyataannya, konten tersebut sering kali terbukti memberikan dampak yang lebih buruk bagi pelajar—mengganggu dan membebani kapasitas kognitif mereka dengan informasi yang tidak relevan. Selain itu, gambar atau grafik dekoratif yang tidak relevan akan mengalihkan perhatian dari materi yang diajarkan, sehingga menyulitkan pelajar untuk fokus pada hal yang penting. Lebih jauh, penambahan kata-kata, lelucon, atau catatan samping yang tidak relevan dapat membingungkan pelajar dan meringankan pesan utama mereka. Oleh karena itu, menjaga teks tetap ringkas dan terfokus akan membantu pelajar memahami gagasan utama secara lebih efektif.)

- c) Modality Principle: This implies that students understand information better when it is provided using both media rather than just one, which is visual

text media. This theory is based on the understanding that the human brain processes information through two basic channels: the Visual-Pictorial Channel and the Auditory-Verbal Channel. If both channels are functioning, students will be able to understand and pass on what they have learned in class.

(Prinsip Modalitas: Ini berarti bahwa siswa lebih memahami informasi jika informasi tersebut diberikan menggunakan kedua media tersebut, bukan hanya satu, yaitu media teks visual. Teori ini didasarkan pada pemahaman bahwa otak manusia memproses informasi melalui dua saluran dasar: Saluran Visual-Gambar dan Saluran Auditori-Verbal. Jika kedua saluran tersebut berfungsi, siswa akan dapat memahami dan menyampaikan apa yang telah mereka pelajari di kelas.)

3. OPERATIONAL DEFINITION (DEFINISI OPERASIONAL)

This questionnaire is aimed at obtaining information on the quality and effectiveness of the multimedia elements of the developed e-learning materials in the view of the following operational definitions adopted after considering the conceptual definitions from the used theories:

(Kuesioner ini bertujuan untuk memperoleh informasi mengenai kualitas dan efektivitas unsur multimedia materi e-learning yang dikembangkan ditinjau dari definisi operasional yang diambil setelah mempertimbangkan definisi konseptual dari teori-teori yang digunakan:)

- a) Multimedia Principle: States that presentations that include both words and images are more successful for learning because information is better absorbed and maintained. This principle will be evaluated based on how text and pictures blended in the task-based Business English e-learning materials. More precisely, it will be graded on how visuals, diagrams, or animations are coordinated with textual explanations to improve comprehension.

(Prinsip Multimedia: Menyatakan bahwa presentasi yang menyertakan kata-kata dan gambar lebih berhasil untuk pembelajaran karena informasi lebih mudah diserap dan diingat. Prinsip ini akan dievaluasi berdasarkan bagaimana teks dan gambar dipadukan dalam materi e-learning Bahasa Inggris Bisnis berbasis tugas. Lebih tepatnya, prinsip ini akan dinilai berdasarkan bagaimana visual, diagram, atau animasi dikoordinasikan dengan penjelasan tekstual untuk meningkatkan pemahaman.)

- b) Coherence Principle: States that more effective learning occurs when unnecessary content is not integrated into teaching materials. This principle will be measured in the instance of the e-learning materials under consideration by observing the absence of unnecessary or distracting components such as background music, decorative graphics, or excessive text. This will be geared toward conciseness and relevancy, ensuring that all contents are focused on achieving learning objectives without filling working memory.

(Prinsip Koherensi: Menyatakan bahwa pembelajaran yang lebih efektif terjadi ketika konten yang tidak perlu tidak diintegrasikan ke dalam materi pengajaran. Prinsip ini akan diukur dalam contoh materi e-learning yang sedang

dipertimbangkan dengan mengamati tidak adanya komponen yang tidak perlu atau mengganggu seperti musik latar, grafik dekoratif, atau teks yang berlebihan. Ini akan diarahkan pada keringkasn dan relevansi, memastikan bahwa semua konten difokuskan pada pencapaian tujuan pembelajaran tanpa memenuhi memori kerja.)

- c) Modality Principle: This theory demonstrates that learners learn more successfully when information is delivered through both visual and auditory channels. When reviewing e-learning materials, this concept will be examined based on the criterion of providing audio narration alongside the visual material offered. The efficiency of the auditory components in improving comprehension without overwhelming the class will become crucial. Furthermore, the evaluation will be focused on how well the materials balanced visual and auditory information, allowing both channels to encourage learning and aid in information retention.

(Prinsip Modalitas: Teori ini menunjukkan bahwa peserta didik belajar lebih berhasil ketika informasi disampaikan melalui saluran visual dan auditori. Ketika meninjau materi e-learning, konsep ini akan diperiksa berdasarkan kriteria penyediaan narasi audio di samping materi visual yang ditawarkan. Efisiensi komponen auditori dalam meningkatkan pemahaman tanpa membebani kelas akan menjadi krusial. Lebih jauh, evaluasi akan difokuskan pada seberapa baik materi tersebut menyeimbangkan informasi visual dan auditori, yang memungkinkan kedua saluran tersebut mendorong pembelajaran dan membantu retensi informasi.)

4. QUESTIONNAIRE BLUEPRINT (CETAK BIRU KUESIONER)

No	Indicators (Indikator)	Number of Statements (Jumlah Pernyataan)	Total Items (<u>Jumlah</u> <u>butir</u>)
1	The relevance of the multimedia with the contents (Relevansi multimedia dengan isinya)	1	1
2	The quality of the visual (Kualitas visual)	2,3	2
3	The quality of the audio (Kualitas suara)	4	1
4	Design quality (Kualitas desain)	5,6,7,8,9,10,11,12,13,14,15,16,17	13
5	Technical Functionality (Fungsionalitas Teknis)	18	1
Total items (Jumlah keseluruhan)		18	

5. THE QUESTIONNAIRE (KUESIONER)

The following is a questionnaire related to the dissertation research on Developing Task-Based Business English E-learning Materials for University Students. Therefore,

amidst your busy schedule, we respectfully request your willingness to complete the following questionnaire. Thank you so much.

(Berikut ini adalah angket terkait penelitian disertasi Pengembangan Materi E-learning Bahasa Inggris Bisnis Berbasis Tugas untuk Mahasiswa Universitas. Oleh karena itu, ditengah kesibukan Bapak/Ibu, dengan hormat kami mohon kesediaan Bapak/Ibu untuk mengisi kuesioner berikut ini. Terima kasih banyak.)

Respondent's information (Informasi responden)

Name (nama) : **Prof. Dr. Ketut Agustini,S.Si.,M.Si**

Designation (jabatan) : **Dosen S2-S3 Teknologi Pendidikan Undiksha**

Instructions (Instruksi)

Please provide your assessment of the dissertation product based on the provided criteria by placing a checkmark (✓) on each statement you select.

(Silakan berikan penilaian Anda terhadap produk disertasi berdasarkan kriteria yang disediakan dengan memberi tanda centang (✓) pada setiap pernyataan yang Anda pilih.)

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

(Kunci : STS= Sangat Tidak Setuju, TS= Tidak Setuju, N = Netral, S= Setuju, SS = Sangat Setuju)

No	Statement (Pernyataan)	Scale (Skala)				
		SA (SS)	A (S)	N (N)	D (TS)	SD (STS)
1.	The multimedia used is relevant to the content. (Multimedia yang digunakan relevan dengan isi)		✓			
2.	The images in the developed materials have good resolution. (Gambar pada materi yang dikembangkan memiliki resolusi yang baik)		✓			
3.	The visual elements in the videos in developed materials have good resolution. (Visual Video pada materi yang dikembangkan memiliki resolusi yang baik)		✓			
4.	The quality of the voice in the video in the developed materials is good/audible. (Kualitas suara pada video pada materi yang dikembangkan baik/terdengar)		✓			
5.	The font style is consistent. (Ukuran huruf konsisten)		✓			
6.	The font style is readable. (Ukuran huruf mudah dibaca)		✓			
7.	The font style is not distracting. (Ukuran huruf tidak mengganggu)		✓			

8.	The font size is consistent. (Ukuran huruf konsisten)		✓			
9.	The font size is readable. (Ukuran huruf mudah dibaca)		✓			
10.	The font size is not distracting. (Ukuran huruf tidak mengganggu)		✓			
11.	The font colours are consistent. (Ukuran huruf konsisten)		✓			
12.	The font colours are readable. (Ukuran huruf mudah dibaca)		✓			
13.	The font colours are not distracting. (Ukuran huruf tidak mengganggu)		✓			
14.	The background colours are consistent (Warna latar konsisten)		✓			
15.	The background colours are not distracting. (Warna latar tidak mengganggu)		✓			
16.	The material layout is consistent. (Tata letak material konsisten dan terstruktur dengan baik)		✓			
17.	The material layout is well-structured. (Tata letak material terstruktur dengan baik)		✓			
18.	The multimedia elements can be accessed on various devices (PSs, tablets, and smartphones). (Elemen multimedia dapat diakses di berbagai perangkat (PS, tablet, dan smartphone))		✓			

6. EXPERT JUDGEMENT FOR THE QUESTIONNAIRE (PENILAIAN AHLI UNTUK KUESIONER)

Instruction: Please indicate if you think the statement is relevant or not relevant.

(Petunjuk: Mohon tunjukkan apakah menurut Anda pernyataan tersebut relevan atau tidak relevan.)

Item No (No butir)	Expert Judgment (Penilaian Ahli)		Remarks (Keterangan)
	Relevant (Relevant)	Not relevant (Tidak relevan)	
1.	✓		Sudah bagus namun masih perlu dielaborasi kembali pernyataan tersebut dengan menambahkan “Multimedia yang digunakan memicu interaktivitas”, interaktivitas yang dimaksud disini adalah - Multimedia mampu mendorong rasa ingin tahu (stimulus) - Multimedia mampu menumbuhkan kreatifitas

			- Multimedia mampu memberi kepuasan pengguna terhadap sajian materi yang diberikan (respon)
2.	✓		Sudah sesuai, masuk kedalam Kegrafisan
3.	✓		Sudah sesuai, masuk kedalam Kegrafisan namun perlu ditambahkan pernyataan terkait durasi video yang effective dalam pembelajaran, merujuk pada artikel (Guo,2014) https://drive.google.com/file/d/1NThVypUJq6hTgXkKDHVqn9ME8fT2xcn/view?usp=sharing
4.	✓		Sudah sesuai, masuk kedalam Kegrafisan
5.	✓		Sudah sesuai, masuk kedalam Kegrafisan
6.	✓		Sudah sesuai, masuk kedalam Kegrafisan
7.	✓		Sudah sesuai, masuk kedalam Kegrafisan
8.	✓		Sudah sesuai, masuk kedalam Kegrafisan
9.	✓		Sudah sesuai, masuk kedalam Kegrafisan
10.	✓		Sudah sesuai, masuk kedalam Kegrafisan
11.	✓		Sudah sesuai, masuk kedalam Kegrafisan
12.	✓		Sudah sesuai, masuk kedalam Kegrafisan
13.	✓		Sudah sesuai, masuk kedalam Kegrafisan
14.	✓		Sudah sesuai, masuk kedalam Kegrafisan
15.	✓		Sudah sesuai, masuk kedalam Kegrafisan
16.	✓		Sudah sesuai, masuk kedalam Kegrafisan
17.	✓		Sudah sesuai, masuk kedalam Kegrafisan
18.	✓		Sudah sesuai, masuk kedalam Kegrafisan

In conclusion (Kesimpulannya),

The questionnaire can be used without revision needed
(Kuesioner dapat digunakan tanpa perlu revisi)

☐

The questionnaire can be used with minor revision
(Kuesioner dapat digunakan dengan sedikit revisi)


☐

The questionnaire can be used with major revision
(Kuesioner dapat digunakan dengan revisi besar)

☐

The questionnaire cannot be used
(Kuesioner tidak dapat digunakan)

☐

Singaraja, 23 Agustus 2024

Expert (Ahli)



Prof. Dr. Ketut Agustini, S.Si., M.Si
NIP. 197408012000032001

APPENDIX 11. MULTIMEDIA EXPERT EVALUATION BY EXPERT 2



INSTRUMENT (INSTRUMEN)

**ASSESSMENT INSTRUMENT FOR MULTIMEDIA EXPERT
EVALUATION: TASK-BASED BUSINESS ENGLISH E-LEARNING
MATERIALS FOR UNIVERSITY STUDENTS**

**(INSTRUMEN PENILAIAN EVALUASI AHLI MULTIMEDIA: MATERI
E-LEARNING BISNIS BAHASA INGGRIS BERBASIS TUGAS UNTUK
MAHASISWA UNIVERSITAS)**



UNIVERSITAS PENDIDIKAN GANESHA

JULY 2024

1. OBJECTIVE (TUJUAN)

This instrument for multimedia expert shall be used to evaluate the product of research and development on a task-based Business English e-learning material for university students. Therefore, this evaluation aims to assess the quality of the developed learning materials. We expect all respondents to provide honest and accurate information. The results of your feedback will be used as a basis for revising the materials.

2. CONCEPTUAL DEFINITION (DEFINISI KONSEPTUAL)

1) The Theory of Multimedia Learning (Mayer, 2001)

(Teori Pembelajaran Multimedia (Mayer, 2001))

- a) Multimedia Principle: Learning will be more effective when the students are presented with both words and pictures to ensure effectiveness. It means that when information is both in the picture and in words, then it goes around the two channels, thus enhancing the absorption and retention of what is communicated.

(Pembelajaran akan lebih efektif jika siswa disajikan dengan kata-kata dan gambar untuk memastikan keefektifannya. Artinya, ketika informasi disajikan dalam bentuk gambar dan kata-kata, maka informasi tersebut akan mengalir melalui kedua saluran, sehingga meningkatkan penyerapan dan penyimpanan informasi yang dikomunikasikan.)

- b) Coherence Principle: Better learning can take place when extraneous materials are excluded. Extraneous content, such as background music or sounds, may seem to be a source of entertainment for learners, but in fact, it has very often been shown to produce a worse effect on them—distracting them and overstressing their cognitive capacity with irrelevant information. Also, irrelevant decorative pictures or graphics will divert attention from the material being instructed, making it difficult for the learner to focus on what is important. Further, irrelevant additions of words, jokes, or side notes may confuse learners and lighten their main message. Therefore, keeping text concise and focused will help learners understand the main ideas more effectively.

(Prinsip Koherensi: Pembelajaran yang lebih baik dapat terjadi ketika materi yang tidak relevan disingkirkan. Konten yang tidak relevan, seperti musik latar atau suara, mungkin tampak sebagai sumber hiburan bagi pelajar, tetapi pada kenyataannya, konten tersebut sering kali terbukti memberikan dampak yang lebih buruk bagi pelajar—mengganggu dan membebani kapasitas kognitif mereka dengan informasi yang tidak relevan. Selain itu, gambar atau grafik dekoratif yang tidak relevan akan mengalihkan perhatian dari materi yang diajarkan, sehingga menyulitkan pelajar untuk fokus pada hal yang penting. Lebih jauh, penambahan kata-kata, lelucon, atau catatan samping yang tidak relevan dapat membingungkan pelajar dan meringankan pesan utama mereka. Oleh karena itu, menjaga teks tetap ringkas dan terfokus akan membantu pelajar memahami gagasan utama secara lebih efektif.)

- c) **Modality Principle:** This implies that students understand information better when it is provided using both media rather than just one, which is visual text media. This theory is based on the understanding that the human brain processes information through two basic channels: the Visual-Pictorial Channel and the Auditory-Verbal Channel. If both channels are functioning, students will be able to understand and pass on what they have learned in class.

(Prinsip Modalitas: Ini berarti bahwa siswa lebih memahami informasi jika informasi tersebut diberikan menggunakan kedua media tersebut, bukan hanya satu, yaitu media teks visual. Teori ini didasarkan pada pemahaman bahwa otak manusia memproses informasi melalui dua saluran dasar: Saluran Visual-Gambar dan Saluran Auditori-Verbal. Jika kedua saluran tersebut berfungsi, siswa akan dapat memahami dan menyampaikan apa yang telah mereka pelajari di kelas.)

3. OPERATIONAL DEFINITION (DEFINISI OPERASIONAL)

This questionnaire is aimed at obtaining information on the quality and effectiveness of the multimedia elements of the developed e-learning materials in the view of the following operational definitions adopted after considering the conceptual definitions from the used theories:

(Kuesioner ini bertujuan untuk memperoleh informasi mengenai kualitas dan efektivitas unsur multimedia materi e-learning yang dikembangkan ditinjau dari definisi operasional yang diambil setelah mempertimbangkan definisi konseptual dari teori-teori yang digunakan:)

- a) **Multimedia Principle:** States that presentations that include both words and images are more successful for learning because information is better absorbed and maintained. This principle will be evaluated based on how text and pictures blended in the task-based Business English e-learning materials. More precisely, it will be graded on how visuals, diagrams, or animations are coordinated with textual explanations to improve comprehension.

(Prinsip Multimedia: Menyatakan bahwa presentasi yang menyertakan kata-kata dan gambar lebih berhasil untuk pembelajaran karena informasi lebih mudah diserap dan diingat. Prinsip ini akan dievaluasi berdasarkan bagaimana teks dan gambar dipadukan dalam materi e-learning Bahasa Inggris Bisnis berbasis tugas. Lebih tepatnya, prinsip ini akan dinilai berdasarkan bagaimana visual, diagram, atau animasi dikoordinasikan dengan penjelasan tekstual untuk meningkatkan pemahaman.)

- b) **Coherence Principle:** States that more effective learning occurs when unnecessary content is not integrated into teaching materials. This principle will be measured in the instance of the e-learning materials under consideration by observing the absence of unnecessary or distracting components such as background music, decorative graphics, or excessive text. This will be geared toward conciseness and relevancy, ensuring that all contents are focused on achieving learning objectives without filling working memory.

(Prinsip Koherensi: Menyatakan bahwa pembelajaran yang lebih efektif terjadi ketika konten yang tidak perlu tidak diintegrasikan ke dalam materi pengajaran. Prinsip ini akan diukur dalam contoh materi e-learning yang sedang dipertimbangkan dengan mengamati tidak adanya komponen yang tidak perlu atau mengganggu seperti musik latar, grafik dekoratif, atau teks yang berlebihan. Ini akan diarahkan pada keringkasan dan relevansi, memastikan bahwa semua konten difokuskan pada pencapaian tujuan pembelajaran tanpa memenuhi memori kerja.)

- c) Modality Principle: This theory demonstrates that learners learn more successfully when information is delivered through both visual and auditory channels. When reviewing e-learning materials, this concept will be examined based on the criterion of providing audio narration alongside the visual material offered. The efficiency of the auditory components in improving comprehension without overwhelming the class will become crucial. Furthermore, the evaluation will be focused on how well the materials balanced visual and auditory information, allowing both channels to encourage learning and aid in information retention.

(Prinsip Modalitas: Teori ini menunjukkan bahwa peserta didik belajar lebih berhasil ketika informasi disampaikan melalui saluran visual dan auditori. Ketika meninjau materi e-learning, konsep ini akan diperiksa berdasarkan kriteria penyediaan narasi audio di samping materi visual yang ditawarkan. Efisiensi komponen auditori dalam meningkatkan pemahaman tanpa membebani kelas akan menjadi krusial. Lebih jauh, evaluasi akan difokuskan pada seberapa baik materi tersebut menyeimbangkan informasi visual dan auditori, yang memungkinkan kedua saluran tersebut mendorong pembelajaran dan membantu retensi informasi.)

4. QUESTIONNAIRE BLUEPRINT (CETAK BIRU KUESIONER)

No	Indicators (Indikator)	Number of Statements (Jumlah Pernyataan)	Total Items (Jumlah butir)
1	The relevance of the multimedia with the contents (Relevansi multimedia dengan isinya)	1	1
2	The quality of the visual (Kualitas visual)	2,3	2
3	The quality of the audio (Kualitas suara)	4	1
4	Design quality (Kualitas desain)	5,6,7,8,9,10,11,12,13,14,15,16,17	13
5	Technical Functionality (Fungsionalitas Teknis)	18	1
Total items (Jumlah keseluruhan)		18	

5. THE QUESTIONNAIRE (KUESIONER)

The following is a questionnaire related to the dissertation research on Developing Task-Based Business English E-learning Materials for University Students. Therefore, amidst your busy schedule, we respectfully request your willingness to complete the following questionnaire. Thank you so much.

(Berikut ini adalah angket terkait penelitian disertasi Pengembangan Materi E-learning Bahasa Inggris Bisnis Berbasis Tugas untuk Mahasiswa Universitas. Oleh karena itu, ditengah kesibukan Bapak/Ibu, dengan hormat kami mohon kesediaan Bapak/Ibu untuk mengisi kuesioner berikut ini. Terima kasih banyak.)

Respondent's information (Informasi responden)

Name (nama) : Dr. I Gde Wawan Sudatha, S.Pd., S.T., M.Pd.

Designation (jabatan) : Ahli Multimedia (Multimedia Expert)

Instructions (Instruksi)

Please provide your assessment of the dissertation product based on the provided criteria by placing a checkmark (✓) on each statement you select.

(Silakan berikan penilaian Anda terhadap produk disertasi berdasarkan kriteria yang disediakan dengan memberi tanda centang (✓) pada setiap pernyataan yang Anda pilih.)

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

(Kunci : STS= Sangat Tidak Setuju, TS= Tidak Setuju, N = Netral, S= Setuju, SS = Sangat Setuju)

No	Statement (Pernyataan)	Scale (Skala)				
		SA (SS)	A (S)	N (N)	D (TS)	SD (STS)
1.	The multimedia used is relevant to the content. (Multimedia yang digunakan relevan dengan isi)					
2.	The images in the developed materials have good resolution. (Gambar pada materi yang dikembangkan memiliki resolusi yang baik)					
3.	The visual elements in the videos in the developed materials have good resolution. (Visual Video pada materi yang dikembangkan memiliki resolusi yang baik)					
4.	The quality of the voice in the video in the developed materials is good/audible. (Kualitas suara pada video pada materi yang dikembangkan baik/terdengar)					
5.	The font style is consistent. (Ukuran huruf konsisten)					
6.	The font style is readable. (Ukuran huruf mudah dibaca)					

7.	The font style is not distracting. (Ukuran huruf tidak mengganggu)					
8.	The font size is consistent. (Ukuran huruf konsisten)					
9.	The font size is readable. (Ukuran huruf mudah dibaca)					
10.	The font size is not distracting. (Ukuran huruf tidak mengganggu)					
11.	The font colours are consistent. (Ukuran huruf konsisten)					
12.	The font colours are readable. (Ukuran huruf mudah dibaca)					
13.	The font colours are not distracting. (Ukuran huruf tidak mengganggu)					
14.	The background colours are consistent. (Warna latar konsisten)					
15.	The background colours are not distracting. (Warna latar tidak mengganggu)					
16.	The material layout is consistent. (Tata letak material konsisten dan terstruktur dengan baik)					
17.	The material layout is well-structured. (Tata letak material terstruktur dengan baik)					
18.	The multimedia elements can be accessed on various devices (PSs, tablets, and smartphones). (Elemen multimedia dapat diakses di berbagai perangkat (PS, tablet, dan smartphone))					

6. EXPERT JUDGEMENT FOR THE QUESTIONNAIRE (PENILAIAN AHLI UNTUK KUESIONER)

Instruction: Please indicate if you think the statement is relevant or not relevant.

(Petunjuk: Mohon tunjukkan apakah menurut Anda pernyataan tersebut relevan atau tidak relevan.)

Item No (No. butir)	Expert Judgment (Penilaian Ahli)		Remarks (Keterangan)
	Relevant (Relevant)	Not relevant (Tidak relevan)	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

In conclusion (Kesimpulannya),

The questionnaire can be used without revision needed

(Kuesioner dapat digunakan tanpa perlu revisi)

The questionnaire can be used with minor revision

(Kuesioner dapat digunakan dengan sedikit revisi)

The questionnaire can be used with major revision

(Kuesioner dapat digunakan dengan revisi besar)

The questionnaire cannot be used

(Kuesioner tidak dapat digunakan)

Singaraja,
Ahli multimedia,

Dr. I Gde Wawan Sudatha, S.Pd., S.T., M.Pd.



APPENDIX 12. CONTENT EXPERT PRODUCT EVALUATION EXPERT 1



INSTRUMENT

ASSESSMENT INSTRUMENT FOR CONTENT EXPERT EVALUATION: TASK-BASED BUSINESS ENGLISH E-LEARNING MATERIALS FOR UNIVERSITY STUDENTS



UNIVERSITAS PENDIDIKAN GANESHA

JULY 2024

1. OBJECTIVE

This instrument for content experts shall be used to evaluate the product of research and development on a task-based Business English e-learning material for university students. Therefore, this evaluation aims to assess the quality of the developed learning materials. We expect all respondents to provide honest and accurate information. Your feedback results will be used as a basis for revising the materials.

2. CONCEPTUAL DEFINITION

a) Language Teaching Material (Tomlinson, 2011)

Tomlinson (2011) provides several basic concepts to develop effective language teaching materials. To have an effect, materials must first captivate learners' attention and curiosity through novelty, variety, appealing presentation, and compelling content. They should also provide comfort by being user-friendly and visually appealing, improving motivation and success. Furthermore, materials should boost learners' confidence by encouraging them to take risks and feel competent when speaking the language. Relevance and applicability to learners' lives are critical for increasing motivation and engagement. Effective materials promote self-investment by encouraging students to independently contribute time, effort, and attention to their language learning. Authentic language exposure helps students understand real-world language use situations, while communicative practice opportunities allow them to apply their knowledge meaningfully. Recognizing that language learning effects are often delayed supports setting realistic expectations, and catering to diverse learning styles and affective attitudes ensures inclusivity. Allowing learners to process before expressing themselves and engaging intellectual, artistic, and emotional components improves learning experiences. Balanced practice, avoiding overreliance on controlled activities, and providing result feedback for learners' language use are all necessary to develop skills fully.

b) Criteria of Ideal Business English Materials (Ellis & Johnson, 1994)

Ellis and Johnson (1994) propose some criteria for an ideal Business English course book, which focuses on the contents and usability. They are as follows:

1. Accuracy and the relevance of the contents: The content has to be accurate, up-to-date and relevant to the needs of the students.

2. Authenticity: The content must reflect the use of authentic language in business contexts and provide learners with realistic examples and scenarios.
3. Variety of text types: The content has to include a variety of text types, such as emails, memos, reports, and presentations, that expose the students to different forms of business communication.
4. Language focus: The content has to identify and present the specific language skills and functions necessary for effective business communication (e.g., presentation skills, negotiation skills, social communication skills).
5. Task orientation: The activities and tasks provided in the content have to be practical and simulate real-world business situations.
6. Clarity: The content must have clear instructions and explanations for how to use it and what to do with the activities.
7. Structure: The content has to be well structured in terms of the degree of difficulty and logical progression.
8. Cultural sensitivity: The content has to acknowledge and address cultural differences in the business context and, therefore, reflect cross-cultural understanding.
9. Assessment: There must be an alignment between assessment in the course and real-world Business English needs.
10. Multimedia use: Multimedia can be beneficial for catering to diverse learning styles and keeping students engaged.

3. OPERATIONAL DEFINITION

a) Language Teaching Material (Tomlinson, 2011)

Basic principles of language teaching materials in this research mean that 1) the materials highlight the production of enjoyable resources for learners, which are also motivating and boost their confidence, 2) the materials need to be appealing for the users, logically-structured and up-to-date reflecting students' experience and enabling them to act on their own, 3) the materials provide authentic context as well as communicative purposes, 4) different activities should be varied enough to accommodate different style and emotional needs, and permit a period silence at the beginning for absorbing input. Such materials should, therefore, balance

guiding practices that use creative languages with stimulating content and feedback mechanisms to guide learner progress.

c) Criteria of Ideal Business English Materials (Ellis & Johnson, 1994)

The criteria of ideal Business English in this research that are based on Ellis and Johnson's theory are as follows:

1. Accuracy and the relevance of the contents: The content has to be accurate, up-to-date and relevant to the needs of the students
2. Authenticity: The content uses authentic language in business contexts. It provides learners with realistic examples and scenarios.
3. Variety of text types: The content includes a variety of text types, such as emails, memos, reports, and presentations, that expose the students to different forms of business communication.
4. Language focus: The content identifies and presents the specific language skills and functions that are necessary for effective business communication, for example, presentation skills, negotiation skills, social communication skills
5. Task orientation: The activities and tasks provided in the content are practical and simulate real-world business situations.
6. Clarity: The content has clear instructions and explanations as to how to use it and what to do with the activities.
7. Structure: The content is well structured in terms of degree of difficulty and logical progression
8. Cultural sensitivity: The content acknowledges and addresses cultural differences in the business context and, therefore, reflects cross-cultural understanding. This also includes the necessity of the materials covering business etiquette, which includes grooming, dining etiquette, meeting etiquette, etc.
9. Use of multimedia: Multimedia can accommodate the students' different learning styles and help keep them engaged.

4. Questionnaire Blueprint

No	Indicators	Number of Statements	Total Items
1	The alignment of the contents with the learning objectives	1,2	2
2	The accuracy and relevance of the contents	3,4,5	3
3	The authenticity of the language used	6,7	2
4	The nature of being well-structured	8,9	2
5	The nature of the text types	10,11	2
6	The nature of the activities	12,13	2
7	The language focus	14	1
8	The nature of the tasks	15	1
9	The clarity of the contents	16	1
10	The nature of being culturally sensitive	17,18,19	3
11	The nature of the assessment	20,21	2
12	The nature of the feedback mechanism	22	1
13	The use of multimedia	23, 24, 25	3

5. The questionnaire

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Task-Based Business English E-learning Materials for University Students. Amidst your busy schedule, we respectfully request your willingness to complete the following questionnaire. Thank you so much.

Respondent's information

Name : Ni Ketut Ayu Puspita Dewi, S.Pd., M.Ed

Designation : Business Owner of Bali Interpreting

Instructions

Please provide your assessment of the dissertation product based on the provided criteria by placing a checkmark (✓) on each statement you select.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
1.	The contents of the developed materials are aligned with the learning objectives.					
2.	The contents of the developed materials are relevant to the student's needs and context.					
3.	The information provided in the contents is accurate.					
4.	The information provided in the contents is based on credible and up-to-date sources.					
5.	The contents include all relevant and important topics.					
6.	The language used in the contents is easy to understand.					
7.	The terminology used in the contents is appropriate and consistent.					
8.	The contents are well-structured in terms of logical progressions of the topics and sub-topics.					
9.	The contents are well-structured in terms of degree of difficulty.					
10.	The contents contain varied text types.					
11.	The contents contain texts that are readable and well presented.					
12.	The contents contain activities that demand students' participation.					
13.	The contents contain activities that demand students' interaction/collaborative works.					
14.	The contents present specific language skills and focus that are necessary for a certain business communication.					
15.	The tasks are practical and reflect the real world-business situation.					
16.	The contents have clear instructions on how to use them and how to do the activities.					
17.	The contents are inclusive: they do not show certain cultural exclusivity or superiority.					
18.	The contents contain practical knowledge on cross-cultural understanding.					
19.	The contents contain relevant business etiquette.					

20.	The assessment in the content is aligned with the real-world Business English situation.					
21.	The contents have assessment rubric that is effective in measuring students' comprehension of the contents and progress in the course.					
22.	The contents enable constructive feedbacks to the students.					
23.	The use of graphics, images and tables supports the students' understanding of the contents.					
24.	The use of multimedia supports the contents presented in each chapter.					
25.	The layout and presentation of the multimedia support the learning instead of distracting it.					

6. Expert Judgement for the Questionnaire

Instruction: Please indicate if you think the statement is relevant or not relevant.

Item Number	Expert Judgment		Remarks
	Relevant	Not relevant	
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		

13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		
18.	✓		
19.	✓		
20.	✓		
21.	✓		
22.	✓		
23.	✓		
24.	✓		
25.	✓		

In conclusion,

The questionnaire can be used without revision needed

☐

The questionnaire can be used with minor revision

☒

The questionnaire can be used with major revision

☐

The questionnaire cannot be used

☐

Singaraja,

Expert,



Ni Ketut Ayu Puspita Dewi, S.Pd., M.Ed.

APPENDIX 13. CONTENT EXPERT PRODUCT EVALUATION EXPERT 2



INSTRUMENT

ASSESSMENT INSTRUMENT FOR CONTENT EXPERT EVALUATION: TASK-BASED BUSINESS ENGLISH E-LEARNING MATERIALS FOR UNIVERSITY STUDENTS



UNIVERSITAS PENDIDIKAN GANESHA

JULY 2024

1. OBJECTIVE

This instrument for content experts shall be used to evaluate the product of research and development on a task-based Business English e-learning material for university students. Therefore, this evaluation aims to assess the quality of the developed learning materials. We expect all respondents to provide honest and accurate information. Your feedback results will be used as a basis for revising the materials.

2. CONCEPTUAL DEFINITION

a) Language Teaching Material (Tomlinson, 2011)

Tomlinson (2011) provides several basic concepts to develop effective language teaching materials. To have an effect, materials must first captivate learners' attention and curiosity through novelty, variety, appealing presentation, and compelling content. They should also provide comfort by being user-friendly and visually appealing, improving motivation and success. Furthermore, materials should boost learners' confidence by encouraging them to take risks and feel competent when speaking the language. Relevance and applicability to learners' lives are critical for increasing motivation and engagement. Effective materials promote self-investment by encouraging students to independently contribute time, effort, and attention to their language learning. Authentic language exposure helps students understand real-world language use situations, while communicative practice opportunities allow them to apply their knowledge meaningfully. Recognizing that language learning effects are often delayed supports setting realistic expectations, and catering to diverse learning styles and affective attitudes ensures inclusivity. Allowing learners to process before expressing themselves and engaging intellectual, artistic, and emotional components improves learning experiences. Balanced practice, avoiding overreliance on controlled activities, and providing result feedback for learners' language use are all necessary to develop skills fully.

b) Criteria of Ideal Business English Materials (Ellis & Johnson, 1994)

Ellis and Johnson (1994) propose some criteria for an ideal Business English course book, which focuses on the contents and usability. They are as follows:

1. Accuracy and the relevance of the contents: The content has to be accurate, up-to-date and relevant to the needs of the students.

2. Authenticity: The content must reflect the use of authentic language in business contexts and provide learners with realistic examples and scenarios.
3. Variety of text types: The content has to include a variety of text types, such as emails, memos, reports, and presentations, that expose the students to different forms of business communication.
4. Language focus: The content has to identify and present the specific language skills and functions necessary for effective business communication (e.g., presentation skills, negotiation skills, social communication skills).
5. Task orientation: The activities and tasks provided in the content have to be practical and simulate real-world business situations.
6. Clarity: The content must have clear instructions and explanations for how to use it and what to do with the activities.
7. Structure: The content has to be well structured in terms of the degree of difficulty and logical progression.
8. Cultural sensitivity: The content has to acknowledge and address cultural differences in the business context and, therefore, reflect cross-cultural understanding.
9. Assessment: There must be an alignment between assessment in the course and real-world Business English needs.
10. Multimedia use: Multimedia can be beneficial for catering to diverse learning styles and keeping students engaged.

3. OPERATIONAL DEFINITION

a) Language Teaching Material (Tomlinson, 2011)

Basic principles of language teaching materials in this research mean that 1) the materials highlight the production of enjoyable resources for learners, which are also motivating and boost their confidence, 2) the materials need to be appealing for the users, logically-structured and up-to-date reflecting students' experience and enabling them to act on their own, 3) the materials provide authentic context as well as communicative purposes, 4) different activities should be varied enough to accommodate different style and emotional needs, and permit a period silence at the beginning for absorbing input. Such materials should, therefore, balance

guiding practices that use creative languages with stimulating content and feedback mechanisms to guide learner progress.

c) Criteria of Ideal Business English Materials (Ellis & Johnson, 1994)

The criteria of ideal Business English in this research that are based on Ellis and Johnson's theory are as follows:

1. Accuracy and the relevance of the contents: The content has to be accurate, up-to-date and relevant to the needs of the students
2. Authenticity: The content uses authentic language in business contexts. It provides learners with realistic examples and scenarios.
3. Variety of text types: The content includes a variety of text types, such as emails, memos, reports, and presentations, that expose the students to different forms of business communication.
4. Language focus: The content identifies and presents the specific language skills and functions that are necessary for effective business communication, for example, presentation skills, negotiation skills, social communication skills
5. Task orientation: The activities and tasks provided in the content are practical and simulate real-world business situations.
6. Clarity: The content has clear instructions and explanations as to how to use it and what to do with the activities.
7. Structure: The content is well structured in terms of degree of difficulty and logical progression
8. Cultural sensitivity: The content acknowledges and addresses cultural differences in the business context and, therefore, reflects cross-cultural understanding. This also includes the necessity of the materials covering business etiquette, which includes grooming, dining etiquette, meeting etiquette, etc.
9. Use of multimedia: Multimedia can accommodate the students' different learning styles and help keep them engaged.

4. Questionnaire Blueprint

No	Indicators	Number of Statements	Total Items
1	The alignment of the contents with the learning objectives	1,2	2
2	The accuracy and relevance of the contents	3,4,5	3
3	The authenticity of the language used	6,7	2
4	The nature of being well-structured	8,9	2
5	The nature of the text types	10,11	2
6	The nature of the activities	12,13	2
7	The language focus	14	1
8	The nature of the tasks	15	1
9	The clarity of the contents	16	1
10	The nature of being culturally sensitive	17,18,19	3
11	The nature of the assessment	20,21	2
12	The nature of the feedback mechanism	22	1
13	The use of multimedia	23, 24, 25	3

5. The questionnaire

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Task-Based Business English E-learning Materials for University Students. Amidst your busy schedule, we respectfully request your willingness to complete the following questionnaire. Thank you so much.

Respondent's information

Name : Prof. Dr. Ni Luh Putu Sri Adnyani, S.Pd., M.Hum.

Designation : Professor at The Postgraduate School of Undiksha

Instructions

Please provide your assessment of the dissertation product based on the provided criteria by placing a checkmark (✓) on each statement you select.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
1.	The contents of the developed materials are aligned with the learning objectives.					
2.	The contents of the developed materials are relevant to the student's needs and context.					
3.	The information provided in the contents is accurate.					
4.	The information provided in the contents is based on credible and up-to-date sources.					
5.	The contents include all relevant and important topics.					
6.	The language used in the contents is easy to understand.					
7.	The terminology used in the contents is appropriate and consistent.					
8.	The contents are well-structured in terms of logical progressions of the topics and sub-topics.					
9.	The contents are well-structured in terms of degree of difficulty.					
10.	The contents contain varied text types.					
11.	The contents contain texts that are readable and well presented.					
12.	The contents contain activities that demand students' participation.					
13.	The contents contain activities that demand students' interaction/collaborative works.					
14.	The contents present specific language skills and focus that are necessary for a certain business communication.					
15.	The tasks are practical and reflect the real world-business situation.					
16.	The contents have clear instructions on how to use them and how to do the activities.					
17.	The contents are inclusive: they do not show certain cultural exclusivity or superiority.					
18.	The contents contain practical knowledge on cross-cultural understanding.					
19.	The contents contain relevant business etiquette.					

20.	The assessment in the content is aligned with the real-world Business English situation.					
21.	The contents have assessment rubrics that are effective in measuring students' comprehension of the contents and progress in the course.					
22.	The contents enable constructive feedback to the students.					
23.	The use of graphics, images and tables supports the students' understanding of the contents.					
24.	The use of multimedia supports the contents presented in each chapter.					
25.	The layout and presentation of the multimedia support the learning instead of distracting it.					

Expert Judgement for the Questionnaire

In conclusion,

The product can be used without revision needed

The product can be used with minor revision

The product can be used with major revision

The product cannot be used

Singaraja,
Expert,



Prof. Dr. Ni Luh Putu Sri Adnyani, S.Pd., M.Hum.

APPENDIX 14. INSTRUCTIONAL EXPERT PRODUCT EVALUATION EXPERT 1



INSTRUMENT

**ASSESSMENT INSTRUMENT FOR INSTRUCTIONAL EXPERT EVALUATION:
TASK-BASED BUSINESS ENGLISH E-LEARNING MATERIALS FOR
UNIVERSITY STUDENTS**



UNIVERSITAS PENDIDIKAN GANESHA

JULY 2024

1. OBJECTIVE

This instrument for instructional experts shall be used to evaluate the product of research and development on a task-based Business English e-learning material for university students. Therefore, this evaluation aims to assess the quality of the developed learning materials. We expect all respondents to provide honest and accurate information. Your feedback results will be used as a basis for revising the materials.

2. CONCEPTUAL DEFINITION

1) Basic Principles of Language Teaching Materials

Tomlinson (2011) provides several basic concepts to develop effective language teaching materials. To have an effect, materials must first captivate learners' attention and curiosity through novelty, variety, appealing presentation, and compelling content. They should also provide comfort by being user-friendly and visually appealing, improving motivation and success. Furthermore, materials should boost learners' confidence by encouraging them to take risks and feel competent when speaking the language. Relevance and applicability to learners' lives are critical for increasing motivation and engagement. Effective materials promote self-investment by encouraging students to independently contribute time, effort, and attention to their language learning. Authentic language exposure helps students understand real-world language use situations, while communicative practice opportunities allow them to apply their knowledge meaningfully. Recognizing that language learning effects are often delayed supports setting realistic expectations, and catering to diverse learning styles and affective attitudes ensures inclusivity. Allowing learners to process before expressing themselves and engaging intellectual, artistic, and emotional components improves learning experiences. Balanced practice, avoiding overreliance on controlled activities, and providing result feedback for learners' language use are all necessary to develop skills fully.

2) Desirable Online Learning Environments

According to Meylani et al. (2015) and Lasaiba (2024), the desirable environment in online learning includes 1) accessibility, interactivity, and support. They guarantee easy access to content and resources from any place and device. Interactivity is important through engaging multimedia content, interactive

discussions, and collaborative activities that enhance active learning and community building. An effective online learning environment will have strong support systems, timely instructor feedback, technical assistance, and the possibility of acquiring peer support; 2) They are also user-friendly, having intuitive navigation and obvious instructions to provide comfortable and enjoyable learning experiences; 3) They do respect inclusivity, in a way that contents and activities try to accommodate as much diversity of students' needs or backgrounds. These are learning environments that, taken as a whole, provide a flexible, engaging, and supportive framework for the enhancement of the learning experience and outcomes of all students.

3) Alignment with Task-Based Language Teaching (TBLT)

Task-Based Language Teaching, conceptualized by Willis (1996), takes the meaningful task as the primary unit in language teaching and instructional planning. According to this approach, authentic language use is when learners are involved in authentic activities that require communication and problem-solving. The TBLT incorporates pre-task, task cycle, and post-task phases where, first of all, the learners are introduced to the topic and prepared by the teacher for the performance of the task; secondly, carrying out the task itself that involves the target language; and lastly, the analysis and reflection of learner's behaviour. Through these tasks, TBLT enhances the learners' communicative competence, for the tasks are modelled after real-life situations and try to focus on actualizing language skills in live situations, encouraging learners to use language spontaneously and creatively.

3. OPERATIONAL DEFINITION

1) Basic Principles of Language Teaching Materials

The basic principles of language teaching materials in this research mean that the materials highlight the production of enjoyable resources for learners, motivating and boosting their confidence. Materials need to be appealing for the users, logically structured and up-to-date, reflecting students' experience and enabling them to act independently. A hands-on approach should be adopted when designing these types of materials, considering that learning takes time by providing authentic context and communicative purposes. Different activities should be varied enough to accommodate different

styles and emotional needs and permit a period of silence at the beginning for absorbing input. Such materials should, therefore, balance guiding practices that use creative languages with stimulating content and feedback mechanisms to guide learner progress.

2) Desirable Online Learning Environments

In this research, by making all course content available online and compatible with various devices and assistive technologies, the accessibility of all course content is guaranteed. Interactivity can then be promoted through engaging multimedia content, discussion forums, live chats, and collaborative projects, allowing learners and instructors to collaborate. These strong support systems include spelt-out guidelines about course activities, timely instructor feedback, and technical help through help desks and tutorials. It guarantees user-friendly design through an intuitive structure of the course layout and consistent and clear visual aids since it enforces the preparation of culturally sensitive material with inclusivity and alternative formats of content considering different learning requirements. Systematic feedback mechanisms would constantly activate learners in adding inputs to help improve the learning experience. In essence, these operational guidelines help to create an engaging and supportive online learning environment that is flexible enough to enhance educational outcomes for every learner.

3) Alignment with Task-Based Language Teaching (TBLT)

In this research, alignment with task-based language teaching operationally involves structuring language learning around authentic tasks patterning situations of real life. It is a matter of starting with developing tasks relevant and meaningful to the learners' lives or future needs, which call for actual potential use of the target language. The instructional sequence follows a pre-task phase, in which the learners are oriented to the task and involved in language skills, and then a task phase, in which the learners are engaged in the activity performance using the language in independent or collaborative ways.

4. QUESTIONNAIRE BLUEPRINT

No	Indicators	Number of Statements	Total Items
1.	Conformity to basic principles of language material		13
	Containing attractive materials	1	
	Containing appealing contents	2	
	Containing challenging tasks	3	
	Containing user-friendly materials: culturally appropriate and inclusive content	4	
	Containing real-life task materials	5	
	Containing properly arranged materials	6	
	Using authentic language	7	
	Containing clear linguistic input features	8	
	Providing target language use to achieve communicative purposes	9	
	Containing ample exposure to instructed language features in communicative use	10	
	Considering students' different learning styles	11	
	Containing varied materials: texts, activities, extras	12	
	Providing feedback on outcomes	13	
2.	Conformity to the ideal online learning environment		8
	Offering flexible accessibility	14	
	Supporting different learning experiences	15	
	Supporting cooperative learning	16	
	Containing clearly and logically organized materials	17	
	Conforming to the educational standard of the users	18	
	Integrating multimedia	19	
	Containing interactive elements	20	
	Providing the students with the opportunity to receive feedback	21	
3.	Conformity to the principles of task-based language teaching		7
	Including pre-task, task, and post-task	22	
	Raising consciousness on and introducing the subject and task to the students	23	

	Containing tasks that encourage students to use language in more complex and communicative ways and more holistically	24-26	
	Encouraging collaborative works	27	
	Using task-based assessment	28	
	Total items		28

5. THE QUESTIONNAIRE

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Task-Based Business English E-learning Materials for University Students. Amidst your busy schedule, we respectfully request your willingness to complete the following questionnaire. Thank you so much.

Respondent's information

Name : Prof. Dr. Ni Nyoman Padmadewi, M.A.

Designation : Professor at The Postgraduate School of Undiksha

Instructions

Please provide your assessment of the dissertation product based on the provided criteria by placing a checkmark (✓) on each statement you select.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
Basic Principles of Language Teaching Materials						
1.	The developed teaching materials are presented in an attractive way: they use attractive colours, white spaces, pictures or illustrations, etc.					
2.	The contents of the developed materials are appealing: the topics are interesting and offer new things to learn.					
3.	The tasks in the developed materials challenge the students to think.					
4.	The developed materials help the students to feel at ease: the contents are culturally appropriate to them, containing many examples, and inclusive.					
5.	The developed teaching materials are relevant; they contain real-life tasks in the target language.					

6.	The developed teaching materials are properly arranged so that when new information is given, the students are ready to learn it.					
7.	The developed teaching materials use authentic language.					
8.	The developed teaching materials can direct students' attention to linguistic input features.					
9.	The developed teaching materials allow students to use the target language to achieve communicative purposes.					
10.	The developed materials provide ample exposure to the instructed language features in communicative use.					
11.	The developed teaching materials take into account that each student has a different learning style,					
12.	The developed teaching materials provide variety: They contain different types of texts and activities and provide optional extras for the more positive and motivated learners.					
13.	The developed teaching materials provide opportunities for outcome feedback, especially on the effectiveness of language use rather than language accuracy.					
Desirable Online Learning Environments						
14.	The developed materials are accessible anywhere and anytime to all students using desktops, tablets, or handphones.					
15.	The developed materials support different learning experiences, such as purely online vs mixed or instructor-directed conditions vs direct control of learners.					
16.	The developed materials enable and support cooperative learning.					
17.	The contents of the developed materials are presented clearly and logically organized to facilitate the learners' understanding. They include clear instructions, good learning objectives, and a structured layout.					
18.	The developed materials conform to the educational standards of the users and their institutions.					
19.	The developed materials integrate multimedia.					
20.	The developed materials contain interactive elements, such as quizzes, discussions, and tasks, that promote active participation and deeper learning.					
21.	The developed materials allow the learners to receive feedback on their progress and understanding.					
Alignment with Task-Based Language Teaching (TBLT)						
22.	The developed material framework includes pre-task, task cycle, and post-task.					

23.	The developed materials raise consciousness and introduce the subject and task to the students.					
24.	The developed materials contain tasks designed to encourage students to use language in more complex and communicative ways.					
25.	The developed materials encourage students to use language to communicate, discuss, and share ideas, developing their language skills more holistically.					
26.	The developed materials contain tasks that do not focus on a single language skill, such as speaking, writing, or listening, but rather integrate multiple skills in a single task.					
27.	There are activities like pair work and group work.					
28.	Students' language skills are assessed through task-based assessment.					

Expert Judgement for the Questionnaire

In conclusion,

The product can be used without revision needed

The product can be used with minor revisions.

The product can be used with major revision

The product cannot be used

Singaraja,
Expert,



Prof. Dr. Ni Nyoman Padmadewi, M.A.

APPENDIX 15. INSTRUCTIONAL EXPERT PRODUCT EVALUATION EXPERT 2



INSTRUMENT

**ASSESSMENT INSTRUMENT FOR INSTRUCTIONAL EXPERT EVALUATION:
TASK-BASED BUSINESS ENGLISH E-LEARNING MATERIALS FOR
UNIVERSITY STUDENTS**



UNIVERSITAS PENDIDIKAN GANESHA

JULY 2024

1. OBJECTIVE

This instrument for instructional experts shall be used to evaluate the product of research and development on a task-based Business English e-learning material for university students. Therefore, this evaluation aims to assess the quality of the developed learning materials. We expect all respondents to provide honest and accurate information. Your feedback results will be used as a basis for revising the materials.

2. CONCEPTUAL DEFINITION

1) Basic Principles of Language Teaching Materials

Tomlinson (2011) provides several basic concepts to develop effective language teaching materials. To have an effect, materials must first captivate learners' attention and curiosity through novelty, variety, appealing presentation, and compelling content. They should also provide comfort by being user-friendly and visually appealing, improving motivation and success. Furthermore, materials should boost learners' confidence by encouraging them to take risks and feel competent when speaking the language. Relevance and applicability to learners' lives are critical for increasing motivation and engagement. Effective materials promote self-investment by encouraging students to independently contribute time, effort, and attention to their language learning. Authentic language exposure helps students understand real-world language use situations, while communicative practice opportunities allow them to apply their knowledge meaningfully. Recognizing that language learning effects are often delayed supports setting realistic expectations, and catering to diverse learning styles and affective attitudes ensures inclusivity. Allowing learners to process before expressing themselves and engaging intellectual, artistic, and emotional components improves learning experiences. Balanced practice, avoiding overreliance on controlled activities, and providing result feedback for learners' language use are all necessary to develop skills fully.

2) Desirable Online Learning Environments

According to Meylani et al. (2015) and Lasaiba (2024), the desirable environment in online learning includes 1) accessibility, interactivity, and support. They guarantee easy access to content and resources from any place and device. Interactivity is important through engaging multimedia content, interactive

discussions, and collaborative activities that enhance active learning and community building. An effective online learning environment will have strong support systems, timely instructor feedback, technical assistance, and the possibility of acquiring peer support; 2) They are also user-friendly, having intuitive navigation and obvious instructions to provide comfortable and enjoyable learning experiences; 3) They do respect inclusivity, in a way that contents and activities try to accommodate as much diversity of students' needs or backgrounds. These are learning environments that, taken as a whole, provide a flexible, engaging, and supportive framework for the enhancement of the learning experience and outcomes of all students.

3) Alignment with Task-Based Language Teaching (TBLT)

Task-Based Language Teaching, conceptualized by Willis (1996), takes the meaningful task as the primary unit in language teaching and instructional planning. According to this approach, authentic language use is when learners are involved in authentic activities that require communication and problem-solving. The TBLT incorporates pre-task, task cycle, and post-task phases where, first of all, the learners are introduced to the topic and prepared by the teacher for the performance of the task; secondly, carrying out the task itself that involves the target language; and lastly, the analysis and reflection of learner's behaviour. Through these tasks, TBLT enhances the learners' communicative competence, for the tasks are modelled after real-life situations and try to focus on actualizing language skills in live situations, encouraging learners to use language spontaneously and creatively.

3. OPERATIONAL DEFINITION

1) Basic Principles of Language Teaching Materials

The basic principles of language teaching materials in this research mean that the materials highlight the production of enjoyable resources for learners, motivating and boosting their confidence. Materials need to be appealing for the users, logically structured and up-to-date, reflecting students' experience and enabling them to act independently. A hands-on approach should be adopted when designing these types of materials, considering that learning takes time by providing authentic context and communicative purposes. Different activities should be varied enough to accommodate different

styles and emotional needs and permit a period of silence at the beginning for absorbing input. Such materials should, therefore, balance guiding practices that use creative languages with stimulating content and feedback mechanisms to guide learner progress.

2) Desirable Online Learning Environments

In this research, by making all course content available online and compatible with various devices and assistive technologies, the accessibility of all course content is guaranteed. Interactivity can then be promoted through engaging multimedia content, discussion forums, live chats, and collaborative projects, allowing learners and instructors to collaborate. These strong support systems include spelt-out guidelines about course activities, timely instructor feedback, and technical help through help desks and tutorials. It guarantees user-friendly design through an intuitive structure of the course layout and consistent and clear visual aids since it enforces the preparation of culturally sensitive material with inclusivity and alternative formats of content considering different learning requirements. Systematic feedback mechanisms would constantly activate learners in adding inputs to help improve the learning experience. In essence, these operational guidelines help to create an engaging and supportive online learning environment that is flexible enough to enhance educational outcomes for every learner.

3) Alignment with Task-Based Language Teaching (TBLT)

In this research, alignment with task-based language teaching operationally involves structuring language learning around authentic tasks patterning situations of real life. It is a matter of starting with developing tasks relevant and meaningful to the learners' lives or future needs, which call for actual potential use of the target language. The instructional sequence follows a pre-task phase, in which the learners are oriented to the task and involved in language skills, and then a task phase, in which the learners are engaged in the activity performance using the language in independent or collaborative ways.

4. QUESTIONNAIRE BLUEPRINT

No	Indicators	Number of Statements	Total Items
1.	Conformity to basic principles of language material		13
	Containing attractive materials	1	
	Containing appealing contents	2	
	Containing challenging tasks	3	
	Containing user-friendly materials: culturally appropriate and inclusive content	4	
	Containing real-life task materials	5	
	Containing properly arranged materials	6	
	Using authentic language	7	
	Containing clear linguistic input features	8	
	Providing target language use to achieve communicative purposes	9	
	Containing ample exposure to instructed language features in communicative use	10	
	Considering students' different learning styles	11	
	Containing varied materials: texts, activities, extras	12	
	Providing feedback on outcomes	13	
2.	Conformity to the ideal online learning environment		8
	Offering flexible accessibility	14	
	Supporting different learning experiences	15	
	Supporting cooperative learning	16	
	Containing clearly and logically organized materials	17	
	Conforming to the educational standard of the users	18	
	Integrating multimedia	19	
	Containing interactive elements	20	
	Providing the students with the opportunity to receive feedback	21	
3.	Conformity to the principles of task-based language teaching		7
	Including pre-task, task, and post-task	22	
	Raising consciousness on and introducing the subject and task to the students	23	

	Containing tasks that encourage students to use language in more complex and communicative ways and more holistically	24-26	
	Encouraging collaborative works	27	
	Using task-based assessment	28	
	Total items		28

5. THE QUESTIONNAIRE

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Task-Based Business English E-learning Materials for University Students. Amidst your busy schedule, we respectfully request your willingness to complete the following questionnaire. Thank you so much.

Respondent's information

Name : Prof. Dr. Ni Made Ratminingsih, M.A.

Designation : Professor at The Postgraduate School of Undiksha

Instructions

Please provide your assessment of the dissertation product based on the provided criteria by placing a checkmark (✓) on each statement you select.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
Basic Principles of Language Teaching Materials						
1.	The developed teaching materials are presented in an attractive way: they use attractive colours, white spaces, pictures or illustrations, etc.					
2.	The contents of the developed materials are appealing: the topics are interesting and offer new things to learn.					
3.	The tasks in the developed materials challenge the students to think.					
4.	The developed materials help the students to feel at ease: the contents are culturally appropriate to them, containing many examples, and inclusive.					
5.	The developed teaching materials are relevant; they contain real-life tasks in the target language.					

6.	The developed teaching materials are properly arranged so that when new information is given, the students are ready to learn it.					
7.	The developed teaching materials use authentic language.					
8.	The developed teaching materials can direct students' attention to linguistic input features.					
9.	The developed teaching materials allow students to use the target language to achieve communicative purposes.					
10.	The developed materials provide ample exposure to the instructed language features in communicative use.					
11.	The developed teaching materials take into account that each student has a different learning style,					
12.	The developed teaching materials provide variety: They contain different types of texts and activities and provide optional extras for the more positive and motivated learners.					
13.	The developed teaching materials provide opportunities for outcome feedback, especially on the effectiveness of language use rather than language accuracy.					
Desirable Online Learning Environments						
14.	The developed materials are accessible anywhere and anytime to all students using desktops, tablets, or handphones.					
15.	The developed materials support different learning experiences, such as purely online vs mixed or instructor-directed conditions vs direct control of learners.					
16.	The developed materials enable and support cooperative learning.					
17.	The contents of the developed materials are presented clearly and logically organized to facilitate the learners' understanding. They include clear instructions, good learning objectives, and a structured layout.					
18.	The developed materials conform to the educational standards of the users and their institutions.					
19.	The developed materials integrate multimedia.					
20.	The developed materials contain interactive elements, such as quizzes, discussions, and tasks, that promote active participation and deeper learning.					
21.	The developed materials allow the learners to receive feedback on their progress and understanding.					
Alignment with Task-Based Language Teaching (TBLT)						
22.	The developed material framework includes pre-task, task cycle, and post-task.					

23.	The developed materials raise consciousness and introduce the subject and task to the students.					
24.	The developed materials contain tasks designed to encourage students to use language in more complex and communicative ways.					
25.	The developed materials encourage students to use language to communicate, discuss, and share ideas, developing their language skills more holistically.					
26.	The developed materials contain tasks that do not focus on a single language skill, such as speaking, writing, or listening, but rather integrate multiple skills in a single task.					
27.	There are activities like pair work and group work.					
28.	Students' language skills are assessed through task-based assessment.					

Expert Judgement for the Questionnaire

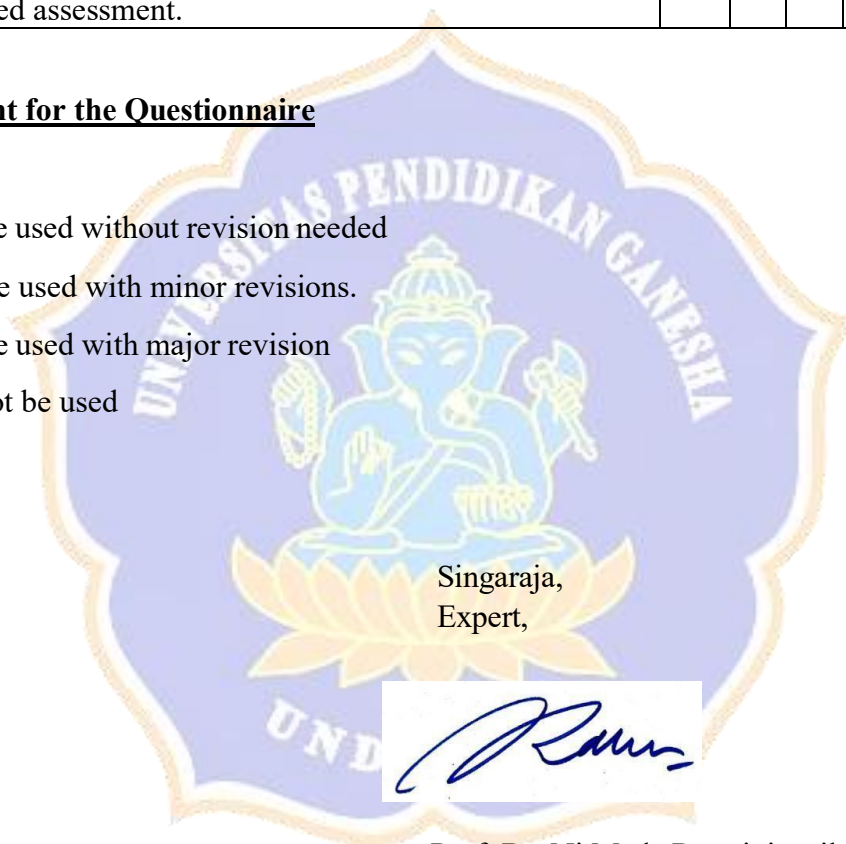
In conclusion,

The product can be used without revision needed

The product can be used with minor revisions.

The product can be used with major revision

The product cannot be used



Singaraja,
Expert,

Prof. Dr. Ni Made Ratminingsih, M.A.

APPENDIX 16. MULTIMEDIA EXPERT PRODUCT EVALUATION EXPERT 1



INSTRUMENT (INSTRUMEN)

**ASSESSMENT INSTRUMENT FOR MULTIMEDIA EXPERT
EVALUATION: TASK-BASED BUSINESS ENGLISH E-LEARNING
MATERIALS FOR UNIVERSITY STUDENTS**

**(INSTRUMEN PENILAIAN EVALUASI AHLI MULTIMEDIA: MATERI
E-LEARNING BISNIS BAHASA INGGRIS BERBASIS TUGAS UNTUK
MAHASISWA UNIVERSITAS)**



1. OBJECTIVE (TUJUAN)

This instrument for multimedia expert shall be used to evaluate the product of research and development on a task-based Business English e-learning material for university students. Therefore, this evaluation aims to assess the quality of the developed learning materials. We expect all respondents to provide honest and accurate information. The results of your feedback will be used as a basis for revising the materials.

2. CONCEPTUAL DEFINITION (DEFINISI KONSEPTUAL)

1) The Theory of Multimedia Learning (Mayer, 2001)

(Teori Pembelajaran Multimedia (Mayer, 2001))

- a) Multimedia Principle: Learning will be more effective when the students are presented with both words and pictures to ensure effectiveness. It means that when information is both in the picture and in words, then it goes around the two channels, thus enhancing the absorption and retention of what is communicated.

(Pembelajaran akan lebih efektif jika siswa disajikan dengan kata-kata dan gambar untuk memastikan keefektifannya. Artinya, ketika informasi disajikan dalam bentuk gambar dan kata-kata, maka informasi tersebut akan mengalir melalui kedua saluran, sehingga meningkatkan penyerapan dan penyimpanan informasi yang dikomunikasikan.)

- b) Coherence Principle: Better learning can take place when extraneous materials are excluded. Extraneous content, such as background music or sounds, may seem to be a source of entertainment for learners, but in fact, it has very often been shown to produce a worse effect on them—distracting them and overstressing their cognitive capacity with irrelevant information. Also, irrelevant decorative pictures or graphics will divert attention from the material being instructed, making it difficult for the learner to focus on what is important. Further, irrelevant additions of words, jokes, or side notes may confuse learners and lighten their main message. Therefore, keeping text concise and focused will help learners understand the main ideas more effectively.

(Prinsip Koherensi: Pembelajaran yang lebih baik dapat terjadi ketika materi yang tidak relevan disingkirkan. Konten yang tidak relevan, seperti musik latar atau suara, mungkin tampak sebagai sumber hiburan bagi pelajar, tetapi pada kenyataannya, konten tersebut sering kali terbukti memberikan dampak yang lebih buruk bagi pelajar—mengganggu dan membebani kapasitas kognitif mereka dengan informasi yang tidak relevan. Selain itu, gambar atau grafik dekoratif yang tidak relevan akan mengalihkan perhatian dari materi yang diajarkan, sehingga menyulitkan pelajar untuk fokus pada hal yang penting. Lebih jauh, penambahan kata-kata, lelucon, atau catatan samping yang tidak relevan dapat membingungkan pelajar dan meringankan pesan utama mereka. Oleh karena itu, menjaga teks tetap ringkas dan terfokus akan membantu pelajar memahami gagasan utama secara lebih efektif.)

- c) Modality Principle: This implies that students understand information better when it is provided using both media rather than just one, which is visual

text media. This theory is based on the understanding that the human brain processes information through two basic channels: the Visual-Pictorial Channel and the Auditory-Verbal Channel. If both channels are functioning, students will be able to understand and pass on what they have learned in class.

(Prinsip Modalitas: Ini berarti bahwa siswa lebih memahami informasi jika informasi tersebut diberikan menggunakan kedua media tersebut, bukan hanya satu, yaitu media teks visual. Teori ini didasarkan pada pemahaman bahwa otak manusia memproses informasi melalui dua saluran dasar: Saluran Visual-Gambar dan Saluran Auditori-Verbal. Jika kedua saluran tersebut berfungsi, siswa akan dapat memahami dan menyampaikan apa yang telah mereka pelajari di kelas.)

3. OPERATIONAL DEFINITION (DEFINISI OPERASIONAL)

This questionnaire is aimed at obtaining information on the quality and effectiveness of the multimedia elements of the developed e-learning materials in the view of the following operational definitions adopted after considering the conceptual definitions from the used theories:

(Kuesioner ini bertujuan untuk memperoleh informasi mengenai kualitas dan efektivitas unsur multimedia materi e-learning yang dikembangkan ditinjau dari definisi operasional yang diambil setelah mempertimbangkan definisi konseptual dari teori-teori yang digunakan:)

- a) Multimedia Principle: States that presentations that include both words and images are more successful for learning because information is better absorbed and maintained. This principle will be evaluated based on how text and pictures blended in the task-based Business English e-learning materials. More precisely, it will be graded on how visuals, diagrams, or animations are coordinated with textual explanations to improve comprehension.

(Prinsip Multimedia: Menyatakan bahwa presentasi yang menyertakan kata-kata dan gambar lebih berhasil untuk pembelajaran karena informasi lebih mudah diserap dan diingat. Prinsip ini akan dievaluasi berdasarkan bagaimana teks dan gambar dipadukan dalam materi e-learning Bahasa Inggris Bisnis berbasis tugas. Lebih tepatnya, prinsip ini akan dinilai berdasarkan bagaimana visual, diagram, atau animasi dikoordinasikan dengan penjelasan tekstual untuk meningkatkan pemahaman.)

- b) Coherence Principle: States that more effective learning occurs when unnecessary content is not integrated into teaching materials. This principle will be measured in the instance of the e-learning materials under consideration by observing the absence of unnecessary or distracting components such as background music, decorative graphics, or excessive text. This will be geared toward conciseness and relevancy, ensuring that all contents are focused on achieving learning objectives without filling working memory.

(Prinsip Koherensi: Menyatakan bahwa pembelajaran yang lebih efektif terjadi ketika konten yang tidak perlu tidak diintegrasikan ke dalam materi pengajaran. Prinsip ini akan diukur dalam contoh materi e-learning yang sedang

dipertimbangkan dengan mengamati tidak adanya komponen yang tidak perlu atau mengganggu seperti musik latar, grafik dekoratif, atau teks yang berlebihan. Ini akan diarahkan pada keringkasan dan relevansi, memastikan bahwa semua konten difokuskan pada pencapaian tujuan pembelajaran tanpa memenuhi memori kerja.)

- c) Modality Principle: This theory demonstrates that learners learn more successfully when information is delivered through both visual and auditory channels. When reviewing e-learning materials, this concept will be examined based on the criterion of providing audio narration alongside the visual material offered. The efficiency of the auditory components in improving comprehension without overwhelming the class will become crucial. Furthermore, the evaluation will be focused on how well the materials balanced visual and auditory information, allowing both channels to encourage learning and aid in information retention.

(Prinsip Modalitas: Teori ini menunjukkan bahwa peserta didik belajar lebih berhasil ketika informasi disampaikan melalui saluran visual dan auditori. Ketika meninjau materi e-learning, konsep ini akan diperiksa berdasarkan kriteria penyediaan narasi audio di samping materi visual yang ditawarkan. Efisiensi komponen auditori dalam meningkatkan pemahaman tanpa membebani kelas akan menjadi krusial. Lebih jauh, evaluasi akan difokuskan pada seberapa baik materi tersebut menyeimbangkan informasi visual dan auditori, yang memungkinkan kedua saluran tersebut mendorong pembelajaran dan membantu retensi informasi.)

4. QUESTIONNAIRE BLUEPRINT (CETAK BIRU KUESIONER)

No	Indicators (Indikator)	Number of Statements (Jumlah Pernyataan)	Total Items (Jumlah butir)
1	The relevance of the multimedia with the contents (Relevansi multimedia dengan isinya)	1	1
2	The quality of the visual (Kualitas visual)	2,3	2
3	The quality of the audio (Kualitas suara)	4	1
4	Design quality (Kualitas desain)	5,6,7,8,9,10,11,12,13,14,15,16,17	13
5	Technical Functionality (Fungsionalitas Teknis)	18	1
Total items (Jumlah keseluruhan)		18	

5. THE QUESTIONNAIRE (KUESIONER)

The following is a questionnaire related to the dissertation research on Developing Task-Based Business English E-learning Materials for University Students. Therefore,

amidst your busy schedule, we respectfully request your willingness to complete the following questionnaire. Thank you so much.

(Berikut ini adalah angket terkait penelitian disertasi Pengembangan Materi E-learning Bahasa Inggris Bisnis Berbasis Tugas untuk Mahasiswa Universitas. Oleh karena itu, ditengah kesibukan Bapak/Ibu, dengan hormat kami mohon kesediaan Bapak/Ibu untuk mengisi kuesioner berikut ini. Terima kasih banyak.)

Respondent's information (Informasi responden)

Name (nama) : **Prof. Dr. Ketut Agustini,S.Si.,M.Si**

Designation (jabatan) : **Dosen S2-S3 Teknologi Pendidikan Undiksha**

Instructions (Instruksi)

Please provide your assessment of the dissertation product based on the provided criteria by placing a checkmark (✓) on each statement you select.

(Silakan berikan penilaian Anda terhadap produk disertasi berdasarkan kriteria yang disediakan dengan memberi tanda centang (✓) pada setiap pernyataan yang Anda pilih.)

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

(Kunci : STS= Sangat Tidak Setuju, TS= Tidak Setuju, N = Netral, S= Setuju, SS = Sangat Setuju)

No	Statement (Pernyataan)	Scale (Skala)				
		SA (SS)	A (S)	N (N)	D (TS)	SD (STS)
1.	The multimedia used is relevant to the content. (Multimedia yang digunakan relevan dengan isi)		✓			
2.	The images in the developed materials have good resolution. (Gambar pada materi yang dikembangkan memiliki resolusi yang baik)		✓			
3.	The visual elements in the videos in the developed materials have good resolution. (Visual Video pada materi yang dikembangkan memiliki resolusi yang baik)		✓			
4.	The quality of the voice in the video in the developed materials is good/audible. (Kualitas suara pada video pada materi yang dikembangkan baik/terdengar)		✓			
5.	The font style is consistent. (Ukuran huruf konsisten)		✓			
6.	The font style is readable. (Ukuran huruf mudah dibaca)		✓			
7.	The font style is not distracting. (Ukuran huruf tidak mengganggu)		✓			

8.	The font size is consistent. (Ukuran huruf konsisten)		✓			
9.	The font size is readable. (Ukuran huruf mudah dibaca)		✓			
10.	The font size is not distracting. (Ukuran huruf tidak mengganggu)		✓			
11.	The font colours are consistent. (Ukuran huruf konsisten)		✓			
12.	The font colours are readable. (Ukuran huruf mudah dibaca)		✓			
13.	The font colours are not distracting. (Ukuran huruf tidak mengganggu)		✓			
14.	The background colours are consistent (Warna latar konsisten)		✓			
15.	The background colours are not distracting. (Warna latar tidak mengganggu)		✓			
16.	The material layout is consistent. (Tata letak material konsisten dan terstruktur dengan baik)		✓			
17.	The material layout is well-structured. (Tata letak material terstruktur dengan baik)		✓			
18.	The multimedia elements can be accessed on various devices (PSs, tablets, and smartphones). (Elemen multimedia dapat diakses di berbagai perangkat (PS, tablet, dan smartphone))		✓			

6. EXPERT JUDGEMENT FOR THE QUESTIONNAIRE (PENILAIAN AHLI UNTUK KUESIONER)

Instruction: Please indicate if you think the statement is relevant or not relevant.

(Petunjuk: Mohon tunjukkan apakah menurut Anda pernyataan tersebut relevan atau tidak relevan.)

Item No (No butir)	Expert Judgment (Penilaian Ahli)		Remarks (Keterangan)
	Relevant (Relevant)	Not relevant (Tidak relevan)	
1.	✓		Sudah bagus namun masih perlu dielaborasi kembali pernyataan tersebut dengan menambahkan “Multimedia yang digunakan memicu interaktivitas”, interaktivitas yang dimaksud disini adalah - Multimedia mampu mendorong rasa ingin tahu (stimulus) - Multimedia mampu menumbuhkan kreatifitas

			- Multimedia mampu memberi kepuasan pengguna terhadap sajian materi yang diberikan (respon)
2.	✓		Sudah sesuai, masuk kedalam Kegrafisan
3.	✓		Sudah sesuai, masuk kedalam Kegrafisan namun perlu ditambahkan pernyataan terkait durasi video yang effective dalam pembelajaran, merujuk pada artikel (Guo,2014) https://drive.google.com/file/d/1NThVypUJoq6hTgXkKDHVqn9ME8fT2xcn/view?usp=sharing
4.	✓		Sudah sesuai, masuk kedalam Kegrafisan
5.	✓		Sudah sesuai, masuk kedalam Kegrafisan
6.	✓		Sudah sesuai, masuk kedalam Kegrafisan
7.	✓		Sudah sesuai, masuk kedalam Kegrafisan
8.	✓		Sudah sesuai, masuk kedalam Kegrafisan
9.	✓		Sudah sesuai, masuk kedalam Kegrafisan
10.	✓		Sudah sesuai, masuk kedalam Kegrafisan
11.	✓		Sudah sesuai, masuk kedalam Kegrafisan
12.	✓		Sudah sesuai, masuk kedalam Kegrafisan
13.	✓		Sudah sesuai, masuk kedalam Kegrafisan
14.	✓		Sudah sesuai, masuk kedalam Kegrafisan
15.	✓		Sudah sesuai, masuk kedalam Kegrafisan
16.	✓		Sudah sesuai, masuk kedalam Kegrafisan
17.	✓		Sudah sesuai, masuk kedalam Kegrafisan
18.	✓		Sudah sesuai, masuk kedalam Kegrafisan

In conclusion (Kesimpulannya),

The questionnaire can be used without revision needed ☐

(Kuesioner dapat digunakan tanpa perlu revisi)

The questionnaire can be used with minor revision ✓ ☒

(Kuesioner dapat digunakan dengan sedikit revisi)

The questionnaire can be used with major revision ☐

(Kuesioner dapat digunakan dengan revisi besar)

The questionnaire cannot be used ☐

(Kuesioner tidak dapat digunakan)

Singaraja, 23 Agustus 2024

Expert (Ahli)



Prof. Dr. Ketut Agustini, S.Si., M.Si

NIP. 197408012000032001



INSTRUMENT (INSTRUMEN)

**ASSESSMENT INSTRUMENT FOR MULTIMEDIA EXPERT
EVALUATION: TASK-BASED BUSINESS ENGLISH E-LEARNING
MATERIALS FOR UNIVERSITY STUDENTS**

**(INSTRUMEN PENILAIAN EVALUASI AHLI MULTIMEDIA: MATERI
E-LEARNING BISNIS BAHASA INGGRIS BERBASIS TUGAS UNTUK
MAHASISWA UNIVERSITAS)**



UNIVERSITAS PENDIDIKAN GANESHA

JULY 2024

1. OBJECTIVE (TUJUAN)

This instrument for multimedia expert shall be used to evaluate the product of research and development on a task-based Business English e-learning material for university students. Therefore, this evaluation aims to assess the quality of the developed learning materials. We expect all respondents to provide honest and accurate information. The results of your feedback will be used as a basis for revising the materials.

(Instrumen untuk ahli multimedia ini akan digunakan untuk mengevaluasi produk penelitian dan pengembangan pada materi e-learning *Business English* berbasis tugas untuk mahasiswa. Evaluasi ini bertujuan untuk menilai kualitas materi pembelajaran yang dikembangkan. Kami mengharapkan Anda memberikan informasi yang jujur dan akurat. Hasil umpan balik Anda akan digunakan sebagai dasar untuk merevisi materi.)

2. CONCEPTUAL DEFINITION (DEFINISI KONSEPTUAL)

1) The Theory of Multimedia Learning (Mayer, 2001)

(Teori Pembelajaran Multimedia (Mayer, 2001))

- a) Multimedia Principle: Learning will be more effective when the students are presented with both words and pictures to ensure effectiveness. It means that when information is both in the picture and in words, then it goes around the two channels, thus enhancing the absorption and retention of what is communicated.

(Pembelajaran akan lebih efektif jika siswa disajikan dengan kata-kata dan gambar untuk memastikan keefektifannya. Artinya, ketika informasi disajikan dalam bentuk gambar dan kata-kata, maka informasi tersebut akan mengalir melalui kedua saluran, sehingga meningkatkan penyerapan dan penyimpanan informasi yang dikomunikasikan.)

- b) Coherence Principle: Better learning can take place when extraneous materials are excluded. Extraneous content, such as background music or sounds, may seem to be a source of entertainment for learners, but in fact, it has very often been shown to produce a worse effect on them—distracting them and overstressing their cognitive capacity with irrelevant information. Also, irrelevant decorative pictures or graphics will divert attention from the material being instructed, making it difficult for the learner to focus on what is important. Further, irrelevant additions of words, jokes, or side notes may confuse learners and lighten their main message. Therefore, keeping text concise and focused will help learners understand the main ideas more effectively.

(Prinsip Koherensi: Pembelajaran yang lebih baik dapat terjadi ketika materi yang tidak relevan disingkirkan. Konten yang tidak relevan, seperti musik latar atau suara, mungkin tampak menghibur bagi pelajar, tetapi pada kenyataannya, konten tersebut sering kali terbukti memberikan dampak yang lebih buruk bagi pelajar—mengganggu dan membebani kapasitas kognitif mereka dengan informasi yang tidak relevan. Selain itu, gambar atau grafik dekoratif yang tidak relevan akan mengalihkan perhatian dari materi yang diajarkan, sehingga menyulitkan pelajar untuk fokus pada hal yang penting. Lebih jauh, penambahan kata-kata, lelucon, atau catatan samping yang tidak relevan dapat membingungkan pelajar dan

meringankan pesan utama mereka. Oleh karena itu, menjaga teks tetap ringkas dan terfokus akan membantu pelajar memahami gagasan utama secara lebih efektif.)

- c) **Modality Principle:** This implies that students understand information better when it is provided using both media rather than just one, which is visual text media. This theory is based on the understanding that the human brain processes information through two basic channels: the Visual-Pictorial Channel and the Auditory-Verbal Channel. If both channels are functioning, students will be able to understand and pass on what they have learned in class.

(Prinsip Modalitas: Ini berarti bahwa siswa lebih memahami informasi jika informasi tersebut diberikan menggunakan kedua media tersebut, bukan hanya satu, yaitu media teks visual. Teori ini didasarkan pada pemahaman bahwa otak manusia memproses informasi melalui dua saluran dasar: Saluran Visual-Gambar dan Saluran Auditori-Verbal. Jika kedua saluran tersebut berfungsi, siswa akan dapat memahami dan menyampaikan apa yang telah mereka pelajari di kelas.)

3. OPERATIONAL DEFINITION (DEFINISI OPERASIONAL)

This questionnaire is aimed at obtaining information on the quality and effectiveness of the multimedia elements of the developed e-learning materials in the view of the following operational definitions adopted after considering the conceptual definitions from the used theories:

(Kuesioner ini bertujuan untuk memperoleh informasi mengenai kualitas dan efektivitas unsur multimedia materi e-learning yang dikembangkan ditinjau dari definisi operasional yang diambil setelah mempertimbangkan definisi konseptual dari teori-teori yang digunakan:)

- a) **Multimedia Principle:** States that presentations that include both words and images are more successful for learning because information is better absorbed and maintained. This principle will be evaluated based on how text and pictures blended in the task-based Business English e-learning materials. More precisely, it will be graded on how visuals, diagrams, or animations are coordinated with textual explanations to improve comprehension.

(Prinsip Multimedia: Menyatakan bahwa presentasi yang menyertakan kata-kata dan gambar lebih berhasil untuk pembelajaran karena informasi lebih mudah diserap dan diingat. Prinsip ini akan dievaluasi berdasarkan bagaimana teks dan gambar dipadukan dalam materi e-learning Bahasa Inggris Bisnis berbasis tugas. Lebih tepatnya, prinsip ini akan dinilai berdasarkan bagaimana visual, diagram, atau animasi dikoordinasikan dengan penjelasan tekstual untuk meningkatkan pemahaman.)

- b) **Coherence Principle:** States that more effective learning occurs when unnecessary content is not integrated into teaching materials. This principle will be measured in the instance of the e-learning materials under consideration by observing the absence of unnecessary or distracting components such as background music, decorative graphics, or excessive text. This will be geared toward conciseness and

relevancy, ensuring that all contents are focused on achieving learning objectives without filling working memory.

(Prinsip Koherensi: Menyatakan bahwa pembelajaran yang lebih efektif terjadi ketika konten yang tidak perlu tidak diintegrasikan ke dalam materi pengajaran. Prinsip ini akan diukur dalam contoh materi e-learning yang sedang dipertimbangkan dengan mengamati tidak adanya komponen yang tidak perlu atau mengganggu seperti musik latar, grafik dekoratif, atau teks yang berlebihan. Ini akan diarahkan pada keringkasan dan relevansi, memastikan bahwa semua konten difokuskan pada pencapaian tujuan pembelajaran tanpa memenuhi memori kerja.)

- c) Modality Principle: This theory demonstrates that learners learn more successfully when information is delivered through both visual and auditory channels. When reviewing e-learning materials, this concept will be examined based on the criterion of providing audio narration alongside the visual material offered. The efficiency of the auditory components in improving comprehension without overwhelming the class will become crucial. Furthermore, the evaluation will be focused on how well the materials balanced visual and auditory information, allowing both channels to encourage learning and aid in information retention.

(Prinsip Modalitas: Teori ini menunjukkan bahwa peserta didik belajar lebih berhasil ketika informasi disampaikan melalui saluran visual dan auditori. Ketika meninjau materi e-learning, konsep ini akan diperiksa berdasarkan kriteria penyediaan narasi audio di samping materi visual yang ditawarkan. Efisiensi komponen auditori dalam meningkatkan pemahaman tanpa membebani kelas akan menjadi krusial. Lebih jauh, evaluasi akan difokuskan pada seberapa baik materi tersebut menyeimbangkan informasi visual dan auditori, yang memungkinkan kedua saluran tersebut mendorong pembelajaran dan membantu retensi informasi.)

4. QUESTIONNAIRE BLUEPRINT (CETAK BIRU KUESIONER)

No	Indicators (Indikator)	Number of Statements (Jumlah Pernyataan)	Total Items (Jumlah butir)
1	The relevance of the multimedia with the contents (Relevansi multimedia dengan isinya)	1	1
2	The quality of the visual (Kualitas visual)	2,3	2
3	The quality of the audio (Kualitas suara)	4	1
4	Design quality (Kualitas desain)	5,6,7,8,9,10,11,12,13,14,15,16,17	13
5	Technical Functionality (Fungsionalitas Teknis)	18	1
Total items (Jumlah keseluruhan)		18	

5. THE QUESTIONNAIRE (KUESIONER)

The following is a questionnaire related to the dissertation research on Developing Task-Based Business English E-learning Materials for University Students. Therefore, amidst your busy schedule, we respectfully request your willingness to complete the following questionnaire. Thank you so much.

(Berikut ini adalah angket terkait penelitian disertasi Pengembangan Materi E-learning Bahasa Inggris Bisnis Berbasis Tugas untuk Mahasiswa Universitas. Oleh karena itu, ditengah kesibukan Bapak/Ibu, dengan hormat kami mohon kesediaan Bapak/Ibu untuk mengisi kuesioner berikut ini. Terima kasih banyak.)

Respondent's information (Informasi responden)

Name (nama) : Dr. I Gde Wawan Sudatha, S.Pd., S.T., M.Pd.

Designation (jabatan) : Ahli Multimedia

Instructions (Instruksi)

Please provide your assessment of the dissertation product based on the provided criteria by placing a checkmark (✓) on each statement you select.

(Silakan berikan penilaian Anda terhadap produk disertasi berdasarkan kriteria yang disediakan dengan memberi tanda centang (✓) pada setiap pernyataan yang Anda pilih.)

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

(Kunci : STS= Sangat Tidak Setuju, TS= Tidak Setuju, N = Netral, S= Setuju, SS = Sangat Setuju)

No	Statement (Pernyataan)	Scale (Skala)				
		SA (SS)	A (S)	N (N)	D (TS)	SD (STS)
1.	The multimedia used is relevant to the content. (Multimedia yang digunakan relevan dengan isi)					
2.	The images in the developed materials have good resolution. (Gambar pada materi yang dikembangkan memiliki resolusi yang baik)					
3.	The visual elements in the videos in the developed materials have good resolution. (Visual Video pada materi yang dikembangkan memiliki resolusi yang baik)					
4.	The quality of the voice in the video in the developed materials is good/audible. (Kualitas suara pada video pada materi yang dikembangkan baik/terdengar)					
5.	The font style is consistent. (Ukuran huruf konsisten)					

6.	The font style is readable. (Ukuran huruf mudah dibaca)					
7.	The font style is not distracting. (Ukuran huruf tidak mengganggu)					
8.	The font size is consistent. (Ukuran huruf konsisten)					
9.	The font size is readable. (Ukuran huruf mudah dibaca)					
10.	The font size is not distracting. (Ukuran huruf tidak mengganggu)					
11.	The font colours are consistent. (Ukuran huruf konsisten)					
12.	The font colours are readable. (Ukuran huruf mudah dibaca)					
13.	The font colours are not distracting. (Ukuran huruf tidak mengganggu)					
14.	The background colours are consistent. (Warna latar konsisten)					
15.	The background colours are not distracting. (Warna latar tidak mengganggu)					
16.	The material layout is consistent. (Tata letak material konsisten dan terstruktur dengan baik)					
17.	The material layout is well-structured. (Tata letak material terstruktur dengan baik)					
18.	The multimedia elements can be accessed on various devices (PSs, tablets, and smartphones). (Elemen multimedia dapat diakses di berbagai perangkat (PS, tablet, dan smartphone))					

In conclusion (Kesimpulannya),

The product can be used without revision needed

(Produk dapat digunakan tanpa perlu revisi)

The product can be used with minor revision

(Produk dapat digunakan dengan sedikit revisi)

The product can be used with major revision

(Produk dapat digunakan dengan revisi besar)

The product cannot be used

(Produk tidak dapat digunakan)

Singaraja,
Ahli multimedia,

Dr. I Gde Wawan Sudatha, S.Pd., S.T., M.Pd.

APPENDIX 18. PRETEST POSTTEST EXPERT JUDGMENT - EXPERT 1

Pre-test/post-test Validation

1. Objective : This content validity judgement is aimed at testing the pre-test/post-test before being implemented.

2. Expert identity

Name : Prof. Dr. Ni Made Ratminingsih, M.A.

Designation : instrument Judge

3. Instruction

Please kindly provide your assessment of the pre-test item by placing a checkmark (✓) on each statement you select in the expert judgment table.

4. Pre-test Blueprint

Chapter	Learning Objectives	Assessed Competencies	Question Type	Question Indicators	Aspects of evaluation (weight/value)	Number of Questions
1. Self-introduction for speed dating networking	Students are able to introduce themselves professionally to	Creating a self-introduction which includes all the professional details for doing	Performance Test (Speaking)	Students create a professional self-introduction video which includes the name, designation, company, and	1. Content and Structure (25%) 2. Language Accuracy (25%) 3. Engagement and Delivery (25%)	1

	speed dating networking.	speed dating networking.		fascinating facts related to the job/work.	4. Timing (25%)	
2. Itinerary	Students are able to compose an itinerary with a good structure.	Composing an itinerary which includes all the trip details.	Performance test (Written)	Students compose an itinerary which includes time, place, activities, and all the important details of the trip.	1. Content Completeness (25%) 2. Clarity and Organization (25%) 3. Relevance and Suitability (25%) 4. Language Accuracy (25%)	1
3. Meeting memo	Students are able to write a meeting memo with proper formatting.	Writing a meeting memo following the business standard.	Performance test (Written)	Students write a meeting memo which includes the purpose, content, and conclusion.	1. Clarity and Organization (25%) 2. Content Completeness (25%) 3. Language Accuracy (25%) 4. Tone and Professionalism (25%)	1
4. Service/product presentation	Students are able to effectively compose and present a service or product that is	Composing and presenting a service/product	Performance test (Speaking)	Students compose and present a service/product already available	1. Content and Organization (25%)	1

	already available in the market.	available in the market.		in the market in the form of a video, which includes an introduction, product description, benefits, and conclusion in a clear and persuasive manner.	2. Language Accuracy (25%) 3. Persuasiveness (25%) 4. Overall Impact (25%)	
5. Business card	Students are able to design a professional business card with accurate information.	Designing a professional business card which includes all the important elements.	Performance test (Written)	Students design a professional business card which includes the name, designation, company's name, contact details, and a proper design	1. Design and Layout (35%) 2. Readability and Legibility (35%) 3. Contact Details (30%)	1
6. Formal business email	Students are able to write a proper formal business email.	Writing a formal business email in a proper format.	Performance test (Written)	Students write a formal business email with proper greeting, body, and closing.	1. Purpose and Audience (20%) 2. Clarity and Conciseness (20%) 3. Structure and Organization (10%)	1

					4. Tone and Professionalism (20%) 5. Language Accuracy (20%) 6. Call to Action (10%)	
7. Handling incoming calls	Students are able to professionally and effectively handle an incoming call from the clients.	Speaking and handling incoming calls	Performance test (Speaking)	Students handle incoming calls by clearly introducing themselves, understanding the client's needs, and responding appropriately.	1. Professional Greeting (20%) 2. Problem Solving and Resolution (20%) 3. Professionalism and Tone (20%) 4. Language Fluency (20%) 5. Language Accuracy (20%)	1
8. Handling face-to-face complaints	Students are able to handle customers' complaints professionally and effectively.	Handling customers' complaints and giving responses.	Performance test (Speaking)	Students handle the customer's complaint and give responses including the complaint acknowledgement, the solutions offered, and the follow-up steps.	1. Professional Greeting (10%) 2. Active Listening (20%) 3. Empathy and Understanding (10%) 4. Problem Solving and Resolution (20%)	1

					5. Tone and Professionalism (10%) 6. Language Fluency (20%) 7. Language Accuracy (10%)	

5. Pre-test questions (Performance Test)

Here are eight pre-test questions that fit the blueprint above:

Chapter 1 : Self-introduction for Speed Dating Networking

Question : Make a video that simulates a scenario in which you attend a business professional speed dating networking event. You have three minutes to introduce yourself, including your name, designation, company's name, and fascinating facts about your job or work.

Chapter 2 : Itinerary

Question : Create an itinerary for a four-day business trip to Labuan Bajo. The itinerary should include a detailed schedule from departure to return, information on places to visit and activities to participate in, and vital notes such as emergency contacts and accommodations information.

Chapter 3 : Meeting memo

Question : Write a meeting memo to your staff notifying them of a meeting. Be sure to include all the essential elements of a formal meeting memo.

Chapter 4 : Service/product presentation

Question : Create a video presenting a product/service to attract a client which includes an introduction, product description, benefits, and conclusion in a clear and persuasive manner. You can use one of the products/services already available in the market.

Chapter 5 : Business card

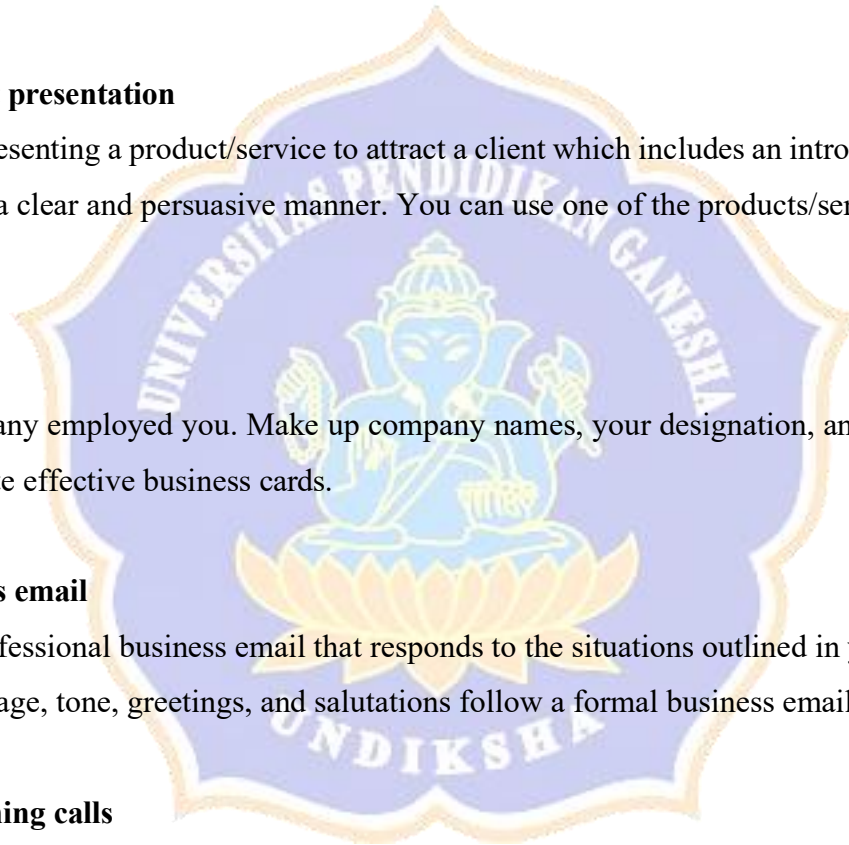
Question : Let's say a company employed you. Make up company names, your designation, and other details. Make a business card. Learn how to create effective business cards.

Chapter 6 : Formal business email

Question : Try writing a professional business email that responds to the situations outlined in your preferred scenario. Make sure your email's language, tone, greetings, and salutations follow a formal business email format.

Chapter 7 : Handling incoming calls

Question : Simulate a situation where you must handle an incoming call as a Customer Service Representative for "MenU Corp." A consumer called to complain about the product they received and inquire about the return process.



Chapter 8 : Handling face-to-face complaints

Question : Pair up with a classmate, one acting as the customer and the other as a customer service agent. Feel free to choose the topic. Simulate face-to-face complaint handling in a video lasting 5-7 minutes.

6. Pre-test Assessment Rubrics

Here are eight assessment rubrics used to assess the questions proposed:

Chapter 1: Self-introduction for Speed Dating Networking

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Content and Structure	The content is introduced well, and all the important elements have been included—the name, the designation, the company, the fascinating facts—	The introduction is concise, contains all elements necessary for the introduction and the information provided in the	The introduction includes many elements of the most required information types, but the information organisation is inefficient.	The introduction section contains the majority of the basic information, but it can be confusing and poorly structured.	The introduction is incomplete or not coherent about what is going to be covered.

	and it is very well constructed.	content is well organised.			
Language Accuracy	Language is clear and, therefore, free from grammatical mistakes, wrongly chosen words or wrong pronunciation.	The language is mostly correct, with minor mistakes that do not cause a misinterpretation of the message.	The language contains some mistakes which do not hinder comprehension to a considerable degree.	Common mistakes are found in the language, affecting the grasping of content.	There are many errors in the language, and thus, comprehension can be quite a problem.
Engagement and Delivery	The presentation is highly engaging, and the delivery is very confident and natural.	The presentation is good and fluent. The speaker speaks self-confidently and conveys information to the audience interestingly.	The presentation is fairly stimulating, although the delivery is uncertain.	The presentation is low, either weak or slow, and sometimes almost robotic speaking.	The presentation is not particularly attractive, delivered awkwardly, or lacks finesse.
Timing	It is quite brief and takes exactly 3 minutes, as is recommended.	A little bit longer than 3 minutes but no more than 5 minutes, they are rather brief.	Obviously above or below the expected time of 3 minutes.	Considerably within or beyond the time limit, it interferes with the presentation to a small extent.	Slightly more or less than the time limit, the presentation's quality is affected.

Chapter 2: Itinerary

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Content Completeness	The itinerary is very detailed and contains all the necessary information (time, location, things to do, numbers, phone, and addresses).	The itinerary contains the majority of details with the slight exclusion of some aspects.	The itinerary contains some general information but does not provide certain data.	The itinerary omits some critical features; thus, it may not be helpful.	The itinerary is missing some crucial information, and some sections of it are blank.
Clarity and Organization	The information is organised and concise, leaving no room for confusion while reading the content.	Some minor issues with structure aside, the information content is clear and well-organized.	The information is somewhat clear but could have been more effectively structured.	The information is usually missing or tangled and, therefore, becomes hard to follow.	The information is often ambiguous, and therefore, it lacks an orderly structure.
Relevance and Suitability	The itinerary may be regarded as suitable for a business trip since leisure activities are included in a moderate amount.	The itinerary is mostly appropriate, and its activity ratio is quite appropriate.	The itinerary is somewhat related to the theme but has no balance and pertinence for its intended purpose.	There is a low fit regarding the itinerary and an imbalance between business and leisure in the scheduled plan.	It is not the right itinerary for the business trip.
Language Accuracy	In the organisation of language grammar, vocabulary, and punctuation, there are free errors throughout	There is a grammatical problem, but it is related to the choice of words and does not raise	The itinerary's structure is fine, but some issues with the language	It is often filled with language mistakes which complicate	The itinerary contains many language mistakes, which makes

	the writing of the itinerary.	comprehensive issues with the provided itinerary.	slightly interfere with comprehension.	the reading experience.	comprehension complicated.



Chapter 3: Meeting Memo

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Clarity and Organization	The memo is coherent and well-designed and contains all the necessary elements that would be expected.	The memo is quite comprehensive, with very few problems in clarity or organisation.	The memo is somewhat clear but poorly structured or lacks some features.	The memo is confusing to read, disorganised, and lacks several components necessary for an effective memo.	The memo is poorly written, ideas are mixed up, and some important components are omitted.

Content Completeness	The memo provides all necessary information, such as the date, time, place, list of topics, and aim.	It includes most of what is necessary with only small exclusions.	It contains some of the essential information but is not complete.	The memo has some drawbacks, making it less appealing; some details are left out.	The memo is missing information crucial to the meeting that it cannot be written and is void.
Language Accuracy	The memo is grammatically correct with no jeopardising vocabulary or punctuation problems.	There are small grammar errors in the memo, which do not hinder comprehension.	Certain language issues in the memo hinder comprehension but to the smallest extent.	It contains some grammatical mistakes, which can sometimes make the content hard to follow.	The memo contains many issues in phrasing that make it difficult to follow its content.
Tone and Professionalism	The tone is professional and polite, and the language used is also very suitable in the given environment, passing the message across perfectly well.	The tone is fairly formal and polite most of the time. However, there are a few instances of rather informal language.	The tone is generally right but can be too informal or confusing in certain sections.	The tone is somewhat informal, although it does not appear to be intentionally rude or presented in an unprofessional manner or even confusing.	The tone is perceived as informal and unsuitable for the scenario, thus distracting from the content.

Chapter 4: Service/Product Presentation

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement	Unsatisfactory (1)

				(2)	
Content and Organization	The content organisation is very clear, and all the important points are mentioned and explained.	It is well-structured and coherent, and almost all the issues that could be considered crucial have been discussed.	Some ideas are not well structured and key point or points are not clear or are not existent at all.	Ideas are not linked to each other, and several valuable points are blurred or absent.	It is cluttered and incohesive, and the main ideas are missing.
Language Accuracy	Language is correct regarding grammar, usage of the appropriate and correct words, and fluency in pronouncing the words.	Grammatical mistakes and other minor errors that in no way hinder comprehension.	Some language mistakes which do not impede comprehension to a large extent	Occasional and major grammar mistakes that interfere with comprehension.	Many mistakes related to language cause a lack of comprehension.
Persuasiveness	It is very convincing, with well-articulated points and clear urging to the audience.	It is well argued with powerful arguments and a good mobilising appeal.	It is rather convincing, but the 'call to action' button is feeble.	It does not contain valid arguments and is not very convincing, and the demand is poorly formulated.	Not very convincing with no specific action that should be taken.
Overall Impact	The presentation is highly engaging, providing a good lasting impression and meeting the expectations.	The impression of the presentation is positive and makes it rather interesting to follow.	The presentation is relatively less engaging but not very compelling.	The presentation is boring and does not stimulate the audience's attention.	The presentation is boring and there is a production of a negative image on the minds of the audience.

Chapter 5: Business Card

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Design and Layout	The text includes vital details such as the company's name, address, phone number, email address, and logo.	The text has mostly important details but may have some small things missing.	Although contact details are usually deemed acceptable, they may not always be entirely precise.	The provided contact details are incorrect or insufficient.	There is either a lack of contact information or the information provided is incorrect.
Readability and Legibility	Reading the text becomes effortless by selecting an appropriate font size, typeface, and colour contrast.	The text is generally easy to comprehend, but its readability has minor concerns.	While the overall quality is satisfactory, there may be instances where the ease of understanding may be impacted.	The text is difficult to read or comprehend.	The readability of the text is low or it is not legible.
Contact Details	Includes relevant information about the person or business and necessary contact details.	Primarily contains relevant information with a few minor omissions	While generally acceptable, contact information may not be entirely accurate.	The contact information is erroneous or lacking.	Contact information is either missing or inaccurate.

Chapter 6: Formal Business Email

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Purpose and Audience	The purpose of the text is well-defined and effectively communicated to the intended audience.	The purpose and audience are mostly addressed in the text.	Although the purpose and audience are somewhat addressed, there may be some lack of clarity.	The purpose and audience are either unclear or not properly addressed.	The text lacks clarity in defining the purpose and addressing the intended audience.
Clarity and Conciseness	The information provided is easy to comprehend, concise, and clear.	The information is mostly concise and clear, but there may be a slight lack of clarity.	The information is generally understandable, but it could benefit from more conciseness.	The information is frequently unclear or unnecessarily wordy.	The information is difficult to understand and highly confusing.
Structure and Organization	The structure is well-planned and follows a logical sequence with proper formatting.	The organisation has some minor inconsistencies, but it is mostly well-organized.	The organisation is generally acceptable, although it may lack coherence at times.	The progression of the organisation is unclear or lacks a logical flow.	The organisation is entirely disorganised.
Tone and Professionalism	Speaks courteously and professionally at all times.	Generally, speaks professionally.	While generally professional, the tone can fluctuate.	It's not a professional or suitable tone.	The tone is rude or unprofessional all the time.
Language Accuracy	The wording is precise, suitable, and free of mistakes.	With a few minor blunders, the wording is generally accurate.	The linguistic accuracy is generally acceptable; however, there may be a few inaccuracies.	Language precision is usually degraded, which reduces clarity.	The language correctness is consistently low or perplexing.
Call to Action	Clearly explains any needed action or response by the receiver.	It mostly contains a clear call to action.	The call to action is somewhat apparent but may lack specifics.	The call to action is ambiguous or not well expressed.	No call to action was presented.

Chapter 7: Handling Incoming Calls

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Professional Greeting	Extends a cordial and expert greeting	The greeting is kind and inviting.	Although polite, the greeting lacks warmth.	The greeting seems hurried or unprofessional.	The greeting is impolite or sudden.
Problem Solving and Resolution	Accurately determines and attends to the problem or requirements of the caller.	Mostly finds satisfactory solutions to issues	Addresses several problems; however, the fixes might not be sufficient	Finds it difficult to address problems or offers insufficient answers	Ineffectively handles the complaints raised by callers
Professionalism and Tone	Has a kind and professional demeanour the entire call	Primarily keeps a formal tone	Although usually professional, the tone can occasionally be uneven.	The tone is improper or unprofessional.	The tone is invariably offensive or unprofessional.
Language Fluency	The speech is clear and easy to follow.	Largely fluid with sporadic pauses	Fluent but with obvious hesitations or stumbles.	Speech is often hesitant or challenging to understand	Speech is erratic and hard to understand.
Language Accuracy	The language is error-free and grammatically correct.	Mostly linguistically accurate with a few little mistakes	Although language is typically accurate, there may be some obvious mistakes.	Language mistakes are common and obscure the meaning.	Language use is frequently ambiguous or inaccurate.

Chapter 8: Handling Face-to-Face Complaints

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Professional Greeting	Offers a courteous and expert greeting.	The greeting is kind and inviting.	Although polite, the greeting lacks warmth.	The greeting seems hurried or unprofessional.	The greeting is impolite or sudden.
Active Listening	Throughout the call, demonstrated active listening skills	Pays close attention, repeats important details	Mostly listens without interjecting or assuming anything	Occasionally cuts off or overlooks important details	Frequently cuts someone off or doesn't listen
Empathy and Understanding	Genuinely sympathises with and comprehends the circumstances of the customer.	Demonstrates compassion and understanding	It shows some empathy. However, it can be fleeting.	Lacks compassion or comprehension of the issues raised by the client	Lacks comprehension or empathy during the entire call
Problem Solving and Resolution	Efficiently determines and resolves the problem for the client	Mostly finds satisfactory solutions to problems	Addresses certain problems, yet the resolutions might not be sufficient	Unable to adequately address problems or offer comprehensive answers	Ineffectively handles complaints from customers
Tone and Professionalism	Has a courteous and professional demeanour the entire call	Primarily keeps a formal tone	Although usually professional, the tone can occasionally be uneven.	The tone is improper or unprofessional.	The tone is invariably offensive or unprofessional.

Language fluency	Speech is fluid and easily understood.	Mostly fluid, with minor pauses.	Fluent but with obvious hesitations or stumbles.	Speech is frequently hesitant and difficult to follow.	Speech is fragmented and difficult to understand.
Language accuracy	Language is grammatically correct and error-free.	It is mostly linguistically correct, with minor errors.	The language is mostly correct but may have significant errors.	Language faults occur frequently and impede clarity.	Language use is constantly wrong or imprecise.

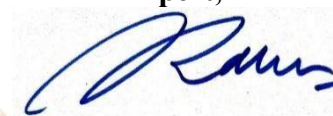
7. Expert Judgement

Item Number	Expert Judgment			Remarks
	Relevant	Not Relevant	Need Revision	
1	√			All items are very clear, based on the blue prints. The analytical scoring rubric used good. If possible, better to provide the theories used to assess, because each instrument uses different assessment components in the rubric. Clarify this in the dissertation.
2	√			
3	√			
4	√			
5	√			
6	√			

7	√			
8	√			

Singaraja, 27 agustus 2024

Expert,



(Prof. Dr. Ni Made Ratminingsih, M.A.)



APPENDIX 19. PRETEST POSTTEST EXPERT JUDGEMENT - EXPERT 2

Pre-test/post-test Validation

1. Objective : This content validity judgement is aimed at testing the pre-test/post-test before being implemented.

2. Expert identity

Name : Prof. Dr. Ni Luh Putu Sri Adnyani, S.Pd., M.Hum

Designation : Professor at English Education Study Program of Post-graduate School of Undiksha

3. Instruction

Please kindly provide your assessment of the pre-test item by placing a checkmark (✓) on each statement you select in the expert judgment table.

4. Pre-test Blueprint

Chapter	Learning Objectives	Assessed Competencies	Question Type	Question Indicators	Aspects of evaluation (weight/value)	Number of Questions
1. Self-introduction for speed dating networking	Students are able to introduce themselves professionally to speed dating networking.	Creating a self-introduction which includes all the professional details for doing	Performance Test (Speaking)	Students create a professional self-introduction video which includes the name, designation, company, and fascinating facts	1. Content and Structure (25%) 2. Language Accuracy (25%) 3. Engagement and Delivery (25%) 4. Timing (25%)	1

		speed dating networking.		related to the job/work.		
2. Itinerary	Students are able to compose an itinerary with a good structure.	Composing an itinerary which includes all the trip details.	Performance test (Written)	Students compose an itinerary which includes time, place, activities, and all the important details of the trip.	1. Content Completeness (25%) 2. Clarity and Organization (25%) 3. Relevance and Suitability (25%) 4. Language Accuracy (25%)	1
3. Meeting memo	Students are able to write a meeting memo with proper formatting.	Writing a meeting memo following the business standard.	Performance test (Written)	Students write a meeting memo which includes the purpose, content, and conclusion.	1. Clarity and Organization (25%) 2. Content Completeness (25%) 3. Language Accuracy (25%) 4. Tone and Professionalism (25%)	1
4. Service/product presentation	Students are able to effectively compose and present a service or product that is	Composing and presenting a service/product	Performance test (Speaking)	Students compose and present a service/product already available in the market in	1. Content and Organization (25%) 2. Language Accuracy (25%)	1

	already available in the market.	available in the market.		the form of a video, which includes an introduction, product description, benefits, and conclusion in a clear and persuasive manner.	3. Persuasiveness (25%) 4. Overall Impact (25%)	
5. Business card	Students are able to design a professional business card with accurate information.	Designing a professional business card which includes all the important elements.	Performance test (Written)	Students design a professional business card which includes the name, designation, company's name, contact details, and a proper design	1. Design and Layout (35%) 2. Readability and Legibility (35%) 3. Contact Details (30%)	1
6. Formal business email	Students are able to write a proper formal business email.	Writing a formal business email in a proper format.	Performance test (Written)	Students write a formal business email with proper greeting, body, and closing.	1. Purpose and Audience (20%) 2. Clarity and Conciseness (20%) 3. Structure and Organization (10%)	1

					4. Tone and Professionalism (20%) 5. Language Accuracy (20%) 6. Call to Action (10%)	
7. Handling incoming calls	Students are able to professionally and effectively handle an incoming call from the clients.	Speaking and handling incoming calls	Performance test (Speaking)	Students handle incoming calls by clearly introducing themselves, understanding the client's needs, and responding appropriately.	1. Professional Greeting (20%) 2. Problem Solving and Resolution (20%) 3. Professionalism and Tone (20%) 4. Language Fluency (20%) 5. Language Accuracy (20%)	1
8. Handling face-to-face complaints	Students are able to handle customers' complaints professionally and effectively.	Handling customers' complaints and giving responses.	Performance test (Speaking)	Students handle the customer's complaint and give responses including the complaint acknowledgement, the solutions offered, and the follow-up steps.	1. Professional Greeting (10%) 2. Active Listening (20%) 3. Empathy and Understanding (10%) 4. Problem Solving and Resolution (20%)	1

					5. Tone and Professionalism (10%) 6. Language Fluency (20%) 7. Language Accuracy (10%)	

5. Pre-test questions (Performance Test)

Here are eight pre-test questions that fit the blueprint above:

Chapter 1 : Self-introduction for Speed Dating Networking

Question : Make a video that simulates a scenario in which you attend a business professional speed dating networking event. You have three minutes to introduce yourself, including your name, designation, company's name, and fascinating facts about your job or work.

Chapter 2 : Itinerary

Question : Create an itinerary for a four-day business trip to Labuan Bajo. The itinerary should include a detailed schedule from departure to return, information on places to visit and activities to participate in, and vital notes such as emergency contacts and accommodations information.

Chapter 3 : Meeting memo

Question : Write a meeting memo to your staff notifying them of a meeting. Be sure to include all the essential elements of a formal meeting memo.

Chapter 4 : Service/product presentation

Question : Create a video presenting a product/service to attract a client which includes an introduction, product description, benefits, and conclusion in a clear and persuasive manner. You can use one of the products/services already available in the market.

Chapter 5 : Business card

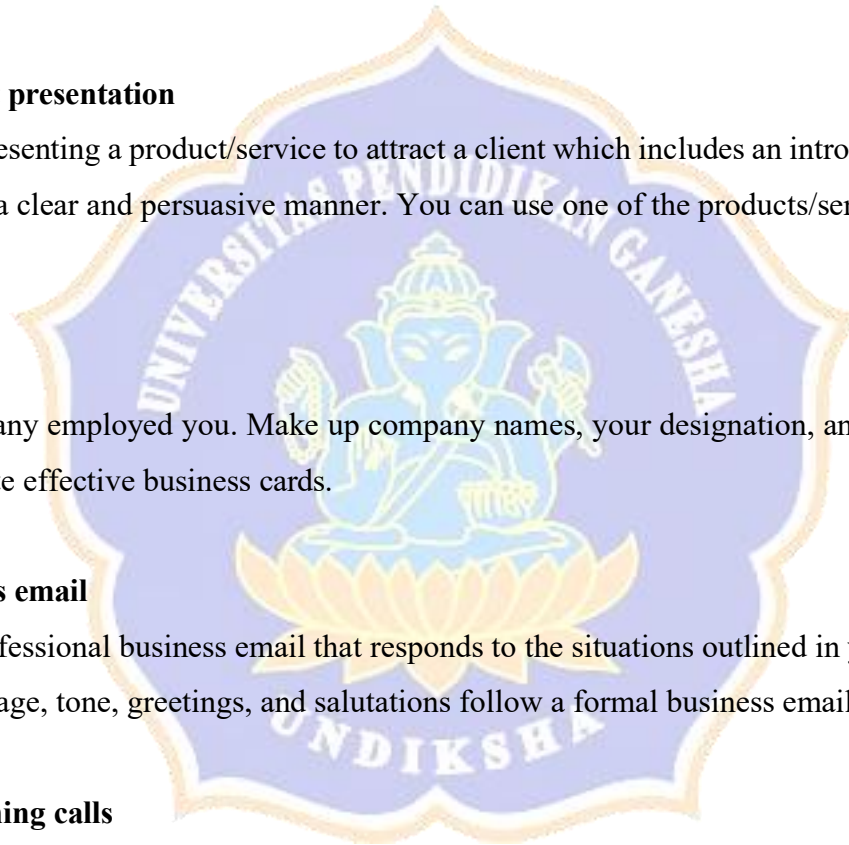
Question : Let's say a company employed you. Make up company names, your designation, and other details. Make a business card. Learn how to create effective business cards.

Chapter 6 : Formal business email

Question : Try writing a professional business email that responds to the situations outlined in your preferred scenario. Make sure your email's language, tone, greetings, and salutations follow a formal business email format.

Chapter 7 : Handling incoming calls

Question : Simulate a situation where you must handle an incoming call as a Customer Service Representative for "MenU Corp." A consumer called to complain about the product they received and inquire about the return process.



Chapter 8 : Handling face-to-face complaints

Question : Pair up with a classmate, one acting as the customer and the other as a customer service agent. Feel free to choose the topic. Simulate face-to-face complaint handling in a video lasting 5-7 minutes.

6. Pre-test Assessment Rubrics

Here are eight assessment rubrics used to assess the questions proposed:

Chapter 1: Self-introduction for Speed Dating Networking

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Content and Structure	The content is introduced well, and all the important elements have been included—the name, the designation, the company, the fascinating facts—	The introduction is concise, contains all elements necessary for the introduction and the information provided in the	The introduction includes many elements of the most required information types, but the information organisation is inefficient.	The introduction section contains the majority of the basic information, but it can be confusing and poorly structured.	The introduction is incomplete or not coherent about what is going to be covered.

	and it is very well constructed.	content is well organised.			
Language Accuracy	Language is clear and, therefore, free from grammatical mistakes, wrongly chosen words or wrong pronunciation.	The language is mostly correct, with minor mistakes that do not cause a misinterpretation of the message.	The language contains some mistakes which do not hinder comprehension to a considerable degree.	Common mistakes are found in the language, affecting the grasping of content.	There are many errors in the language, and thus, comprehension can be quite a problem.
Engagement and Delivery	The presentation is highly engaging, and the delivery is very confident and natural.	The presentation is good and fluent. The speaker speaks self-confidently and conveys information to the audience interestingly.	The presentation is fairly stimulating, although the delivery is uncertain.	The presentation is low, either weak or slow, and sometimes almost robotic speaking.	The presentation is not particularly attractive, delivered awkwardly, or lacks finesse.
Timing	It is quite brief and takes exactly 3 minutes, as is recommended.	A little bit longer than 3 minutes but no more than 5 minutes, they are rather brief.	Obviously above or below the expected time of 3 minutes.	Considerably within or beyond the time limit, it interferes with the presentation to a small extent.	Slightly more or less than the time limit, the presentation's quality is affected.

Chapter 2: Itinerary

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Content Completeness	The itinerary is very detailed and contains all the necessary information (time, location, things to do, numbers, phone, and addresses).	The itinerary contains the majority of details with the slight exclusion of some aspects.	The itinerary contains some general information but does not provide certain data.	The itinerary omits some critical features; thus, it may not be helpful.	The itinerary is missing some crucial information, and some sections of it are blank.
Clarity and Organization	The information is organised and concise, leaving no room for confusion while reading the content.	Some minor issues with structure aside, the information content is clear and well-organized.	The information is somewhat clear but could have been more effectively structured.	The information is usually missing or tangled and, therefore, becomes hard to follow.	The information is often ambiguous, and therefore, it lacks an orderly structure.
Relevance and Suitability	The itinerary may be regarded as suitable for a business trip since leisure activities are included in a moderate amount.	The itinerary is mostly appropriate, and its activity ratio is quite appropriate.	The itinerary is somewhat related to the theme but has no balance and pertinence for its intended purpose.	There is a low fit regarding the itinerary and an imbalance between business and leisure in the scheduled plan.	It is not the right itinerary for the business trip.
Language Accuracy	In the organisation of language grammar, vocabulary, and punctuation, there are free errors throughout	There is a grammatical problem, but it is related to the choice of words and does not raise	The itinerary's structure is fine, but some issues with the language	It is often filled with language mistakes which complicate	The itinerary contains many language mistakes, which makes

	the writing of the itinerary.	comprehensive issues with the provided itinerary.	slightly interfere with comprehension.	the reading experience.	comprehension complicated.



Chapter 3: Meeting Memo

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Clarity and Organization	The memo is coherent and well-designed and contains all the necessary elements that would be expected.	The memo is quite comprehensive, with very few problems in clarity or organisation.	The memo is somewhat clear but poorly structured or lacks some features.	The memo is confusing to read, disorganised, and lacks several components necessary for an effective memo.	The memo is poorly written, ideas are mixed up, and some important components are omitted.

Content Completeness	The memo provides all necessary information, such as the date, time, place, list of topics, and aim.	It includes most of what is necessary with only small exclusions.	It contains some of the essential information but is not complete.	The memo has some drawbacks, making it less appealing; some details are left out.	The memo is missing information crucial to the meeting that it cannot be written and is void.
Language Accuracy	The memo is grammatically correct with no jeopardising vocabulary or punctuation problems.	There are small grammar errors in the memo, which do not hinder comprehension.	Certain language issues in the memo hinder comprehension but to the smallest extent.	It contains some grammatical mistakes, which can sometimes make the content hard to follow.	The memo contains many issues in phrasing that make it difficult to follow its content.
Tone and Professionalism	The tone is professional and polite, and the language used is also very suitable in the given environment, passing the message across perfectly well.	The tone is fairly formal and polite most of the time. However, there are a few instances of rather informal language.	The tone is generally right but can be too informal or confusing in certain sections.	The tone is somewhat informal, although it does not appear to be intentionally rude or presented in an unprofessional manner or even confusing.	The tone is perceived as informal and unsuitable for the scenario, thus distracting from the content.

Chapter 4: Service/Product Presentation

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement	Unsatisfactory (1)

				(2)	
Content and Organization	The content organisation is very clear, and all the important points are mentioned and explained.	It is well-structured and coherent, and almost all the issues that could be considered crucial have been discussed.	Some ideas are not well structured and key point or points are not clear or are not existent at all.	Ideas are not linked to each other, and several valuable points are blurred or absent.	It is cluttered and incohesive, and the main ideas are missing.
Language Accuracy	Language is correct regarding grammar, usage of the appropriate and correct words, and fluency in pronouncing the words.	Grammatical mistakes and other minor errors that in no way hinder comprehension.	Some language mistakes which do not impede comprehension to a large extent	Occasional and major grammar mistakes that interfere with comprehension.	Many mistakes related to language cause a lack of comprehension.
Persuasiveness	It is very convincing, with well-articulated points and clear urging to the audience.	It is well argued with powerful arguments and a good mobilising appeal.	It is rather convincing, but the 'call to action' button is feeble.	It does not contain valid arguments and is not very convincing, and the demand is poorly formulated.	Not very convincing with no specific action that should be taken.
Overall Impact	The presentation is highly engaging, providing a good lasting impression and meeting the expectations.	The impression of the presentation is positive and makes it rather interesting to follow.	The presentation is relatively less engaging but not very compelling.	The presentation is boring and does not stimulate the audience's attention.	The presentation is boring and there is a production of a negative image on the minds of the audience.

Chapter 5: Business Card

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Design and Layout	The text includes vital details such as the company's name, address, phone number, email address, and logo.	The text has mostly important details but may have some small things missing.	Although contact details are usually deemed acceptable, they may not always be entirely precise.	The provided contact details are incorrect or insufficient.	There is either a lack of contact information or the information provided is incorrect.
Readability and Legibility	Reading the text becomes effortless by selecting an appropriate font size, typeface, and colour contrast.	The text is generally easy to comprehend, but its readability has minor concerns.	While the overall quality is satisfactory, there may be instances where the ease of understanding may be impacted.	The text is difficult to read or comprehend.	The readability of the text is low or it is not legible.
Contact Details	Includes relevant information about the person or business and necessary contact details.	Primarily contains relevant information with a few minor omissions	While generally acceptable, contact information may not be entirely accurate.	The contact information is erroneous or lacking.	Contact information is either missing or inaccurate.

Chapter 6: Formal Business Email

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Purpose and Audience	The purpose of the text is well-defined and effectively communicated to the intended audience.	The purpose and audience are mostly addressed in the text.	Although the purpose and audience are somewhat addressed, there may be some lack of clarity.	The purpose and audience are either unclear or not properly addressed.	The text lacks clarity in defining the purpose and addressing the intended audience.
Clarity and Conciseness	The information provided is easy to comprehend, concise, and clear.	The information is mostly concise and clear, but there may be a slight lack of clarity.	The information is generally understandable, but it could benefit from more conciseness.	The information is frequently unclear or unnecessarily wordy.	The information is difficult to understand and highly confusing.
Structure and Organization	The structure is well-planned and follows a logical sequence with proper formatting.	The organisation has some minor inconsistencies, but it is mostly well-organized.	The organisation is generally acceptable, although it may lack coherence at times.	The progression of the organisation is unclear or lacks a logical flow.	The organisation is entirely disorganised.

Tone and Professionalism	Speaks courteously and professionally at all times.	Generally, speaks professionally.	While generally professional, the tone can fluctuate.	It's not a professional or suitable tone.	The tone is rude or unprofessional all the time.
Language Accuracy	The wording is precise, suitable, and free of mistakes.	With a few minor blunders, the wording is generally accurate.	The linguistic accuracy is generally acceptable; however, there may be a few inaccuracies.	Language precision is usually degraded, which reduces clarity.	The language correctness is consistently low or perplexing.
Call to Action	Clearly explains any needed action or response by the receiver.	It mostly contains a clear call to action.	The call to action is somewhat apparent but may lack specifics.	The call to action is ambiguous or not well expressed.	No call to action was presented.

Chapter 7: Handling Incoming Calls

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Professional Greeting	Extends a cordial and expert greeting	The greeting is kind and inviting.	Although polite, the greeting lacks warmth.	The greeting seems hurried or unprofessional.	The greeting is impolite or sudden.
Problem Solving and Resolution	Accurately determines and attends to the problem or requirements of the caller.	Mostly finds satisfactory solutions to issues	Addresses several problems; however, the fixes might not be sufficient	Finds it difficult to address problems or offers insufficient answers	Ineffectively handles the complaints raised by callers
Professionalism and Tone	Has a kind and professional demeanour the entire call	Primarily keeps a formal tone	Although usually professional, the tone can occasionally be uneven.	The tone is improper or unprofessional.	The tone is invariably offensive or unprofessional.

Language Fluency	The speech is clear and easy to follow.	Largely fluid with sporadic pauses	Fluent but with obvious hesitations or stumbles.	Speech is often hesitant or challenging to understand	Speech is erratic and hard to understand.
Language Accuracy	The language is error-free and grammatically correct.	Mostly linguistically accurate with a few little mistakes	Although language is typically accurate, there may be some obvious mistakes.	Language mistakes are common and obscure the meaning.	Language use is frequently ambiguous or inaccurate.

Chapter 8: Handling Face-to-Face Complaints

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Professional Greeting	Offers a courteous and expert greeting.	The greeting is kind and inviting.	Although polite, the greeting lacks warmth.	The greeting seems hurried or unprofessional.	The greeting is impolite or sudden.
Active Listening	Throughout the call, demonstrated active listening skills	Pays close attention, repeats important details	Mostly listens without interjecting or assuming anything	Occasionally cuts off or overlooks important details	Frequently cuts someone off or doesn't listen
Empathy and Understanding	Genuinely sympathises with and comprehends the circumstances of the customer.	Demonstrates compassion and understanding	It shows some empathy. However, it can be fleeting.	Lacks compassion or comprehension of the issues raised by the client	Lacks comprehension or empathy during the entire call

Problem Solving and Resolution	Efficiently determines and resolves the problem for the client	Mostly finds satisfactory solutions to problems	Addresses certain problems, yet the resolutions might not be sufficient	Unable to adequately address problems or offer comprehensive answers	Ineffectively handles complaints from customers
Tone and Professionalism	Has a courteous and professional demeanour the entire call	Primarily keeps a formal tone	Although usually professional, the tone can occasionally be uneven.	The tone is improper or unprofessional.	The tone is invariably offensive or unprofessional.
Language fluency	Speech is fluid and easily understood.	Mostly fluid, with minor pauses.	Fluent but with obvious hesitations or stumbles.	Speech is frequently hesitant and difficult to follow.	Speech is fragmented and difficult to understand.
Language accuracy	Language is grammatically correct and error-free.	It is mostly linguistically correct, with minor errors.	The language is mostly correct but may have significant errors.	Language faults occur frequently and impede clarity.	Language use is constantly wrong or imprecise.

7. Expert Judgement

Item Number	Expert Judgment		Remarks
	Relevant	Not Relevant	
1	√		
2	√		

3	√		
4	√		
5	√		
6	√		
7	√		
8	√		



Singaraja, 27 Agustus 2024

Expert,

Anyx

Prof. Dr. Ni Luh Putu Sri Adnyani, S.Pd., M.Hum

APPENDIX 20. PRE-TEST AND POST-TEST

Pre-test/Post Test Questions and Assessment Rubric

- Question 1 : Make a video that simulates a scenario in which you attend a business professional speed dating networking event. You have three minutes to introduce yourself, including your name, designation, company name, and fascinating facts about your job or work.
- Question 2 : Create an itinerary for a four-day business trip to Labuan Bajo. The itinerary should include a detailed schedule from departure to return, information on places to visit and activities to participate in, and vital notes such as emergency contacts and accommodations information.
- Question 3 : Write a meeting memo to notify your staff of a meeting. Be sure to include all the essential elements of a formal meeting memo.
- Question 4 : Create a video presenting a product/service to attract a client which includes an introduction, product description, benefits, and conclusion in a clear and persuasive manner. You can use one of the products/services already available in the market.
- Question 5 : Let's say a company employed you. Make up company names, your designation, and other details. Make a business card. Learn how to create effective business cards.
- Question 6 : Try writing a professional business email that responds to the situations outlined in your preferred scenario. Make sure your email's language, tone, greetings, and salutations follow a formal business email format.
- Question 7 : Simulate a situation where you must handle an incoming call as a Customer Service Representative for "MenU Corp." A consumer called to complain about the product they received and inquire about the return process.
- Question 8 : Pair up with a classmate, one acting as the customer and the other as a customer service agent. Feel free to choose the topic. Simulate face-to-face complaint handling in a video lasting 5-7 minutes.

1. Pre-test/post test Assessment Rubrics

Here are eight assessment rubrics used to assess the questions proposed:

Question 1: Self-introduction for Speed Dating Networking

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvem ent (2)	Unsatisfactory (1)
Content and Structure	The content is introduced well, and all the important elements have been included—the name, the designation, the company, the fascinating facts—and it is very well constructed.	The introduction is concise, contains all elements necessary for the introduction and the information provided in the content is well organised.	The introduction includes many elements of the most required information types, but the information organisation is inefficient.	The introduction section contains the majority of the basic information, but it can be confusing and poorly structured.	The introduction is incomplete or not coherent about what is going to be covered.
Language Accuracy	Language is clear and, therefore, free from grammatical mistakes, wrongly chosen words or wrong pronunciation.	The language is mostly correct, with minor mistakes that do not cause a misinterpretation of the message.	The language contains some mistakes which do not hinder comprehension to a considerable degree.	Common mistakes are found in the language, affecting the grasping of content.	There are many errors in the language, and thus, comprehension can be quite a problem.

Engagem ent and Delivery	The presentation is highly engaging, and the delivery is very confident and natural.	The presentation is good and fluent. The speaker speaks self-confidently and conveys information to the audience interestingly.	The presentation is fairly stimulating, although the delivery is uncertain.	The presentation is low, either weak or slow, and sometimes almost robotic speaking.	The presentation is not particularly attractive, delivered awkwardly, or lacks finesse.
Timing	It is quite brief and takes exactly 3 minutes, as is recommended.	A little bit longer than 3 minutes but no more than 5 minutes, they are rather brief.	Obviously above or below the expected time of 3 minutes.	Considerably within or beyond the time limit, it interferes with the presentation to a small extent.	Slightly more or less than the time limit, the presentation's quality is affected.

Question 2: Itinerary

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Content Completeness	The itinerary is very detailed and contains all the necessary information (time, location, things to do, numbers, phone, and addresses).	The itinerary contains the majority of details with the slight exclusion of some aspects.	The itinerary contains some general information but does not provide certain data.	The itinerary omits some critical features; thus, it may not be helpful.	The itinerary is missing some crucial information, and some sections of it are blank.

Clarity and Organization	The information is organised and concise, leaving no room for confusion while reading the content.	Some minor issues with structure aside, the information content is clear and well-organized.	The information is somewhat clear but could have been more effectively structured.	The information is usually missing or tangled and, therefore, becomes hard to follow.	The information is often ambiguous, and therefore, it lacks an orderly structure.
Relevance and Suitability	The itinerary may be suitable for a business trip since leisure activities are included in a moderate amount.	The itinerary is mostly appropriate, and its activity ratio is quite appropriate.	The itinerary is somewhat related to the theme but has no balance and pertinence for its intended purpose.	There is a low fit regarding the itinerary and an imbalance between business and leisure in the scheduled plan.	It is not the right itinerary for the business trip.
Language Accuracy	In the organisation of language grammar, vocabulary, and punctuation, there are free errors throughout the writing of the itinerary.	There is a grammatical problem, but it is related to the choice of words and does not raise comprehension issues with the provided itinerary.	The itinerary's structure is fine, but some issues with the language slightly interfere with comprehension.	It is often filled with language mistakes which complicate the reading experience.	The itinerary contains many language mistakes, which makes comprehension complicated.

Question 3: Meeting Memo

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Clarity and Organization	The memo is coherent and well-designed and contains all the necessary elements that would be expected.	The memo is quite comprehensive, with very few problems in clarity or organisation.	The memo is somewhat clear but poorly structured or lacks some features.	The memo is confusing to read, disorganised, and lacks several components necessary for an effective memo.	The memo is poorly written, ideas are mixed up, and some important components are omitted.
Content Completeness	The memo provides all necessary information, such as the date, time, place, list of topics, and aim.	It includes most of what is necessary with only small exclusions.	It contains some of the essential information but is not complete.	The memo has some drawbacks, making it less appealing; some details are omitted.	The memo is missing information crucial to the meeting that it cannot be written and is void.
Language Accuracy	The memo is grammatically correct with no jeopardising vocabulary or punctuation problems.	There are small grammar errors in the memo, which do not hinder comprehension.	Certain language issues in the memo hinder comprehension but to the smallest extent.	It contains some grammatical mistakes, sometimes making the content hard to follow.	The memo contains many issues in phrasing that make it difficult to follow its content.
Tone and Professionalism	The tone is professional and polite, and the language used is also very	The tone is fairly formal and polite most of the time. However, there are a	The tone is generally right but can be too informal or confusing in	The tone is somewhat informal, although it does not appear to be intentionally	The tone is perceived as informal and unsuitable for the scenario, thus

	suitable in the given environment, passing the message across perfectly well.	few instances of rather informal language.	certain sections.	rude or presented in an unprofessional manner or even confusing.	distracting from the content.

Question 4: Service/Product Presentation

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Content and Organization	The content organisation is very clear, and all the important points are mentioned and explained.	It is well-structured and coherent, and almost all the issues that could be considered crucial have been discussed.	Some ideas are not well structured and key point or points are not clear or are not existent at all.	Ideas are not linked to each other, and several valuable points are blurred or absent.	It is cluttered and incohesive, and the main ideas are missing.
Language Accuracy	Language is correct regarding grammar, usage of the appropriate and correct words, and fluency in pronouncing the words.	Grammatical mistakes and other minor errors that in no way hinder comprehension.	Some language mistakes which do not impede comprehension to a large extent	Occasional and major grammar mistakes that interfere with comprehension.	Many mistakes related to language cause a lack of comprehension.
Persuasiveness	It is very convincing, with well-articulated points and	It is well argued with powerful arguments and a good	It is rather convincing, but the 'call to action'	It does not contain valid arguments and is not very	Not very convincing with no specific action that

	clear urging to the audience.	mobilising appeal.	button is feeble.	convincing, and the demand is poorly formulated.	should be taken.
Overall Impact	The presentation is highly engaging, providing a good lasting impression and meeting the expectations.	The impression of the presentation is positive and makes it rather interesting to follow.	The presentation is relatively less engaging but not very compelling.	The presentation is boring and does not stimulate the audience's attention.	The presentation is boring and there is a production of a negative image on the minds of the audience.

Question 5: Business Card

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Design and Layout	The text includes vital details such as the company's name, address, phone number, email address, and logo.	The text has mostly important details but may have some small things missing.	Although contact details are usually deemed acceptable, they may not always be entirely precise.	The provided contact details are incorrect or insufficient.	There is either a lack of contact information or the information provided is incorrect.
Readability and Legibility	Selecting an appropriate font size, typeface, and colour contrast	The text is generally easy to comprehend, but its readability	While the overall quality is satisfactory, there may be instances where the	The text is difficult to read or comprehend.	The readability of the text is low or it is not legible.

	makes reading the text effortless.	has minor concerns.	ease of understanding may be impacted.		
Contact Details	Includes relevant information about the person or business and necessary contact details.	Primarily contains relevant information with a few minor omissions	While generally acceptable, contact information may not be entirely accurate.	The contact information is erroneous or lacking.	Contact information is either missing or inaccurate.

Question 6: Formal Business Email

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Purpose and Audience	The purpose of the text is well-defined and effectively communicated to the intended audience.	The purpose and audience are mostly addressed in the text.	Although the purpose and audience are somewhat addressed, there may be some lack of clarity.	The purpose and audience are either unclear or not properly addressed.	The text lacks clarity in defining the purpose and addressing the intended audience.
Clarity and Conciseness	The information provided is easy to comprehend, concise, and clear.	The information is mostly concise and clear, but there may be a slight lack of clarity.	The information is generally understandable, but it could benefit from more conciseness.	The information is frequently unclear or unnecessarily wordy.	The information is difficult to understand and highly confusing.
Structure and Organization	The structure is well-planned and follows a logical sequence	The organisation has some minor inconsistencies, but it is mostly well-organized.	The organisation is generally acceptable, although it may lack coherence at times.	The progression of the organisation is unclear or lacks a logical flow.	The organisation is entirely disorganised.

	with proper formatting.				
Tone and Professionalism	Speaks courteously and professionally at all times.	Generally, speaks professionally.	While generally professional, the tone can fluctuate.	It's not a professional or suitable tone.	The tone is rude or unprofessional all the time.
Language Accuracy	The wording is precise, suitable, and free of mistakes.	With a few minor blunders, the wording is generally accurate.	The linguistic accuracy is generally acceptable; however, there may be a few inaccuracies.	Language precision is usually degraded, which reduces clarity.	The language correctness is consistently low or perplexing.
Call to Action	Clearly explains any needed action or response by the receiver.	It mostly contains a clear call to action.	The call to action is somewhat apparent but may lack specifics.	The call to action is ambiguous or not well expressed.	No call to action was presented.

Question 7: Handling Incoming Calls

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Professional Greeting	Extends a cordial and expert greeting	The greeting is kind and inviting.	Although polite, the greeting lacks warmth.	The greeting seems hurried or unprofessional.	The greeting is impolite or sudden.
Problem Solving and Resolution	Accurately determines and attends to the problem or requirements of the caller.	Mostly finds satisfactory solutions to issues	Addresses several problems; however, the fixes might not be sufficient	Finds it difficult to address problems or offers insufficient answers	Ineffectively handles the complaints raised by callers
Professionalism and Tone	Has a kind and professional demeanour	Primarily keeps a formal tone	Although usually professional, the tone	The tone is improper or unprofessional.	The tone is invariably offensive or

	the entire call		can occasionally be uneven.		unprofessional.
Language Fluency	The speech is clear and easy to follow.	Largely fluid with sporadic pauses	Fluent but with obvious hesitations or stumbles.	Speech is often hesitant or challenging to understand	Speech is erratic and hard to understand.
Language Accuracy	The language is error-free and grammatically correct.	Mostly linguistically accurate with a few little mistakes	Although language is typically accurate, there may be some obvious mistakes.	Language mistakes are common and obscure the meaning.	Language use is frequently ambiguous or inaccurate.

Question 8: Handling Face-to-Face Complaints

Criteria	Excellent (5)	Good (4)	Satisfactorily (3)	Needs Improvement (2)	Unsatisfactory (1)
Professional Greeting	Offers a courteous and expert greeting.	The greeting is kind and inviting.	Although polite, the greeting lacks warmth.	The greeting seems hurried or unprofessional.	The greeting is impolite or sudden.
Active Listening	Throughout the call, they demonstrated active listening skills	Pays close attention, repeats important details	Mostly listens without interjecting or assuming anything	Occasionally cuts off or overlooks important details	Frequently cuts someone off or doesn't listen
Empathy and Understanding	Genuinely sympathises with and comprehends the circumstances of the customer.	Demonstrates compassion and understanding	It shows some empathy. However, it can be fleeting.	Lacks compassion or comprehension of the issues raised by the client	Lacks comprehension or empathy during the entire call

Problem Solving and Resolution	Efficiently determines and resolves the problem for the client	Mostly finds satisfactory solutions to problems	Addresses certain problems, yet the resolutions might not be sufficient	Unable to adequately address problems or offer comprehensive answers	Ineffectively handles complaints from customers
Tone and Professionalism	Has a courteous and professional demeanour the entire call	Primarily keeps a formal tone	Although usually professional, the tone can occasionally be uneven.	The tone is improper or unprofessional.	The tone is invariably offensive or unprofessional.
Language fluency	Speech is fluid and easily understood.	Mostly fluid, with minor pauses.	Fluent but with obvious hesitations or stumbles.	Speech is frequently hesitant and difficult to follow.	Speech is fragmented and difficult to understand.
Language accuracy	Language is grammatically correct and error-free.	It is mostly linguistically correct, with minor errors.	The language is mostly correct but may have significant errors.	Language faults occur frequently and impede clarity.	Language use is constantly wrong or imprecise.

APPENDIX 21. SCREENSHOTS OF QUIZ, REFLECTION, AND DISCUSSION ACTIVITY

CHAPTER 1

QUIZ

☐		2217051018 Ni Made Nuriasih Review attempt	nuriasih@student.undiksha.ac.id	Finished	23 September 2024 10:18 AM	23 September 2024 10:23 AM	5 mins 30 secs	11.00	✓ 1.00	✓ 2.00	✓ 2.00	✓ 1.00	✓ 1.00	✓ 2.00	✓ 1.00	✓ 1.00
☐		2217051235 Putu Kusomi Adi Putri Review attempt	kusomi@student.undiksha.ac.id	Finished	23 September 2024 10:48 AM	23 September 2024 10:51 AM	3 mins	9.00	✓ 1.00	✗ 0.00	✓ 2.00	✓ 1.00	✓ 1.00	✓ 2.00	✓ 1.00	✓ 1.00
☐		2217051084 Luh Putu Sri Wahyuni Review attempt	sri.wahyuni@student.undiksha.ac.id	Finished	23 September 2024 12:00 PM	23 September 2024 12:02 PM	2 mins 16 secs	11.00	✓ 1.00	✓ 2.00	✓ 2.00	✓ 1.00	✓ 1.00	✓ 2.00	✓ 1.00	✓ 1.00
☐		2217051188 Ni Luh De Santini Review attempt	de@student.undiksha.ac.id	Finished	23 September 2024 12:01 PM	23 September 2024 12:04 PM	2 mins 56 secs	11.00	✓ 1.00	✓ 2.00	✓ 2.00	✓ 1.00	✓ 1.00	✓ 2.00	✓ 1.00	✓ 1.00
☐		2217051130 Ni Luh Winda Review attempt	winda.2@student.undiksha.ac.id	Finished	23 September 2024 1:14 PM	23 September 2024 1:18 PM	4 mins 1 sec	11.00	✓ 1.00	✓ 2.00	✓ 2.00	✓ 1.00	✓ 1.00	✓ 2.00	✓ 1.00	✓ 1.00
☐		2217051010 Ngurah Eka Utama Putra Review attempt	eka.utama@student.undiksha.ac.id	Finished	23 September 2024 2:49 PM	23 September 2024 2:55 PM	6 mins 46 secs	11.00	✓ 1.00	✓ 2.00	✓ 2.00	✓ 1.00	✓ 1.00	✓ 2.00	✓ 1.00	✓ 1.00
☐		2217051034 Putu Wulan Sekar Ningsih Review attempt	wulan.sekar@student.undiksha.ac.id	Finished	23 September 2024 5:35 PM	23 September 2024 6:01 PM	26 mins 17 secs	11.00	✓ 1.00	✓ 2.00	✓ 2.00	✓ 1.00	✓ 1.00	✓ 2.00	✓ 1.00	✓ 1.00
☐		2217051233 Luh Audia Mahadewi Review attempt	audia@student.undiksha.ac.id	Finished	23 September 2024 6:14 PM	23 September 2024 6:38 PM	24 mins 11 secs	11.00	✓ 1.00	✓ 2.00	✓ 2.00	✓ 1.00	✓ 1.00	✓ 2.00	✓ 1.00	✓ 1.00
		2217051046 I														



DISCUSSION

Discussion	Started by	Last post ↓	Replies	Subscribe
☆ Body Language To Handling Clients	 2257011002 I Kadek... 11 Oct 2024	 1984012520081220... 20 Nov 2024	2	☒
☆ memo	 2217051232 Rijki Ra... 11 Nov 2024	 2217051232 Rijki Ra... 11 Nov 2024	0	☐
☆ memo	 2217051194 FACHR... 9 Nov 2024	 2217051194 FACHR... 9 Nov 2024	0	☐
☆ Handling Clients	 2213111027 Aprilia... 8 Oct 2024	 2213111028 Ferdi FL... 30 Oct 2024	5	☐
☆ Meeting Guests	 2217051017 Kadek... 9 Oct 2024	 2213111029 NITA W... 29 Oct 2024	2	☐
☆ How do you balance expressing yourself through your appearance and maintaining modesty?	 2213111029 NITA W... 25 Oct 2024	 2213111029 NITA W... 25 Oct 2024	0	☐
☆ Grooming Etiquette	 2217051112 Ni Pt DI... 9 Oct 2024	 2213111007 Ni Kade... 21 Oct 2024	2	☐
☆ Etiquette in Introducing	 2217051010 Ngurah... 23 Sep 2024	 2217051234 PUTU D... 16 Oct 2024	5	☐
☆ Handling Client	 2213111010 Wayan... 16 Oct 2024	 2213111010 Wayan... 16 Oct 2024	0	☐
☆ Handling client	 2215081034 Edita D... 11 Oct 2024	 2213111012 WULAN... 11 Oct 2024	3	☐
☆ CHAPTER 1 HANDLING CLIENTS	 2217051130 Ni Luh... 23 Sep 2024	 2215081034 Edita D... 11 Oct 2024	3	☐
☆ Information	 2213111018 TARISS... 9 Oct 2024	 2213111018 TARISS... 9 Oct 2024	0	☐
☆ Grooming attitude	 2213111013 Kadek... 8 Oct 2024	 2213111015 I Kadek... 9 Oct 2024	2	☐
☆ handling clients	 2213111015 I Kadek... 9 Oct 2024	 2213111015 I Kadek... 9 Oct 2024	0	☐

REFELECTION

H. REFLECTION

1	What have you learned?
Respondent	Response
2217051161 ADIEL MUCHAMMAD SAVA	I learn about etiquate, the right giving business card, how to introduce myself to client or other business man, how to make a memo, learn about posture, handshake, eye contact, and good communication
2213111027 Aprilia Cece	Baru-baru ini saya mempelajari beberapa aturan penting untuk meraih kesuksesan dalam dunia bisnis. Saya belajar tentang cara menulis memo yang efektif, cara memperkenalkan diri dan orang lain dengan sopan, dan cara membangun koneksi yang baik melalui kartu nama. Saya juga mempelajari kiat-kiat untuk memulai percakapan dengan orang lain, dan cara mempertahankan penampilan yang profesional. Terakhir, saya belajar cara menggunakan bahasa tubuh yang tepat dan menghindari kesalahan-kesalahan umum yang dibuat dalam lingkungan bisnis.
2217051114 Cinta Pannia Yasodhara	I learn how to make a memo, how to introduction ourselves for business, how to give and receive business card, how to make a conversation with strangers, meaning of gestures in different cultures, body language, posture, apperaranace
2217051124 Desak Gede Intan Wedantari	How to make a memo, what should be in the memo and how we handle clients.
2213111024 Diyo Wahyu Ardiansyah	I learned the importance of clarity, conciseness, and professionalism in writing memos and good business manners. Memos should be written with a clear purpose, concise, and to the point. The language used should be formal and professional, avoid slang or jargon that not everyone understands. In addition, it is important to pay attention to grammar, spelling, and formatting so that the memo is easy to read and understand. I also learned how to behave and appear good in business and professionalism.
2215081034 Edita Dua Ketik	After learning about memo writing and dealing with clients, I realized how important effective communication is in business. Writing memos is not just about conveying information, but also ensuring that the message is clear, concise and understandable to the recipient. Also, dealing with clients requires empathy, good listening and appropriate responses to build trust. Also, there is a need for self-awareness to maintain a good appearance. As the saying goes, look good on the outside and the person you are dealing with will be happy and willing to build good communication with you and also when introducing someone in business, I should do it professionally and warmly.
2217051194 FACHRUDIN ARDIANSYAH	Dalam materi ini, kita akan belajar cara membuat memo dan juga cara berinteraksi dengan mitra bisnis untuk kelancaran operasional bisnis. Kita juga akan belajar tentang perbedaan budaya antar negara sehingga kita tahu apa yang harus dilakukan.
2213111005 FEBRI RAHMAN	what I got from this course about customer service is not a department. it's an attitude

CHAPTER 2

QUIZ

☐	First name / Last name	Email address	State	Started on	Completed	Time taken	Grade/8.00	Q. 1 /1.00	Q. 2 /1.00	Q. 3 /1.00	Q. 4 /1.00	Q. 5 /1.00	Q. 6 /1.00	Q. 7 /1.00	Q. 8 /1.00
☐	2217051085 Ni Luh Sulantari Review attempt	sulantari@student.undiksha.ac.id	Finished	8 October 2024 4:25 AM	11 November 2024 11:47 AM	34 days 7 hours	7.00	✗ 0.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00
☐	2217051245 I WAYAN RIVON FREYASNA Review attempt	riyon@student.undiksha.ac.id	Finished	9 October 2024 1:41 PM	9 October 2024 1:50 PM	9 mins 23 secs	7.00	✓ 1.00	✓ 1.00	✗ 0.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00
☐	2217051130 Ni Luh Winda Review attempt	winda.2@student.undiksha.ac.id	Finished	14 October 2024 7:44 PM	14 October 2024 7:59 PM	14 mins 41 secs	7.00	✗ 0.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00
☐	2217051018 Ni Made Nuriasih Review attempt	nuriasih@student.undiksha.ac.id	Finished	15 October 2024 11:18 AM	15 October 2024 11:29 AM	11 mins 6 secs	7.00	✓ 1.00	✓ 1.00	✗ 0.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00
☐	2217051233 Luh Audia Mahadewi Review attempt	audia@student.undiksha.ac.id	Finished	15 October 2024 12:51 PM	19 October 2024 2:13 PM	4 days 1 hour	8.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00
☐	2217051027 LUH INDRAYANI Review attempt	indrayani.2@student.undiksha.ac.id	In progress	15 October 2024 4:42 PM	-	-	-	-	-	-	-	-	-	-	-
☐	2217051235 Putu Kusomi Review	kusomi@student.undiksha.ac.id	Finished	15 October 2024 6:57	15 October 2024 7:21 PM	24 mins 12 secs	6.00	✗ 0.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✗ 0.00	✓ 1.00

DISCUSSION

Discussion	Started by	Last post	Replies	Subscribe
☆ Dinning etiquette	2213111003 Ni Kom... 29 Oct 2024	2213111012 WULAN... 21 Nov 2024	5	
☆ Dining Etiquette	2213111016 DEA CR... 30 Oct 2024	1984012520081220... 20 Nov 2024	2	
☆ Itinerary	2217051068 Koman... 27 Oct 2024	1984012520081220... 20 Nov 2024	4	
☆ Travel Planning	2217051046 I Kadek... 22 Oct 2024	1984012520081220... 20 Nov 2024	7	
☆ Dining etiquette	2215081034 Edita D... 1 Nov 2024	1984012520081220... 20 Nov 2024	2	
☆ Dining Etiquette	2213111008 Hani Fa... 22 Oct 2024	1984012520081220... 20 Nov 2024	4	
☆ strategies for Planning a Satisfying Group Trip Itinerary	2217051245 I WAYA... 9 Oct 2024	1984012520081220... 20 Nov 2024	9	
☆ General Itinerary Planning	2213111013 Kadek ... 17 Oct 2024	1984012520081220... 20 Nov 2024	3	
☆ Itinerary	2213111011 GEETA ... 10 Nov 2024	1984012520081220... 20 Nov 2024	2	
☆ Making Reservation	2217051112 Ni Pt Di... 20 Oct 2024	1984012520081220... 20 Nov 2024	8	
☆ Dinning etiquette	2217051234 PUTU D... 11 Nov 2024	2217051234 PUTU D... 11 Nov 2024	0	
☆ kunjungan bisnis	2217051232 Rijki Ra... 11 Nov 2024	2217051232 Rijki Ra... 11 Nov 2024	0	
☆ Itinerary	2217051084 Luh Put... 10 Nov 2024	2217051084 Luh Put... 10 Nov 2024	0	
☆ itinerary	2217051194 FACHR... 9 Nov 2024	2217051194 FACHR... 9 Nov 2024	0	
☆ Etika berpakaian	2213111004 KOMA... 7 Nov 2024	2213111004 KOMA... 7 Nov 2024	0	
☆ Dining Etiquette	2213111007 Ni Kade... 28 Oct 2024	2213111001 JOY ST... 6 Nov 2024	4	

REFLECTION

H. REFLECTION

What have you learned?	
Respondent	Response
2213111027 Aprilia Cece	What I learned was about how to make travel plans, write email requests, make reservations, and etiquette when dining with business colleagues.
2213111016 DEA CRISTI PURBA	Through exploring the topics of itinerary creation, writing inquiry emails, making reservations, and dining etiquette, I've gained a comprehensive understanding of how to effectively plan and communicate in various contexts. Creating a well-structured itinerary involves thorough research and organization to ensure a seamless travel experience, balancing business commitments with leisure activities. Writing inquiry emails requires clarity and specificity to obtain relevant information, emphasizing the importance of respectful communication. Making reservations is crucial for securing accommodations and dining arrangements, where proper etiquette, such as greeting callers and confirming details, enhances professionalism. Lastly, understanding dining etiquette is essential for creating a positive dining experience, as it encompasses proper cutlery use, table manners, and appropriate behaviors that reflect respect for others at the table. Together, these skills contribute to more enjoyable and successful personal and professional interactions.
2217051124 Desak Gede Intan Wedantari	In this chapter I learned how to make an itinerary, write inquiry email, write a reservation request email and etiquette at a banquet.
2215081034 Edita Dua Ketik	Through learning about itineraries, email inquiries, reservations, and dining etiquette, I gained invaluable insights into the aspects of communication and social interaction. For example in writing the itinerary: I realized the importance of careful planning before going on a trip. By planning every detail, such as destinations, accommodations, and activities
2217051194 FACHRUDIN ARDIANSYAH	Saya sedang belajar cara membuat rencana perjalanan, email pertanyaan, dan membuat reservasi
2213111011 GEETA ADSARI BARUS	I have learned how to create a well-planned itinerary which is essential for both business and leisure travel, how to write clear and concise inquiry emails which are essential for getting the information you need from a travel agent or service provider, learned dining etiquette which is essential for making a good impression and showing respect for others. I have also learned how to make reservations which are essential for securing a table at a restaurant, a room at a hotel, or a spot on a tour.
2213111008 Hani Fattus Sabrina Anam	I've learned about professional communication and etiquette skills are essential in business environment. When planning itineraries, it's crucial to include precise details like dates, times, locations, and confirmation numbers, while allowing buffer time between appointments to handle unexpected delays. Making reservations requires attention to specific requirements such as group size and special needs, along with obtaining written confirmations and understanding cancellation policies. Writing effective inquiry emails demands clear subject lines, concise yet complete messages, and a professional tone that ends with clear next steps. Dining etiquette encompasses various aspects, from proper table manners like napkin and utensil use to knowing when to begin eating and maintaining appropriate business conversation. These skills collectively demonstrate professionalism, facilitate smooth business operations, and help build strong professional relationships with clients and colleagues.
2217051049 I Gusti Agus Wahyu	The first thing I learned in this chapter was about itineraries, which is a text that contains information about the details of a trip. Usually, itineraries contain important information such as programs, schedules, transportation, and other things that people who travel need to know. It also has detailed information about the travel agency or tour operator such as name, contact person, phone number, address.

CHAPTER 3

QUIZZ

☐	Last name	Email address	State	on	Completed	taken	Grade/10.00	/1.25	/1.25	/1.25	/1.25	/1.25	/1.25	/1.25	/1.25	/1.25
☐	2217051188 Ni Luh De Santini Review attempt	de@student.undiksha.ac.id	Finished	29 October 2024 10:41 PM	29 October 2024 10:52 PM	11 mins 21 secs	10.00	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25
☐	2217051235 Putu Kusomi Review attempt	kusomi@student.undiksha.ac.id	Finished	29 October 2024 10:41 PM	29 October 2024 10:52 PM	11 mins 14 secs	10.00	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25
☐	2217051194 FACHRUDIN ARDIANSYAH Review attempt	fachrudin@student.undiksha.ac.id	Finished	2 November 2024 9:32 AM	9 November 2024 9:22 AM	6 days 23 hours	8.75	✓ 1.25	✓ 1.25	✗ 0.00	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25
☐	2213111013 Kadek Dwi Febriantini Review attempt	dwi.febriantini@student.undiksha.ac.id	Finished	2 November 2024 11:59 PM	3 November 2024 12:05 AM	6 mins 19 secs	10.00	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25
☐	2213111008 Hani Fattus Sabrina Anam Review attempt	hani.fattus@student.undiksha.ac.id	Finished	3 November 2024 11:24 PM	3 November 2024 11:28 PM	4 mins 6 secs	10.00	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25
☐	2217051245 I WAYAN RIYON FREYASNA Review attempt	riyon@student.undiksha.ac.id	Finished	5 November 2024 9:58 PM	5 November 2024 10:01 PM	2 mins 58 secs	10.00	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25	✓ 1.25
☐	2217051112															

DISCUSSION

Discussion	Started by	Last post ↓	Replies	Subscribe
☆ Thank you.	1984012520081220... 21 Nov 2024	1984012520081220... 21 Nov 2024	0	☒
☆ minutes meeting	2217051234 PUTU D... 11 Nov 2024	2213111012 WULAN... 21 Nov 2024	1	☐
☆ Business Meeting	2213111011 GEETA ... 10 Nov 2024	2217051034 Putu W... 14 Nov 2024	2	☐
☆ Meeting Minutes	2217051034 Putu W... 12 Nov 2024	2217051034 Putu W... 12 Nov 2024	0	☐
☆ Meeting Minutes	2217051068 Koman... 11 Nov 2024	2217051046 I Kadek... 12 Nov 2024	3	☐
☆ Minutes Meeting	2217051001 Kadek ... 6 Nov 2024	2217051018 Ni Mad... 11 Nov 2024	4	☐
☆ Meeting Minutes	2217051018 Ni Mad... 11 Nov 2024	2217051018 Ni Mad... 11 Nov 2024	0	☐
☆ Minute Meeting	2217051085 Ni Luh ... 11 Nov 2024	2217051010 Ngurah... 11 Nov 2024	2	☐
☆ Notulen rapat	2217051232 Rijki Ra... 11 Nov 2024	2217051232 Rijki Ra... 11 Nov 2024	0	☐
☆ Meeting Minutes	2217051124 Desak ... 10 Nov 2024	2217051068 Koman... 11 Nov 2024	1	☐
☆ Meeting Memo	2217051084 Luh Put... 10 Nov 2024	2217051065 Ketut L... 10 Nov 2024	2	☐
☆ Bussiness Meeting	2213111027 Aprilia ... 6 Nov 2024	2217051084 Luh Put... 10 Nov 2024	2	☐
☆ Meeting Minutes	2217051194 FACHR... 9 Nov 2024	2217051261 Ni Luh ... 10 Nov 2024	1	☐
☆ Meeting memo	2213111004 KOMA... 7 Nov 2024	2217051104 Ni Mad... 9 Nov 2024	1	☐
☆ meeting memo	2213111013 Kadek ... 3 Nov 2024	2217051049 I Gusti ... 8 Nov 2024	8	☐
☆ Business Meeting	2217051017 Kadek ... 6 Nov 2024	2217051112 Ni Pt DI... 6 Nov 2024	1	☐



REFLECTION

H. REFLECTION

1	What have you learned?
Respondent	Response
2213111027 Aprilia Cece	Saya telah mempelajari bahwa rapat bisnis merupakan aspek penting dalam dunia profesional. Memo dan notulen rapat membantu mencatat informasi dan keputusan penting. Rapat bisnis sendiri bertujuan untuk meningkatkan komunikasi, koordinasi, dan efektivitas dalam menjalankan bisnis. Peralatan rapat seperti proyektor dan papan tulis berkontribusi pada kelancaran jalannya rapat. Melalui pengalaman belajar ini, saya telah memperoleh pemahaman yang lebih mendalam tentang pentingnya perencanaan dan pelaksanaan rapat yang terstruktur untuk mencapai tujuan bersama.
2217051124 Desak Gede Intan Wedantari	Pada bab ini saya belajar tentang cara membuat memo rapat, risalah rapat dan cara menangani rapat.
2217051194 FACHRUDIN ARDIANSYAH	1. Learning how to effectively communicate the purpose and details of a meeting through a memo. This includes identifying the agenda, participants, date, time, and location, as well as any necessary background information or context. 2. Developing the skills to lead a meeting, which includes setting the agenda, guiding discussions, managing time, encouraging participation, and ensuring that objectives are met. They understand the importance of being organized and prepared to facilitate productive dialogue. 3. Learned how to actively engage in meetings by sharing ideas, asking questions, and contributing to discussions. They understand the importance of listening, respecting others' opinions, and providing constructive feedback. 4. Gained the ability to accurately record the proceedings of a meeting. This includes summarizing key discussions, decisions made, action items, and assigning responsibilities. They understand the importance of clarity and conciseness in documenting meeting outcomes.
2213111011 GEETA ADSARI BARUS	I have learned a lot about conducting business meetings, from how to create effective meeting memos, writing accurate meeting minutes, to tips for handling business meetings well. I also understand the importance of the right meeting equipment to support the smooth and productive meeting. All of this knowledge helps me understand how business meetings can be run professionally and efficiently.
2213111008 Hani Fattus Sabrina Anam	I've learned the significance of clear and concise communication in business settings, particularly in the context of creating effective Minutes of Meeting (MoM), conducting business meetings, and writing business memos. Understanding the structure and purpose of these documents helps ensure that information is conveyed accurately and that meetings are productive. I've also gained insights into best practices for documenting discussions, decisions, and action items, which are crucial for accountability and follow-up.
2217051049 I Gusti Agus Wahyu Pratama	Based on the learning of Chapter 3, Handling meetings, I have learned various materials such as Meeting memo which is a vital document in a business environment that serves as a communication tool to convey important details regarding the schedule, agenda, and expectations of a meeting. This document should be distributed to all participants at least a few days to a week before the meeting, giving them enough time to prepare or rearrange the schedule if necessary. Meeting memos are helpful in organizing, focusing, and increasing productivity as they save valuable time. In writing an effective meeting memo, there are some important elements to learn which Firstly, it requires a clear and concise subject line that explains the purpose of the memo. Secondly, the delivery to the recipient should be appropriate to the group, either at the 'All Staff' level or a specific team. Third, meeting details such as date, time, and venue or platform should be clearly stated. Secondly, I have studied the Minutes of meeting (MoM) which is a written record documenting the discussions, decisions, and highlights of a meeting. This document applies to various groups within the company and serves as a historical record as well as a tool to ensure accountability of all parties involved. In writing effective meeting minutes, it is necessary to include information such as attendance list, date and time, purpose, duration,

CHAPTER 4

QUIZZ

☐	First name / Last name	Email address	State	Started on	Completed	Time taken	Grade/100.00	Q. 1 /10.00	Q. 2 /10.00	Q. 3 /5.00	Q. 4 /5.00	Q. 5 /5.00	Q. 6 /5.00	Q. 7 /5.00	Q. 8 /5.00	Q. 9 /5.00
☐	2217051112 Ni Pt Divayanti Putri Cahyani Review attempt	divayanti@student.undiksha.ac.id	Finished	7 November 2024 1:41 PM	7 November 2024 1:56 PM	14 mins 26 secs	80.00	✓ 10.00	✓ 10.00	✓ 5.00	✓ 5.00	✗ 0.00	✓ 5.00	✓ 5.00	✓ 5.00	✓
☐	2217051085 Ni Luh Sulantari Review attempt	sulantari@student.undiksha.ac.id	In progress	11 November 2024 1:30 PM	-	-	-	-	-	-	-	-	-	-	-	-
☐	2217051114 Cinta Panna Yasodhara Review attempt	cinta.panna@student.undiksha.ac.id	Finished	12 November 2024 10:33 AM	12 November 2024 10:38 AM	5 mins 3 secs	100.00	✓ 10.00	✓ 10.00	✓ 5.00	✓ 5.00	✓ 5.00	✓ 5.00	✓ 5.00	✓ 5.00	✓
☐	2217051130 Ni Luh Winda Review attempt	winda.2@student.undiksha.ac.id	Finished	12 November 2024 10:55 AM	12 November 2024 11:14 AM	18 mins 55 secs	95.00	✓ 10.00	✓ 10.00	✗ 0.00	✓ 5.00	✓ 5.00	✓ 5.00	✓ 5.00	✓ 5.00	✓
☐	2217051194 FACHRUDIN ARDIANSYAH Review attempt	fachrudin@student.undiksha.ac.id	Finished	15 November 2024 8:28 AM	15 November 2024 8:45 AM	17 mins 3 secs	100.00	✓ 10.00	✓ 10.00	✓ 5.00	✓ 5.00	✓ 5.00	✓ 5.00	✓ 5.00	✓ 5.00	✓
☐	2215081010 Maria Mayliana Kristiani Review attempt	maria@student.undiksha.ac.id	Finished	16 November 2024 11:54 AM	16 November 2024 12:03 PM	8 mins 19 secs	60.00	✓ 10.00	✓ 10.00	✓ 5.00	✓ 5.00	✗ 0.00	✓ 5.00	✓ 5.00	✓ 5.00	✗
☐	2217051065 Ketut Luh Arya Darmayanti Review attempt	arya.darmayanti@student.undiksha.ac.id	Finished	16 November 2024 10:25 PM	16 November 2024 10:42 PM	16 mins 36 secs	100.00	✓ 10.00	✓ 10.00	✓ 5.00	✓ 5.00	✓ 5.00	✓ 5.00	✓ 5.00	✓ 5.00	✓

DISCUSSION

Discussion	Started by	Last post ↓	Replies	Subscribe
☆ Business Presentation	2217051018 Ni Mad... 21 Nov 2024	2217051065 Ketut L... 21 Nov 2024	1	☐
☆ Business Presentation	2217051112 Ni Pt Di... 15 Nov 2024	2217051018 Ni Mad... 21 Nov 2024	3	☒
☆ Business Presentation	2217051017 Kadek ... 17 Nov 2024	2217051084 Luh Put... 21 Nov 2024	8	☒
☆ Business Presentation	2217051130 Ni Luh ... 12 Nov 2024	1984012520081220... 20 Nov 2024	4	☒
☆ etiquette in presenting something to clients	2217051194 FACHR... 15 Nov 2024	1984012520081220... 20 Nov 2024	4	☒

REFLECTION
H. REFLECTION

1	What have you learned?
Respondent	Response
2217051194 FACHRUDIN ARDIANSYAH	1. have gained the ability to interpret key financial terms and concepts found in financial statements, such as balance sheets, income statements, and cash flow statements. This understanding is crucial for making informed business decisions and assessing a company's financial health. 2. have developed skills in creating PowerPoint presentations (PPT). This includes organizing content, designing slides, and effectively conveying information visually and verbally. You now understand how to engage an audience and present ideas clearly. 3. have learned how to draft contracts and agreements, which involves understanding legal terminology and ensuring that all necessary terms and conditions are included. This skill is essential for formalizing business relationships and protecting the interests of all parties involved. 4. have acquired the ability to present products, services, or business plans to clients. This includes articulating the value proposition, addressing client needs, and effectively communicating benefits. You now feel more confident in your ability to persuade and inform clients. 5. have learned the importance of etiquette and professionalism when presenting to clients. This includes understanding body language, maintaining eye contact, using respectful language, and being attentive to the client's needs. These skills contribute to building strong, positive relationships with clients.
2217051046 Kadek Adi Ganes Warmadewa	I have studied various terms contained in financial reports, understood how to create a good PowerPoint and present it effectively, and learned how to draft contracts correctly.
2217051242 Ketut Yona Eka Saputra	I've learned how to structure a business presentation effectively, engage the audience, and deliver key points with clarity and confidence.
2217051017 Kadek Yuda Mahardika	I have learned that effective communication, financial statements, and presentation skills are essential to success in a business environment. Understanding the key components of a financial statement, such as the balance sheet and income statement, helps assess the financial health of a company. Additionally, drafting clear contracts and agreements is essential to building mutual understanding and protecting all parties involved. In the context of business presentations, I have learned several key points: 1. Structure and Clarity: The presentation should have a clear introduction, main body, and conclusion, so that the audience can easily follow the information. 2. Understanding the Audience: Tailoring the content to meet the needs and preferences of the audience increases engagement. Knowing the audience's background and expectations helps in crafting a relevant message. 3. Visual Aids: Effective use of visual aids, such as slides or charts, can significantly improve comprehension. Slides should be simple, focused, and should support the verbal presentation rather than overwhelm it. 4. Engagement Techniques: Incorporating interactive elements, such as questions or discussion, can keep the audience engaged. Encouraging participation makes the presentation more dynamic. 5. Rehearsal and Preparation: Practicing your presentation and anticipating questions can increase confidence and effectiveness. Preparation helps with time management and overcoming potential challenges during a presentation. 6. Build a strong relationship: Building a strong relationship with the audience is crucial for a successful presentation. This involves understanding the audience's needs and expectations, and tailoring the presentation to meet those needs.



BUSINESS ENGLISH



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PROF. DR. NI MADE RATMININGSIH, M.A.

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BUSINESS ENGLISH

Your Guide to Professional English in the Business World



PUTU AYU PRABAWATI SUDANA, S.PD., M.HUM.

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PREFACE

This book is compiled as an output of research on the needs analysis of Business English materials. The images included are taken from Freepik and those owned by the authors.

The authors created the listening exercises with the free AI tool Luvvoice.



About the book

The Objective of the Book

This book aims to guide students in learning Business English, providing a comprehensive resource for university students taking a Business English course.

Topics Covered

The book includes a wide array of topics essential for mastering Business English:

1. **Handling Guests:** Memos, self-introductions and introducing others in business contexts, grooming etiquette, social etiquette
2. **Meeting Clients:** Making inquiries, client pick-up, dining etiquette
3. **Meeting with Clients:** Meeting memos, minutes of meetings, meeting etiquette
4. **Business Presentations:** Presentations, financial statements, contracts/agreements, negotiation skills
5. **Writing for the Company:** Business cards, letterheads, business proposals, business reports
6. **English Correspondence:** Emails, quotations, invoices
7. **Handling Telephone Calls:** Incoming and outgoing calls, message forms, phone etiquette
8. **Handling Complaints:** Face-to-face meetings, handling complaints by phone and email, complaints handling etiquette

How to Use the Book

The book follows the principles of task-based language teaching, designed to be used over two classroom meetings per topic (each 100 minutes). The structure of each chapter is as follows:

1. **Pre-task:**
 - a. Students complete pre-tasks at home (flipped learning).
 - b. A quick but detailed pre-task review is conducted in class (the first meeting).
2. **Task:**
 - a. Students work on the tasks in class (the first and second meetings).
3. **Post-task:**
 - a. Students complete post-tasks in class (the first and second meetings).
4. **Quiz:**
 - a. Students take the quiz in class (the second meeting).
5. **Discussion:**
 - a. Discussions are held in class (the second meeting).
6. **Reflection:**
 - a. After completing all materials, students reflect on their learning at home.

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CHAPTER 1

HANDLING CLIENT 1

"You never get a second chance to make a first impression."

- Will Rogers

"Customer Service is not a department. It's an attitude."

- Mo Hardy

LEARNING OBJECTIVES

Students are able to write memos
Students are able to introduce themselves as well as others to clients
Students are able to apply etiquette in an introduction to clients

A. PRE-TASK

I. Memo

Memos are written messages often used to deliver messages to office mates. In this chapter, we will talk about memos and meeting clients. Read the example of the memo below. After you have read the memo, give your answer to the following questions:

- a. What is the structure of a memo?
- b. What information needs to be on a memo?

26 January 2024
Subject: picking up guest

Dear Tiara,
Mr. Jerry Tan from ABC Company in English will visit us on January 28.
Please do the following:

1. Meet him at the lobby of Beach View Hotel on that day at 2 PM
2. Take him to our main office
3. Introduce him to the marketing team
4. Take him to our meeting room for a welcome reception
5. When you are close to our office, send me the live location via WhatsApp so I can wait at the lobby timely

Thank you,
Tony

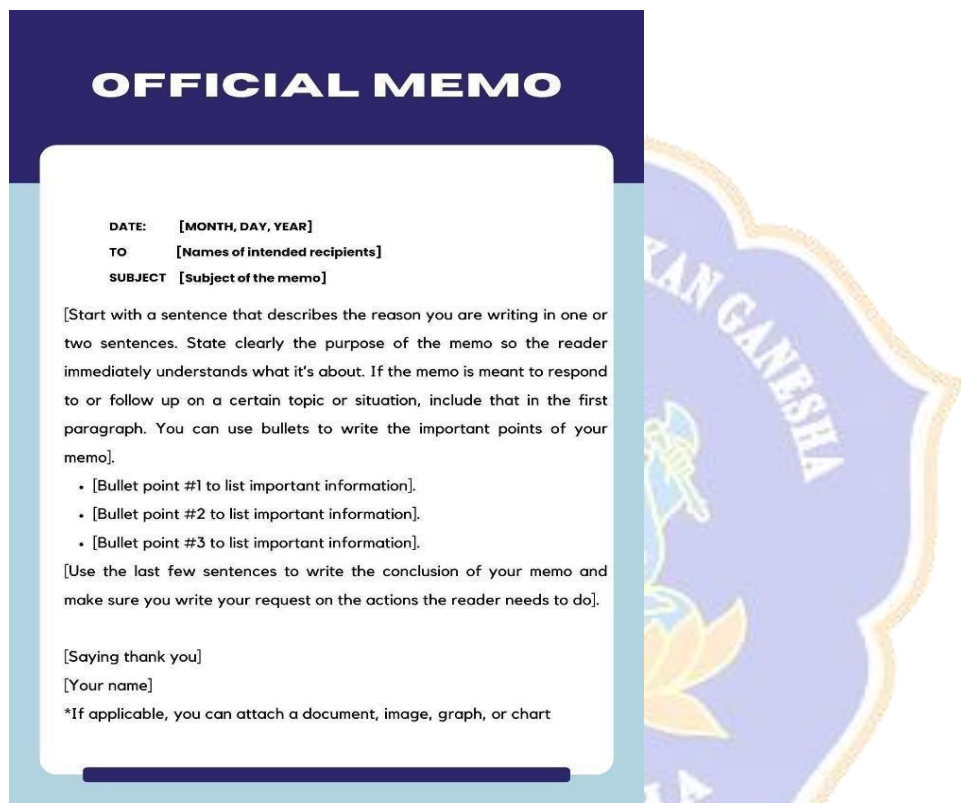
Now, learn the following guidelines on memo writing.

a) Definition

A memo or memorandum is usually written on paper and used to send out a notice or announcement when there is a need to inform everyone about something. However, it is now written on paper but sent via emails or other social media platforms.

b) Structure of a Memorandum

This is one example of a memo template.

The image shows a template for an 'OFFICIAL MEMO'. It features a dark blue header with the title 'OFFICIAL MEMO' in white. Below the header is a white box containing the memo structure. The structure includes fields for 'DATE', 'TO', and 'SUBJECT', each followed by a placeholder in brackets. A paragraph of text follows, with instructions on how to write it. This is followed by three bullet points, each with a placeholder. Another paragraph of text follows, with instructions. Below this are two more lines with placeholders for 'Saying thank you' and 'Your name'. At the bottom, there is a note about attaching documents, images, graphs, or charts. The entire template is set against a background that includes a large, faint watermark of a purple and gold emblem with the text 'SHRI GANESHA' and 'SHRI KRISHNA'.

c) How to Write an Effective Memo

The following are some tips that you could consider to help improve the memo:

1. **Consider your audience.** Use language that is accessible to everyone. Be careful if you use abbreviations; make sure everybody understands. Keep your memo professional;
2. **Proofread and review before sending.** Proofread your memo before you send it to ensure there are no typos and inconsistency-plus most, of all, tone. If you send the memo to all company staff or speak for the organisation, ensure the message is correct and the style is professional.
3. **Straightforwardness and clear subject.** The subject is important so that people have clear ideas about what you want to tell them;
4. **Send your memo timely.** Ensure you send your memo timely so the reader can act accordingly.

II. MEETING GUESTS

a) Introducing Oneself and Other

Please see the video in the QR code on introducing oneself and others.

From the video provided, please see and note:

1. What language expressions are used in introducing oneself and others?
2. What information about yourself do you give to others?
3. How do you shake hands?
4. How do you give and accept name cards?
5. How is your posture, eye contact, proximity, and other non-verbal communication?
6. What is the proper etiquette when talking to people, especially for the first time?



b) How To Make an Effective Introduction

A good first impression is essential. Below are a few tips on creating a good first impression.

1. Getting people's names right in business circles is very important.
2. It is acceptable to forget people's names when first meeting them. However, if this happens, it is okay to ask them to repeat their name and use it in conversation. This is how you will remember.
3. Tell your name, company, and your position.
4. Repeat the other person's name, company, and position.
5. Shake hands firmly, no more than 3 seconds
6. Have a small talk. Make conversations.

c) Phrases to Use When Introducing Oneself and Others

Depending on the formality of the occasion, phrases can be chosen from those below in order of formality:

"I have the honour to present... "

"May I introduce..."

"I would like you to meet..."

"I would like to introduce..."
"I don't believe you've met my..."
"John, I think you've met..."
"Let me introduce you to....."
"This is... "
"Do you know..."

Transition phrases

Well.... /Anyway.../by the way....

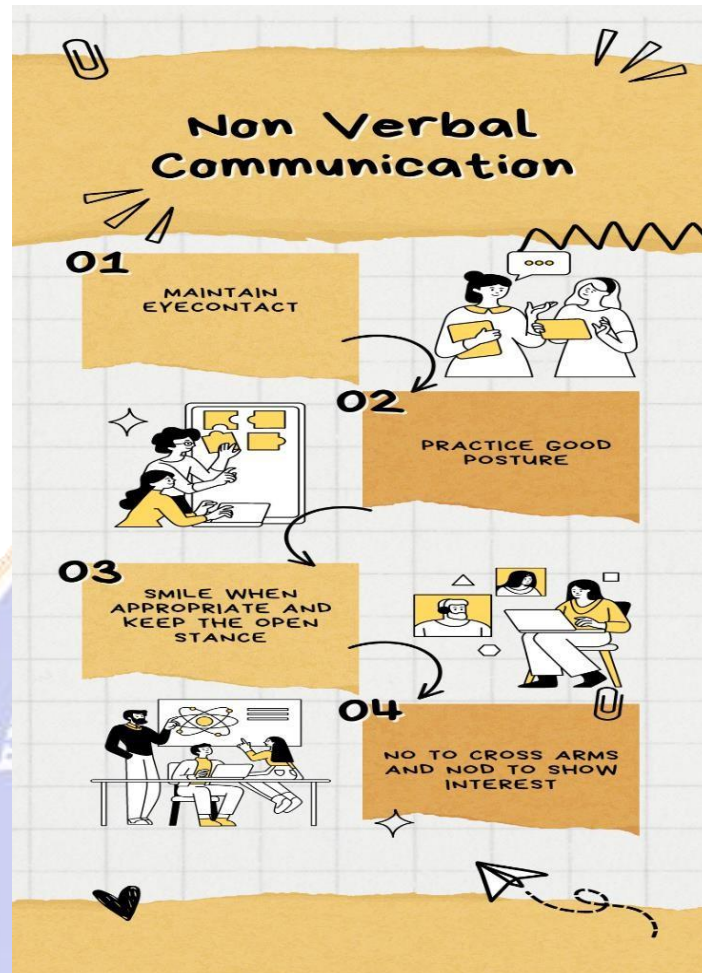
d) Etiquette in Introducing Oneself and Others

1. When it comes to introducing people at work, what matters most is their status instead of their gender and age;
2. In business, it is more important to introduce a visitor, guest, or client than an office mate or a boss; therefore, the visitor should be introduced first;
3. Maintain eye contact in addition to smiling.;
4. Offer similar handshakes to both women and men, straight up or down. Offering a firm handshake is a way of showing respect, trust, and acceptance. In some societies, women do not shake men's hands; hence, you should understand this fact;



5. If you are meeting or getting introduced to somebody, kindly avoid their first name or calling out loud. Just address them using their last name and an appropriate title until otherwise. After the other person has given their name, repeat and acknowledge it. For example: "It's nice to meet you. Mr. Brown.";
6. The use of honorifics such as Mr., Mrs., Ms., and Miss vary depending on culture, situation, and individual preference. Here are some general rules for using them:
 - "Mr." is used before the name of a married or adult man. Example: Mr. Smith.
 - "Mrs." is used before the name of a married woman. Example: Mrs. Johnson.
 - "Ms." is used before a woman's name without indicating marital status. This can be used if someone's marital status is unknown or chooses not to disclose it. Example: Ms. Lee.
 - "Miss" is used before the name of an unmarried woman. Example: Miss Wong.
7. Do not use honorifics such as Ms., Mr., or Dr. to introduce yourself.
8. If you are being introduced, always state your full name. It shows your professionalism and credibility.

9. Stand upright and mind your distance from the people you talk to.
10. Always display proper non-verbal aspects of communication. If necessary, practice!



e) Etiquette in Giving and Receiving Name Cards

1. Networking opportunities can come at any time. So, always have your name card with you;
2. To the people of higher position than yours: give your name card only when asked for;
3. The best moment to hand in your business card is when you're asked for it when you are asked to repeat your name, when someone offers to send you something, or when someone asks for some information about you or your organisation;
4. Accompany your business card with an explanation of what you can offer to the other person/persons;
5. Give the business card using both hands or one hand, with the name part facing the reader. So, after they receive the card, they can read your name directly;
6. When you accept a business card, show that you value it. Please read the other person's name and ask something about their company. Then, put the business card in your purse or bag, not your pocket.

f) Do's And Don'ts in Starting a Conversation with Someone

- **Do:**

1. Do ask questions to engage the other person. Open-ended questions will be best to make them talk;
2. Do talk about your businesses, sports, and other shared interests;
3. Keep ideal proximity to the person you talk to. You can see the example of perfect proximity in the videos provided in the barcode below.



4. Update yourself with information on current issues. To participate in a conversation, you need updated information on the topics;
5. Keep eye contact with the other speaker. Occasionally, respond with an "I see," "Ah, okay," or "Wow, that is lovely" to indicate that you follow what the other speaker says.

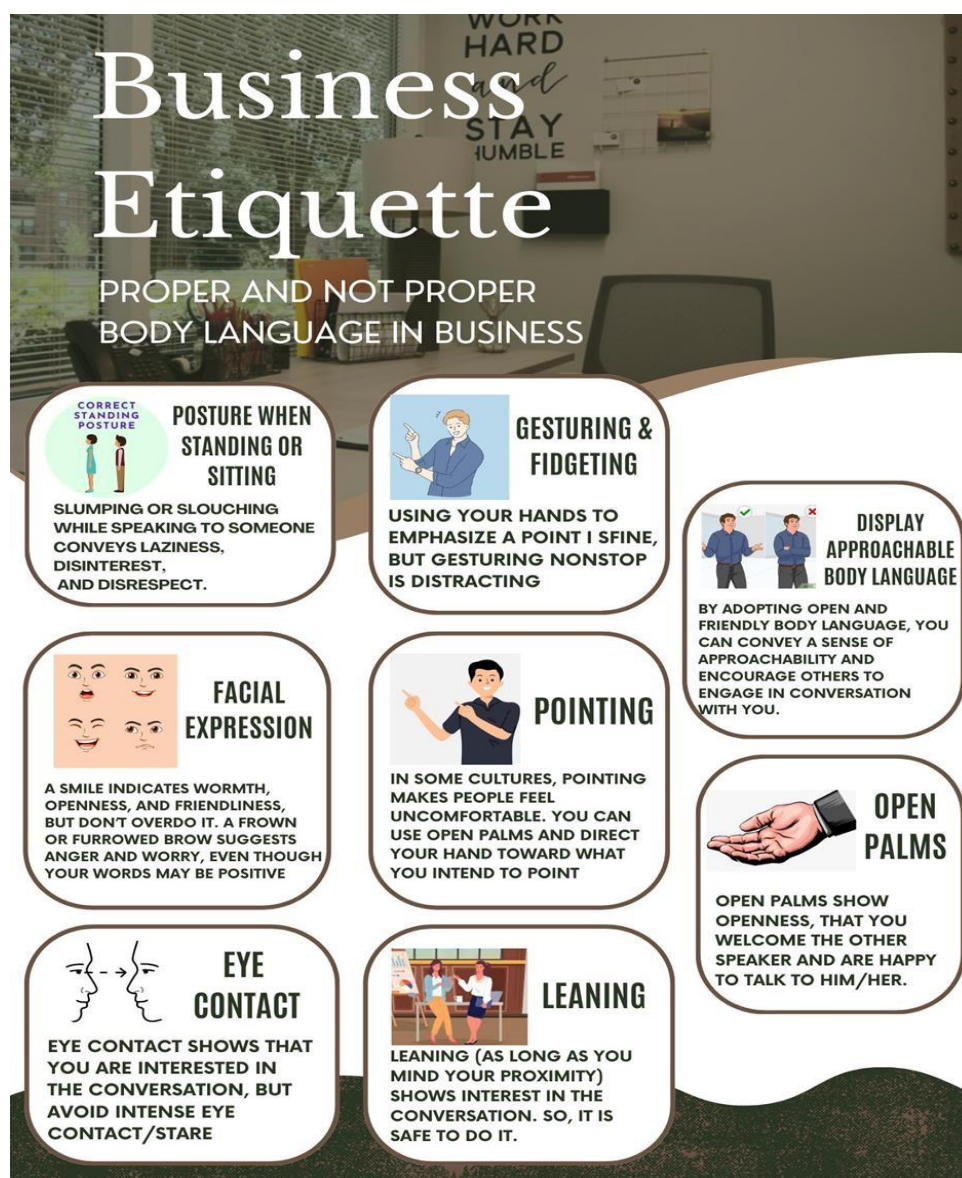
- **Don'ts:**

1. Flirt, curse, gossip, brag, monopolise the conversation, or interrupt other speakers;
2. Do not ask about personal matters;
3. Do not continue conversing with an individual who shows no interest in you or building a network with you. Excuse yourself politely.

III. Grooming Etiquette

1. Personal hygiene: Keep your nails clean and trimmed, keep your oral hygiene, wash hands regularly, and wear deodorant and perfume;
2. Hair and skin care: Keep your hair tidy, wash it regularly, and wear a hair net if necessary;
3. Dress sense: Pay attention to the dress code of the occasion and wear clean, ironed, and professional-looking clothes;
4. Makeup and jewellery: Avoid excessive makeup and jewellery; wear them to enhance your overall presentation. Follow your organisation's rules regarding these.

IV. PROPER AND NOT PROPER BODY LANGUAGE IN BUSINESS



B. TASK

a) Task 1: Creating a memo

1. Make a group of a minimum of 3 students. One as a manager, one as a staff, and one as a guest. Do the following scenario;
2. The manager writes a memo for the staff. The objective is for the staff to pick up the guests at one place, introduce themselves, and escort them to the office. The staff reads the memo and comes to see the guest, introduces himself to the guest, and escorts the guest to the car to go to the office;
3. Present the memo to other groups and do the role play in class;
4. Refer to the following assessment for the evaluation.

1. Assessment for writing memo

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)

Contents				
Clear Objective	The objective of the memo is clearly stated and relevant to its purpose.	The objective is stated but could use more clarity or relevance.	The objective is clear but not entirely relevant.	The objective needs to be clarified or relevant.
Conciseness and Clarity	The information provided directly relates to the purpose and is concise and clear.	There may be minor exceptions, but for the most part, the information is concise and clear.	Some of the information provided may need to be more concise or clear.	The information is verbose but not clear.
Organisation				
Organisation	Clearly defined introduction, body, and conclusion; well-organized.	Most sections are organised.	It is a little disorganised, with unclear sections.	The organisation could be better, and the content could be easier to track.
Language				
Grammar and Spelling	The text is virtually free of spelling and grammatical errors.	The text has few grammatical or spelling errors, but they do not hinder comprehension.	The text has several grammatical or spelling errors	The text has numerous grammatical or spelling errors that significantly impact readability.
Presentation				
Visual Appeal	The memo is visually appealing, with appropriate font, spacing, and alignment.	It is visually appealing but with minor inconsistencies.	It is visually appealing but needs more consistency.	The memo could be more appealing and consistent.

2. Assessment for meeting clients and introducing oneself

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Speech Clarity				
Pronunciation	Articulates words with clarity and precision, ensuring easy comprehension.	Articulates most words with clarity and precision.	Having difficulty articulating some words, requiring extra effort to comprehend	Articulation often needs to be clarified as it impedes understanding.
Enunciation	Displays clear enunciation, emphasising proper intonation and stress.	Mostly enunciates words with clarity, with occasional lapses	Enunciation could be more consistent, leading to moments of confusion.	Poor enunciation makes it hard to understand.
Preparation				

Knowledge of Guests	It shows a deep awareness of the guests' backgrounds and relevance to the meeting.	It demonstrates a thorough awareness of the guests' backgrounds and importance.	It demonstrates some understanding of the guests' backgrounds but may overlook important details.	It needs to show more comprehension of the guests' backgrounds.
Introduction Substance	Provides engaging and relevant information in introductions, highlighting key aspects of each guest.	Introductions contain enough information about each guest, including vital details.	The introductions provide some information but may need more depth or relevancy.	Introductions need more depth and convey key information about the guests.
Delivery				
Confidence	Communicates confidently and calmly when introducing guests.	Generally, speaks confidently but may exhibit uneasiness or uncertainty.	Demonstrates uneasiness or lack of confidence during the introductions.	Appears hesitant and needs more confidence when introducing people.
Eye Contact	Maintains regular eye contact with guests and audience to increase engagement.	Maintains frequent eye contact, although may occasionally look away	Makes little eye contact, reducing audience interaction.	Makes little eye contact, reducing audience interaction.
Body Language	Uses positive body language, such as gestures and posture, to improve communication and engagement.	Uses generally good body language; however, there may be some negative body language.	Body language is inconsistent and may send mixed messages.	Body language is frequently unpleasant or distracting, impeding efficient communication.
Personal Grooming	Presents oneself in a professional and well-groomed manner, which increases credibility and presence.	Presents oneself in a well-groomed manner, with few exceptions.	Personal grooming needs to be improved or uneven.	Personal grooming is visibly inadequate or improper for the situation.

b) Task 2: Speed Dating Networking

1. Pair up with a partner.
2. Prepare a brief introduction containing your name, position, company, and fascinating facts about your work. Make sure the length of the introduction is not exceeding 3 minutes.
3. Present your introduction.
4. Prepare 2-3 questions for your partner during the speed dating networking (e.g., "What current issues do you face in your field?" "How do you envisage the future of the particular sector/field you operate in?"). Then, ask them the questions.

Assessment for speed dating networking

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Speech Clarity				
Pronunciation	Articulates words with clarity and precision, ensuring easy comprehension.	Articulates most words with clarity and precision.	Having difficulty articulating some words, requiring extra effort to comprehend	Articulation often needs to be clarified, impeding understanding.
Enunciation	Displays clear enunciation, emphasising proper intonation and stress.	Mostly enunciates words with clarity, with occasional lapses	Enunciation could be more consistent, leading to moments of confusion.	Poor enunciation makes it hard to understand.
Preparation				
Knowledge of Guests	It shows a deep awareness of the guests' backgrounds and relevance to the meeting.	It demonstrates a thorough awareness of the guests' backgrounds and importance.	It demonstrates some understanding of the guests' backgrounds but may overlook important details.	It needs to show more comprehension of the guests' backgrounds.
Introduction Substance	Provides engaging and relevant information in introductions, highlighting key aspects of each guest.	Introductions contain enough information about each guest, including vital details.	The introductions provide some information but may need more depth or relevancy.	Introductions need more depth and convey key information about the guests.
Delivery				

Confidence	Communicates confidently and calmly when introducing guests.	Generally, speaks confidently but may exhibit uneasiness or uncertainty.	Demonstrates uneasiness or lack of confidence during the introductions.	Appears hesitant and needs more confidence when introducing people.
Eye Contact	Maintains regular eye contact with guests and audience to increase engagement.	Maintains frequent eye contact, although may occasionally look away	Makes little eye contact, reducing audience interaction.	Makes little eye contact, reducing audience interaction.
Body Language	Uses positive body language, such as gestures and posture, to improve communication and engagement.	Uses generally good body language; however, there may be some negative body language.	Body language is inconsistent and may send mixed messages.	Body language is frequently unpleasant or distracting, impeding efficient communication.
Personal Grooming	Presents oneself in a professional and well-groomed manner, which increases credibility and presence.	Presents oneself in a well-groomed manner, with few exceptions.	Personal grooming needs to be improved or uneven.	Personal grooming is visibly inadequate or improper for the situation.

C. POST-TASK

1. Practice 1

Let's write more memos!

Write memos for the following situations.

- You are a manager. You need to inform all staff in your department that you will hold a party for your boss. Inform them of the time and place of the event. Also, ask for confirmation (RSVP) and information on dietary restrictions.
- You are a manager. You want to inform the marketing department staff that you will conduct a hotel inspection one day a week to prepare a company anniversary dinner.
- Please refer to the rubric presented above for the evaluation.

2. Practice 2

See the pictures below. Decide which ones are acceptable and which ones are not, and explain why.

1. Shaking hands



2. Giving business card



3. Receiving business card



4. Hand gesture



5. Appearance



6. A

a.



b.



3. Practice 3

Read the dialogue below and list the language expressions. The language functions have been listed for you. You must add at least one more language expression to each language function.

- Jim : Good morning, Mr. Drew.
 John Drew : Hi, you must be Jim!
 Jim : That's right, Sir. Nice to meet you!
 John Drew : Nice to meet you, too!
 Jim : I am truly sorry that you have to wait for me. Today, the arrival area is very crowded.
 John Drew : No, not at all.
 Jim : Let me help you with your luggage, Sir. I have heard so much about you and your success in running your company. It is a pleasure to meet you finally.
 John Drew : Nah, it's because I work with a committed team.
 Jim : This way, please, Sir. Our car is over there.
 John Drew : Thank you. So, how long have you been working at The Scope?
 Jim : This is my fifth year.
 John Drew : It must be exciting to work there.
 Jim : Yes, Sir. I work with committed people and an excellent manager.
 John Drew : Ya, I can tell.
 Jim : Say, Mr. Drew, I heard you like painting. There is a painting exhibition in our city museum the day after tomorrow. So maybe I can take you there if you don't have any plans on that day.
 John Drew : So, I read in the news. Sure!
 Jim : Perfect. Please, Sir. (Opening the door of the car)
 --At the hotel--
 Jim : I have done with the registration. The bellboy will escort you to your suite, Sir.
 John Drew : Thank you very much, Jim.
 Jim : Most welcome, Sir. I will be here picking you up tomorrow at 9 AM.
 John Drew : See you. Have a good rest.
 Jim : You too. Good night, Sir.

No	Language functions	Language expressions
1	Greeting	
2	Opening a conversation	
3	Apologising	
4	Offering help	
5	Giving information	
6	Giving compliment	
8	Pre-closing and closing a conversation	

4. Practice 4



Questions:

Answer these questions based on the conversation provided in the barcode!

1. Can you tell me the names, companies, and types of businesses the characters have while introducing themselves?
2. In what ways does PureEarth Enterprises advertise its products?
3. What does a supply chain consultant do?
4. Does Sarah face any challenges in marketing the company's product? If yes, what do you think it is?
5. What are Sarah and John going to do after the event?

D. QUIZZ

Answer the quiz related to handling clients from the barcode provided!



E. DISCUSSION

Please discuss the following questions with your lecturer and friends!

1. What is a memo?
2. What is grooming?
3. Do we need to implement grooming in our life? Why?
4. What is non-verbal communication?
5. Do you think non-verbal communication is important? Why?

F. REFLECTION

Please write a reflection about the lesson you have learned!

1. What have you learned?
2. How do you think the lesson will contribute to your success in the workplace?
3. How do you like the learning experience?
4. How will you apply your learning in real life?

GLOSSARY

access (noun, verb): the ability or right to approach, enter, or use something or to obtain, examine, or retrieve data (e.g. employees have access to the company's intranet for communication)

accessible (adjective): easy to approach, reach, or use (e.g. the new website design is more accessible to users with disabilities)

applicable (adjective): relevant or appropriate (e.g. these rules are not applicable in this situation)

application (noun): a formal request for something, usually in writing (e.g. he submitted his application for the scholarship)

apply (verb): to formally request something, typically in writing (e.g. she decided to apply for the vacant position.)

attach (verb): to fasten or join one thing to another (e.g. please attach the files to your email before sending them)

attachment (noun): a file or document sent with an email (e.g. the email included several attachments with additional information)

chart (noun): a graphical representation of data (e.g. the doctor used a chart to explain the patient's medical condition)

formal (adjective): following established customs, rules, or conventions (e.g. the event requires formal attire)

formality (noun): the condition or quality of being formal (e.g., the exchange of business cards is a formality in Japanese culture)

graph (noun): a diagram showing the relationship between variables in a mathematical equation. (e.g. the graph showed a steady increase in sales over the past year)

head (noun, verb): the upper part of the human body or to lead or direct (e.g., the head of the company made an important announcement / she headed him to the meeting room)

heading (noun, verb): a title or subject at the top of a document or to move in a particular direction (e.g. the document had a heading that summarised its contents)

impress (verb): to make someone feel admiration or respect (e.g. his kindness always impressed me)

impression (noun): a strong effect produced on the intellect, feelings, or senses (e.g., his speech left a lasting impression on the audience)

impressive (adjective): feeling or showing admiration or respect for someone or something (e.g., what she presented was very impressive to me)

in time (prepositional phrase): referring to something happening within an expected or specified period (e.g., she arrived at the meeting in time to hear the presentation)

inconsistency (noun): the quality or state of being inconsistent (e.g., the inconsistency in his explanations raised doubts about his credibility)

inconsistent (adjective): not staying the same throughout (e.g., her performance is inconsistent this month.

notification (noun): the act of notifying or being notified (e.g., he received a notification confirming his flight reservation)

notified (verb): past tense of the verb "notify" (e.g., she was notified of her acceptance into the university via email)

notify (verb): to inform or give notice to someone (e.g., please notify me if there are any changes to the schedule)

outrank (verb): to have a higher rank or position than someone else (e.g., his experience outranks that of most other candidates)

posture (noun): the position in which someone holds their body when standing or sitting (e.g., good posture is important for maintaining a healthy spine)

proofread (verb): to read and mark any errors in a written or printed text (e.g., make sure to proofread your essay before submitting it)

proofreader (noun): a person who proofreads text for errors (e.g., the proofreader found several errors in the manuscript)

proximity (noun): nearness in space, time, or relationship (e.g., the proximity of the hotel to the beach was a major selling point)

punctual (adjective): being on time; prompt (e.g., he prided himself on being punctual for every appointment)

punctuality (noun): the quality or habit of adhering to an appointed time (e.g., her punctuality at work earned her the respect of her colleagues)

rank (noun or verb): a position in a hierarchy or to have a position in a hierarchy (e.g.,

he achieved the rank of captain in the army / he ranks first as the best employee of the month)

reception (noun): the act or instance of receiving or welcoming (e.g., the hotel reception was elegantly decorated)

receptionist (noun): a person employed to receive and assist visitors or callers. (e.g., the receptionist greeted visitors with a warm smile)

sharp (adjective or adverb): having a keen edge or point or suddenly or abruptly (e.g., please be there at 7 pm sharp)

straightforward (adjective): direct and clear; easy to understand (e.g., he appreciated her straightforward approach to problem-solving)

subject (noun): a person or thing being discussed, described, or dealt with (e.g., the subject of today's discussion is climate change)

timely (adjective): happening at the appropriate or proper time (e.g., the timely intervention of the firefighters saved the building from destruction)

typo (noun): a typographical error; a mistake made in typing or printing (e.g., there was a typo in the report that needed to be corrected)

APPENDIX

1. Video transcription for meeting guest

Video 1:

Victor Tang : Thank you very much. (Take the drink from the waiter)

Sam Eriks : Hello, I don't think we've met.

Victor Tang : Pleased to meet you.

Sam Eriks : And what company are you from, Mr. Tang?

Victor Tang : Ocean Wide. I'm the sales representative for this region.

Sam Eriks : Ah yes. I know your company. Your business is expanding very rapidly at the moment.

Victor Tang : Yes, we're doing quite well. And yourself? Who do you work for?

Sam Eriks : Actually, I work for myself. I'm the C.E.O. of a small export and packaging company. We specialise in seafood.

Victor Tang : It's a growing market.

Sam Eriks : Yes, but a very competitive one, Mr. Tang.

Victor Tang : Please call me Victor.

Sam Eriks : Sam. Victor, let me introduce you to someone. Lin, this is Victor Tang. He's the regional rep for OceanWide. This is Lin Chan, my sales manager.

Lin Chan : How do you do, Mr. Tang?

Victor Tang : I'm very well, thank you. Nice to meet you, Ms. Chan

Lin Chan : And you.

Victor Tang : Can I get you another drink? (Ask the waiter)

Lin Chan : Thank you.

Listening Task Script

Narrator: Welcome to today's listening task. What you are about to listen to is a conversation that would likely happen at a speed networking event for business people. Pay close attention to what is said and take some notes since you will be asked to provide some answers at the end.

[A sound of people talking in a noisy but not rowdy manner in a large room.]

Host:

Good evening, everyone! Our theme for today is Speed dating networking. Welcome to the event. Today, you can get acquainted with several business people. All the rounds will be five minutes long. It is always good to use this time to make some initial introductions, talk about your business, and discuss possible chances for future cooperation. When the bell rings, please relocate to the next bench. Let's begin!

[A rung of a bell is heard]

Person A:

Hi there! My name is Sarah Fox. I am a marketing manager at PureEarth Enterprises. Our expertise lies in green technology products, as the name suggests. How about you?

Person B:

Oh hello. It was great meeting you today, Sarah! My name is John Thompson, and I am a supply chain consultant from ChainLink Advisors. We consult various organisations on matters related to their supply chains and overall costs. Your job sounds interesting to me. If I may ask, how do you promote environmentally friendly products?

Person A:

It is a combination of online advertising and offline activities like this. I actually give more attention to social media so that I can reach clients who are sensitive to or very concerned about the environment. Have you worked with companies in the tech sector before?

Person B:

I see. Yes, actually. I have been engaged with a couple of tech companies and was called upon to facilitate the optimisation of their inventory. Well, you know, given the increased emphasis on sustainability, it is essential to understand supply chain flows. Can you tell me any specific issues you encounter in your marketing strategies?

Person A:

One of the difficulties is explaining to prospective clients that the benefits they receive from environmentally friendly products are worthwhile in the long term. You know, they usually concentrate more on the initial costs than the actual savings and environmental costs.

Person B:

That makes sense. From what you've described, it seems we could be good candidates for collaborating since our tasks seem compatible. Effective supply chain management can lead to cost savings, which may, in turn, increase customer demand for your goods. I think we can further discuss this over a cup of coffee one of these days.

Person A:

I'd love that! Okay, let's swap our business cards and arrange something.

(Bell ringing sound)

Host:

Okay, time to switch partners! Please feel free to move to the next table and continue networking. Keep in mind that you only have five minutes!

(As the closing ding of a bell sounds to signal that it is time for another round in such conversation.)

Person C:

Hello! I'm Emily Watson, a FutureWorks Consulting Human Resources Specialist. We specialise in executive search more broadly within talent acquisition, but very specifically (but not limited to) dynamic industries. I'm pleased to meet you! And you are?

Person D:

Well, hello, Emily! I am Dylan Reed, founder of InnoHealth Solutions. We specialise in developing cutting-edge healthcare technologies. That's great! We could use some help hiring the right people lately in HR. How would you recruit for an innovation company?

Person C:

Based on what you just said, it could also quite plainly be said that talking to you is a fun experience. Ok, let me answer your question. When recruiting for innovative companies, a personalised approach is necessary. The complete focus would be employer branding, highlighting everything differentiating it from its competitors through innovations. We also search for qualifications for efficiency, learning new things, and growth. What specific type of talent do you want your company to attract?

Person D:

Of course, we are always interested in machine learning and AI engineers/developers for engineering talent. Still, after that skill set, we must have a passion for healthcare and innovation. It is fairly niche, so getting the right excitement and, most importantly, talent can be tough. How do you help companies like ours get in front of those candidates?

Person C:

At the end of the day, it's about telling stories—positioning what your company can do in healthcare is a very powerful and effective way to attract talent. We develop high-touch job descriptions and carefully engineered outreach to connect with those people who really

want to do great work. Yet, I would be excited to learn more about your current hiring struggles. I guess we can put our heads together for this one.

Person D:

That would be awesome! Our primary challenge is always campaigning for top-tier talent to choose us over offers from popular tech giants. Our mission and vision need to be written for the limelight.

Person C: So, for smaller companies, that is a common problem, right? But it can also be an advantage. You can sell them on a broader impact and greater room for growth that they might not get at larger companies. On top of that, I am more than capable of assisting you in creating a message that can convey those key selling points. Shall we plan to meet soon and discuss some strategies?

Person D:

That's great, Emily. We can exchange numbers and plan to get together in the next week or so.



CHAPTER 2

HANDLING CLIENT 2

"You never get a second chance to make a first impression."

- Will Rogers

"Customer Service is not a department. It's an attitude."

- Mo Hardy

LEARNING OBJECTIVES

Students are able to write itineraries
Students are able to write inquiry emails
Students are able to make reservations

A. PRE-TASK

I. Itinerary

You are given two examples of itineraries on the following page. After reading them, please discuss the answers to the following questions.

1. What do you think we must consider in making an itinerary?
2. What components need to be listed in the itinerary?
3. Read the itineraries below. Do they contain complete information?

Examples:

1) Itinerary 1

BUSINESS

Travel Itinerary

DAY 01 

- Travel
- Rest day

DAY 02 

- Visit to Broxford University
- Meeting with Professor Ashton
- Meeting with Dr. Alexander Williams

DAY 03 

- Business meeting with Department of Medical Sciences
- Meeting with Dr. Carmen to discuss project pain points

DAY 04 

- Training session on improving the Sports facility at Broxford
- Meeting with Director of Sports Sciences

DAY 05 

- Meeting with officials
- Lunch with President of Sports Medicine Department (SMD)
- Flight back home

2) Itinerary 2

Travel Itinerary

Start Date - End Date
Sunday, January 13, 2019 -
Saturday, January 19, 2019

Full Name Ramon Cornwell
Purpose of Travel Business Travel

Departing of Flight

Date	Depart Time	Airline	Confirm Code
January 13, 2019	6:30 AM	Qatar Airways	#A452TY68
Departure	Gate	Arrive Time	
New York	A28	8:40 AM	

Car Rental

Company	Pick Up Time	Location of Pick Up	Drop Off Time
Excellence Car Rental	January 13, 2019	Potsdamer Platz	January 18, 2019
Location of Drop Off Time			
Potsdamer Platz			

Hotel

Hotel Name	Room	Check In Date	Check Out Date
Hilton Hotel	568	January 13, 2019	January 19, 2019

Address
Brandenburgische Street 31
Konradshöhe, Berlin, 13505

1

Activities

Calendar	Place	Activity
01/14/2019	Brandenburgische Street 7	International Conference on Management
01/15/2019	Brandenburgische Street 7	International Conference on Economics & Social Science

Returning Flight

Date	Depart Time	Airline	Departure
January 19, 2019	8:40 AM	Qatar Airways	Berlin
Gate	Arrival Time	Arrival	
Z56	10:20 AM	New York	

a) Definition

An itinerary is a text containing information about a trip's details. It often includes crucial information such as the programs, schedule, transportation, and other things that the people who carry out the trip need to know. It also has detailed information on the travel agents or tour operators, such as their names, contact persons, phone numbers, addresses, and websites.

b) Creating Itinerary

Below are the steps that can be taken to create an itinerary:

1. Identify your prospective guests: Who will create the itinerary, their age, and their preferences.
2. Collect information: Collect information on all components of an itinerary, including flight numbers, hotels or their accommodation, transportation options, local events, meal options and prices, and any other reservations you want to make.
3. Organize the information you collect: Organise and compare the information you get. Put your selected option per component on one document and start writing your itinerary using your template.
4. Create a budget: Decide your spending preferences and use a spreadsheet or a budgeting application to plan your expenses.
5. Plan and map your itinerary: List the programs you want to do. Check again for the times of the programs, the distance between places, and updates on accommodation availability and prices.
6. Store your itinerary: Make a final check on your itinerary. Make sure it is readable, well-structured, and interesting. Then, you can store it.
7. Share your itinerary directly with the guests, travel agents, or companies.

II. Writing Inquiry Email

Read the examples of emails provided below and answer these questions.

1. What key components should be included in a business inquiry email?
2. How is the tone difference between the two examples below? Which one is more formal? What indicates the formality? When do we use example no. 1? When can we use example no.2?
3. In your opinion, what things should you pay attention to when writing a business email?

Examples:

1. Example 1:

Subject: request for information on delegates

Dear Ms. Shaw,

I hope this email finds you well.

I was very pleased when Mr. Li told me you and your team will visit us next two weeks. We feel honoured by your visit plan. We want to make this visit exciting and memorable. Therefore, would you like to inform me of the following things:

- 1) The number of delegates who will come, together with their names and designation.
- 2) The diet restriction of the delegates (if any), and if there are any preferences for meals and restaurants.
- 3) The preferred accommodations: would you like hotel rooms near the hills or beach?
- 4) The delegates' flight details.

We are looking forward to your reply. Again, we are pleased to welcome you all to our beautiful town.

Sincerely yours,

2. Example 2:

Subject: request for information on delegates

Hi Sheryl,

I was so excited when Mr. Li told me that you and your team would come to visit us! Can't wait! Mr. Li asked me to make an itinerary for you. So, can you tell me the following things?

- 1) How many people will come? What are their names and designations?
- 2) Do they have any preferred meals or restaurants? Does anybody have diet restrictions?
- 3) Do you prefer hotels by the hills or by the beach?
- 4) Your flight details.

Inform me asap, ok? Can't wait to see you!

Best,
Helen

a) Definition

A business inquiry email is a formal request for information from an organisation. Common reasons for sending a business inquiry email include asking for a catalogue, pricing, or information on a product, requiring details of a service, seeking a product sample, and checking the availability of space.

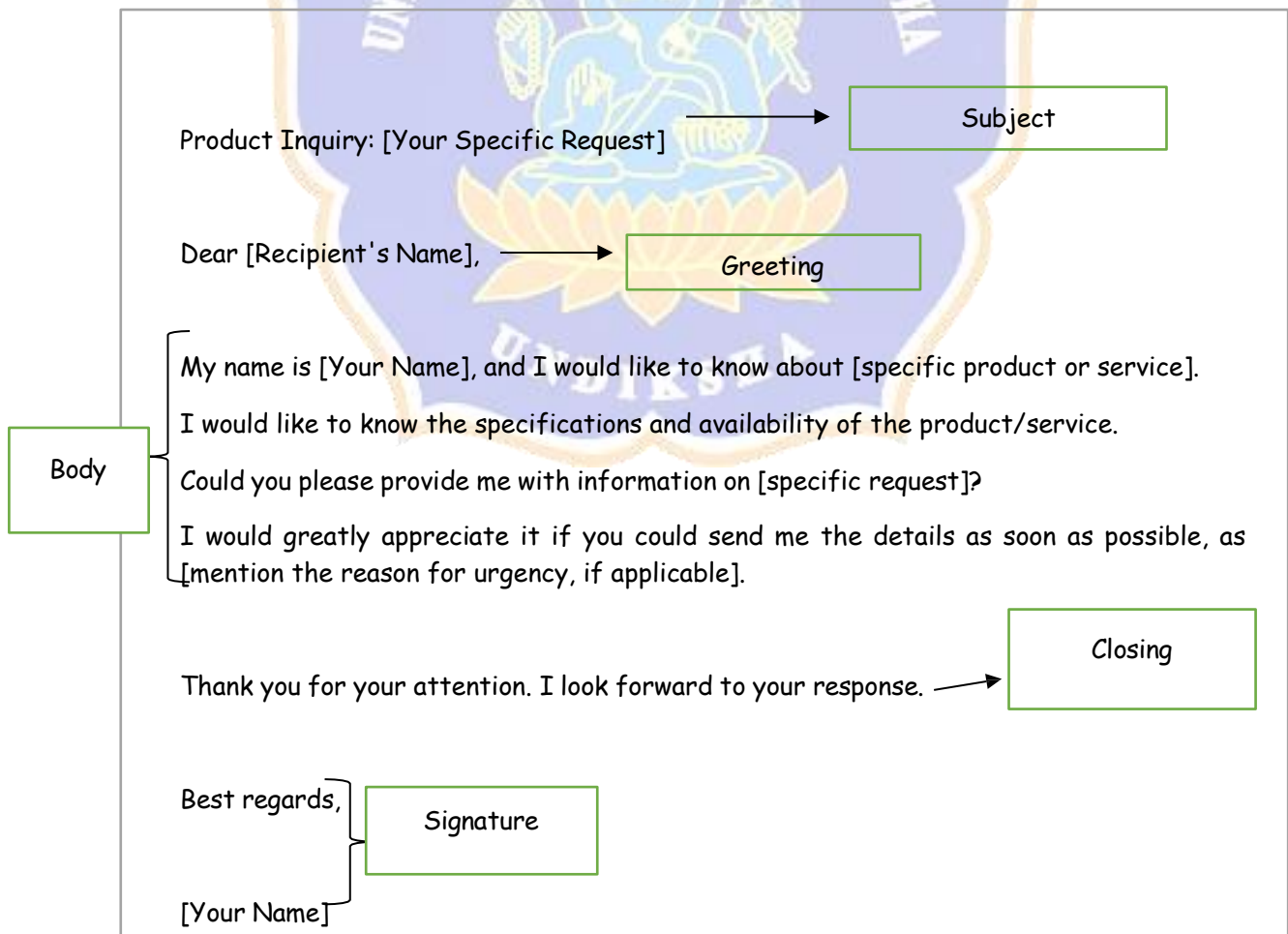
b) Writing Business Inquiry

To write a business inquiry email, use these best practices:

- 1) Subject line: Keep it brief, polite, and professional.
- 2) Greeting: Use a professional greeting and, if feasible, direct the email to a specific individual.
- 3) Introduction: Explain who you are and why you are reaching out.
- 4) Body: Explain exactly what you want, when you need it, and why. Use bullet points to clarify particular requirements.
- 5) Closing: Politely but firmly manage expectations about when you expect a response.
- 6) Sign-off/Signature: Conclude with a professional sign-off and include your contact information.

c) Effective ways to start a business inquiry email

Here's a general template for a business inquiry email:



d) Vocabulary and Phrases for Business Inquiry Email

According to the intended purposes, various business vocabulary and phrases can be utilised in business inquiry email writing. It is as follows.

Salutations

- Dear Sir / Madam
- Dear Mr./ Mrs. / Ms. / Miss Smith
- Hi
Hello

Opening

- My name is....
- I am from....
- I'm working at....
- I'm writing to ask about....
- I'm writing to inquire about....

The Reply

- Thank you for reaching out to us about our product or service.
- We appreciate your interest in our product or service.
- Your email inquiring about our product and service is much appreciated.
- We are grateful for your inquiry about our service.
- Receiving your inquiry about our company's product was a pleasure.

Body

- I would like to know the specifications of....
- Could you provide me....
- It would be appreciated if....

To provide requested items

- We have included ____ in regards to your inquiry.
- Please refer to the attached ____ as a response to your inquiry.
- Here's what you were looking for ____ as a response to your question.
- Here are the ____ you requested to address your inquiry.
- We are delighted to send you with the requested information provided in the enclosure.

To give additional information/things

- Please find in the attachment some additional information for your reference.
- The attachment enclosed provides further details in addition to what was provided earlier.
- Please find in the enclosure some additional information that may be beneficial for you.
- We want to make sure we address your request thoroughly, so we provide some other relevant information in the attachment
- Please see some additional information that we think are relevant to you below.

Closing

- I look forward to your response
- I look forward to your reply
- Your fast reply will be very appreciated

Suggest a call/meeting

- We hope that the information provided thus far meets your satisfaction.
- We trust that the attached information will be adequate for your needs.
- We believe that the details provided will be helpful and informative for you.
- If you require more information, we would be happy to arrange a call or meeting at your convenience
- We are always open to a call or meeting if you require additional information about our product/service.
- We are looking forward to the opportunity to meet with you in person for a more in-depth discussion.

Show readiness to assist

- If you have any further questions, do not hesitate to contact us.
- Feel free to reach out to me if you need any more information.
- If you require any further clarification or details, we will always be available to assist.
- It would be our pleasure to learn how we can assist you further.
- Thank you for your time and consideration. We eagerly await your response.

III. Making a Reservation

Please discuss and answer the following questions based on your initial understanding and experience.

- a. What elements must you include when making a reservation via email or phone call?
- b. How should you handle potential misunderstandings or discrepancies during the reservation process?
- c. What are some cultural considerations when making reservations in different countries or regions?

a) Definition

Reserve or to reserve (verb) implies placing an order for a product or service at a hotel, restaurant, or travel agency. Making a reservation ensures that our service arrangements are more guaranteed for a specific period in the future.

b) Accommodation Reservation

An accommodation reservation is an arrangement between a buyer and a seller to hold a specific type of accommodation, such as a hotel room, in advance of purchase based on a promised intention of occupancy. It typically involves providing the following information:

1. Name: The name of the person or group making the reservation or the guests' name.
2. Contact information: Phone number, email address, or other contact details.
3. Dates of check-in and check-out: the period the guests intend to stay at the hotel
4. The room type: The room type can be single, double, twin, etc.
5. Payment method: This includes payment by cash, credit card, debit card, or bank transfer
6. Special request: This includes airport shuttle, special meals, special welcome gestures, etc.

c) Factors to Consider When Making a Reservation

One can consider several factors in making a reservation to ensure an enjoyable and memorable stay.

1. Location: Consider the distance between the hotel to some places you will visit to minimise transportation expenses. In big cities, hotels close to the city centre are preferable for you to go places. However, if you want to feel a quiet atmosphere, you can also stay at the hotels far from the busy parts of the city.
2. Services and amenities: Browse the services and amenities available at the hotel and those you want to access outside the hotel. Check the breakfast availability and types, the gym, pools, and other amenities or facilities.
3. Hotel type and room type and size: The variety of room types includes single, double, twin, and suite rooms. Hotel types include bed and breakfasts, resorts, boutique hotels, villas, etc.
4. Prices: Check carefully the prices of the accommodation/products/services. Do the prices already include tax and service? Is there a price difference on weekdays and weekends?
5. Review: check the reviews from previous guests to have a picture of the quality of the accommodation/product/services and avoid unwanted surprises.
6. Check-in and check-out time and open and close time: check the check-in and check-out time for hotels and open and close time for other establishments to adjust your arrival and departure time.
7. Cancellation Policy: check if the establishments apply a cancellation fee and its terms and conditions.
8. Safety and security: research the surroundings of the establishments to ensure their safety and security.

d) Example of Making Reservation in a Hotel by Phone

Front Officer : Good morning, Seaside Hotel. May I help you?

Guest : Hi, I'd like to make a room reservation.

Front Officer : May I know who's speaking?

Guest : This is Tessa Tan.

Front Officer : Ms. Tan, what dates are you looking for?

Guest : For 20-23 November, so three nights.

Front Officer : Great, we have rooms available for those dates.

Guest : I need one single, non-smoking room.

Front Officer : Just a moment, Ms. Tan. We have deluxe and superior rooms available. Deluxe rooms are IDR 750.000 per night, and superior rooms are IDR 700.000 per night.

Guest : I'll take the deluxe room.

Front Officer : Is the reservation under your name?

Guest : Yes, Tessa Tan

Front Officer : Noted, Ms. Tessa Tan. Can you provide me with your credit card number?

Guest : Yes, it's 888 999 022 256

Front Officer : Thank you. May I have your email?

Guest : Sure, it's tessa.tan@gmail.com. T for tango, e for echo, double s, a for alpha, dot, t for tango, a for alpha, and n for November.

Front Officer : That's noted. It's tessa.tan@gmail.com. T for tango, e for echo, doubles, a for alpha, dot, t for tango, a for alpha, and n for November. Your booking is now confirmed. We need to inform you that we have a cancellation policy. Fifty per cent of the room price if you cancel within three days before your stay. There is a free cancellation fee if the cancellation is before that.

Front Officer : Do you have any special requests? Airport pick-up, for example?

Guest : No, thank you.

Front Officer : OK, you will soon receive an email confirming your reservation and the check-in and check-out policy. Is there anything else I can help you with?

Guest : No, that's all, thank you.

Front Officer : Thank you, Ms. Tessa. We are looking forward to welcoming you to our hotel

Guest : Thanks, bye.
Front Officer : Goodbye. Have a nice day.

VI. ETIQUETTE

a) Dining Etiquette (Discussion with Peers)

Before you jump into the materials, let's try to answer these questions.

1. How should you handle your napkin if you must get up to leave the table during meals? Why do you think so?
2. How should you pass salt and pepper in dining etiquette?
3. How do you position your cutlery after you are done with your meals?
4. Do you think dining etiquette is important to be learned?
5. What are the consequences if you don't understand dining etiquette?

b) Dining Etiquette during Reception/Social Hour

Below are some etiquettes you need to know during social interaction at parties or business social functions.

- 1) Have one hand free. If you are standing, hold a drink or meal in one hand. You can hold a drink in your left hand so your right hand is dry to shake hands with other people.



- 2) Introduce yourself to the host or hostess and converse with other people, but avoid interrupting. During the conversations, inquire about people's backgrounds and professions.
- 3) Avoid approaching and interrupting two people who are in close conversation. Wait until a break to introduce yourself.



- 4) During reception, you can share your business card (**detailed information on business card exchange will be discussed in Chapter 5**). During conversations, understand when it is time to leave the group and move to another group.

c) Arriving/Sitting Down

You should arrive timely, or in case you need to be late, call the host/hostess to inform them that you need to be late and inform the reason. Do not put bags, sunglasses, purses, or handphones on the table. Display appropriate body posture and keep your elbows off the table. If you are the host/hostess, wait 15 minutes before contacting them to ask them about the arrival status of your dinner guests.

d) Ordering and Being Served

Unless your host specifically requests it, do not order the costliest dish, appetiser, or dessert on the menu. If you are unsure what to order, ask the waiter for a recommendation. Avoid ordering messy or difficult-to-eat dishes. Wait until everyone has been served before eating unless the person who has not been served urges you to start eating. About alcohol, you should be aware of the culture of the people you are with. Some cultures prohibit alcohol. If other people order alcoholic drinks, you can do so too. However, be considerate about the amount of alcohol that you drink.

e) During The Meal

Dining etiquette requires proper manners to create a pleasant experience for everybody. Here are some key points to keep in mind:

- 1) Eating: Eat slowly and in modest portions. Chew with your mouth closed. Don't assume that your food needs salt and pepper. Taste your food before seasoning it. Do not use more than two packets of sweetener per meal. Tear bread into little pieces, butter a few bites, and eat one bite at a time. To cool your soup, gently stir it; don't blow it. Spoon your soup away from you.
- 2) Passing Items: Always pass to the right. Pass the salt and pepper together. Never use your utensils to serve food from a shared dish. Pass food with the serving plates.
- 3) Posture: Sit straight, arms at your sides or comfortably in front of you, while eating or drinking. Avoid hunching over your plate or leaning overly forward.



f) Be Aware of Different Eating Styles

Different cultures have varying eating styles, and being aware of these styles can be important, especially when travelling or dining with individuals from diverse backgrounds. Some common eating styles include the American, Continental, European, and British. Each style has its specific practices and customs. It's essential to be mindful of these differences, particularly when dining in a multicultural setting or travelling abroad for business. By understanding and respecting various eating styles, individuals can navigate dining experiences with sensitivity and cultural awareness, contributing to positive and respectful interactions.

g) When You Have Finished

When you have finished your meal in dining etiquette, there are several common practices to follow:

- 1) In the American style, when you are finished, place your fork and knife diagonally across the plate, side by side, fork prongs up, pointing at 10:00 and 4:00 on a clock face. This gives a clue to the wait staff that you have finished.
- 2) In the British style, when you are finished, place your knife and fork side by side in the middle of your plate, fork prongs down, and knife to the right.

AMERICAN STYLE	CONTINENTAL STYLE	ASIAN STYLE
HOLDING POSITION	HOLDING POSITION	HOLDING POSITION
		
RESTING POSITION	RESTING POSITION	RESTING POSITION
		
FINISHED POSITION	FINISHED POSITION	FINISHED POSITION
		

Visit this barcode below to learn more about dining etiquette:

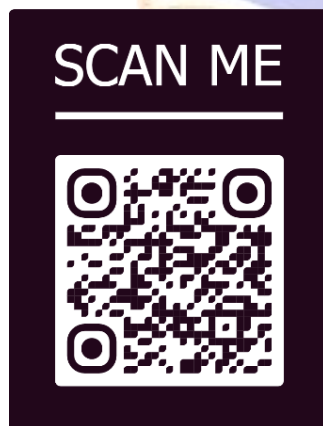


h) Napkin

In dining etiquette, the napkin plays a significant role. Here are some key points on napkin etiquette:

- 1) Placement: The napkin is typically placed to the left of the fork, with the fold facing toward the plate. If you need to leave the table temporarily, put the napkin on your chair. If you finish eating, fold your napkin loosely and place it to the left of your plate.
- 2) Unfolding: Unfold your napkin smoothly in one motion without snapping with the fold facing you. If there is a host or hostess, wait for them to take their napkin and place it in their lap before unfolding yours.
- 3) Handling: Place the napkin in your lap immediately upon seating. After the meal, fold the napkin loosely and place it on the left of your plate. The napkin remains in the lap if coffee is served at the table after the dessert.

Visit this barcode for further information:



B. TASK

a) Task 1

1. Pair up with your friend, one as a customer and one as a staff member, and do the following scenario.
2. Each scenario card outlines a different reservation request, such as a restaurant booking, hotel reservation, conference room booking, etc.
3. Each participant takes on a role: one is the person making the reservation (Customer), and the other acts as the representative handling the reservation (Representative). The Customer initiates the reservation by stating their request and providing necessary details such as date, time, duration, number of guests, and any special requests. The Representative responds to the request, confirming availability, requesting additional information, and finalising the reservation details.
4. Do the role play in front of the class
5. Refer to the assessment rubric for the evaluation

Assessment Rubric for Speaking (Making Reservation):

Criteria	Excellent (5)	Good (3)	Poor (1)
Clarity and Politeness	The communication is clear and polite, and all required information is delivered effectively.	The communication is mostly clear and polite, with some minor issues.	The communication is unclear or impolite and fails to convey essential information.
Accuracy of Information	The information is accurate and complete, leaving no room for confusion or misunderstandings.	The information is accurate and complete, leaving no room for confusion or misunderstandings.	The information provided is inaccurate or incomplete, leading to confusion or mistakes in the reservation.
Effective Questioning	The person asks relevant questions to ensure all necessary information is obtained and nothing is missed.	The person asks the most relevant questions, but some essential information may be overlooked.	The person fails to ask important questions, leading to incomplete or inaccurate information.
Professionalism	The person demonstrates professionalism and empathy throughout the conversation, ensuring the customer feels valued and respected.	The person is mostly professional but may have minor lapses in empathy.	The person lacks professionalism and empathy, making the customer feel undervalued or disrespected.

b) Task 2

1. Make a Business with Sightseeing Itinerary: Business Trip to Lombok!
2. Pay attention to the structure, place, and the tourism attraction. Make sure it is available in real life!
3. Refer to the assessment rubric for the evaluation!

Assessment Rubric for Writing Itinerary

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Completeness and Organization	The itinerary is easy to follow, well-organized, and includes all necessary details.	The itinerary is well-organized and flows clearly, although minor details may be missing.	The itinerary is unorganised and lacks detail, making it challenging to follow.	The itinerary is incomplete and disorganised, making it difficult to follow.
Accuracy of Information	The itinerary is highly accurate, with all necessary details included	The itinerary provides mostly accurate information with minor errors and omissions	Some inaccuracies are present, and key details are missing.	The itinerary contains numerous inaccuracies and lacks essential information.
Language and Grammar	The itinerary has impeccable language and grammar, contributing to a professional-quality itinerary.	The itinerary has minimal language and grammar mistakes and is mostly clear.	The itinerary has language and grammar mistakes present, affecting the clarity of the itinerary.	The itinerary has poor language and numerous grammar mistakes, making it difficult to understand
Professionalism and Presentation	The itinerary represents a professionally presented travel itinerary of the highest quality.	The itinerary presents itself professionally, with minor room for improvement.	The itinerary has a somewhat professional presentation, but improvements are needed.	The itinerary lacks a professional presentation and does not meet the standards for a travel itinerary.

c) Task 3

1. Write an inquiry email to a company or organisation regarding these topics.
Choose only one.
 - a. Inquiring about a product's features or pricing
 - b. Seeking information about job opportunities or internship programs
 - c. Requesting details about an upcoming event or conference
2. Submit it in the form of .doc or .pdf
3. Refer to the assessment rubric for the evaluation

Assessment Rubric for Writing Inquiry Email

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Clarity and Conciseness	The email is highly clear and concise, demonstrating exceptional communication of the inquiry.	The email is clear and reasonably concise, effectively conveying the inquiry.	The email is somewhat clear but lacks conciseness, requiring improvement in clarity and brevity to communicate the inquiry effectively.	The email is unclear and lacks brevity, resulting in difficulty in understanding the inquiry.
Relevance of Information	The email is focused solely on relevant information, effectively addressing the purpose of the inquiry.	The email provides mostly relevant information, with minor instances of irrelevant content.	Some relevant information is included, but there are instances of irrelevant content that detract from the inquiry.	The email contains irrelevant information and fails to address the primary purpose of the inquiry.
Professional Tone and Language:	The email is consistently professional and uses language effectively to convey the inquiry.	The email is written in a professional tone with minor lapses in language use.	The email maintains a somewhat professional tone, but there is a need for improvements in language use.	The email lacks a professional tone and uses inappropriate language, undermining the effectiveness of the inquiry.
Formatting and Structure:	The email is impeccably formatted and structured, enhancing its overall clarity and professionalism and making it easy to read and understand the inquiry.	The email is well-formatted and structured, with minor room for improvement.	The email has some formatting and structural issues that affect its readability.	The email does not have proper formatting and structure, thus, to read and comprehend it is challenging.

C. POST-TASK

a) Practice 1

1. Write a business and sightseeing itinerary and inquiry emails asking for the information for the itinerary.
2. The scenario is up to your choice. Please refer to the examples and tips which are already given above.
3. Submit it in the form of .doc or .pdf

b) Practice 2

Making Reservation

Match the sentence with its purpose.

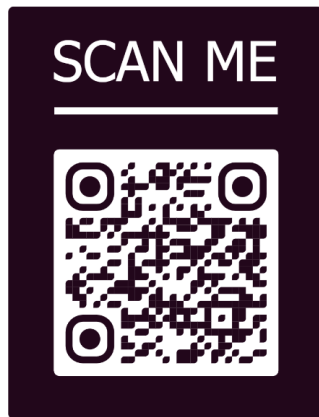
Purpose	Sentence
Requesting	Okay, I'll take your seat at 8:00 on Monday.
Asking for Clarification/ asking questions	You work with great efficiency.
Suggesting/Recommending	Can I give you a lower price on a table for six near our aquarium?
Declining/rejecting	For how many people does the reservation need to be made?
Offering	Many thanks for that.
Complimenting	Is there a table available close to the windows?
Confirming	Thank you, but no.
Expressing gratitude	Given that fewer diners are at that hour, I recommend 8 o'clock.

c) Practice 3: Listening to briefings

In this section, you will listen to 5 monologues about briefing staff on various activities and tasks. Your goal is to understand and capture the key details and instructions given in the briefing by filling in the information in the provided form.

Guest name	:
Pick-up time/date (if any)	:
Pick-up place	:

Visit this barcode to listen the monologues.



D. QUIZ

Answer the following QUIZ related to handling clients from the barcode provided!



E. DISCUSSIONS

Discuss these questions with your lecturer and friends!

1. What do you know about dining etiquette?
2. When and where should we implement dining etiquette?
3. What is the appropriate way to signal to a waiter or waitress that you are finished with your meal in a formal dining setting?
4. When dining formally, what should you do if you need to leave the table temporarily during the meal?
5. What are some important considerations when writing a travel itinerary email?
6. What are some tips to remember when making a reservation over the phone?
7. How can individuals confirm their reservation after making a booking?

F. REFLECTION

Please write a reflection about the lesson you have learned!

1. What have you learned?
2. What needs to be improved from your view?
3. How valuable was this learning experience for you?
4. How will you apply your learning in real life?

GLOSSARY

ala carte (adjective): menu not from a set of dishes, but individual dishes with individual prices (e.g., I think I will choose ala carte as I want different kinds of dishes)

appetiser (noun): a small dish or a drink taken before a meal or the main course to stimulate one's appetite (e.g., the host served us a very delicious appetiser)

attire (noun): clothes, especially fine or formal ones (e.g., I need to choose the proper attire for my business dinner tomorrow)

beverage (noun): drinks (e.g., I enjoyed the different kinds of beverages that they served)

courtesy (noun): polite behaviour that shows respect for other people (e.g., they display courtesy by treating us very well)

cuisine (noun): foods (e.g., I want to try local cuisine during my trip to Portugal)

dessert (noun): the sweet course eaten at the end of a meal (e.g., the cake they served as dessert yesterday was very tasty)

dining (noun): the activity of eating dinner or entertaining guests at dinner (e.g., our dining experience in that restaurant was memorable: the food, atmosphere, and service were all excellent)

entree (noun): the main course of a meal (e.g., we will see what entrée is being cooked by that chef)

four-course meals (noun phrase): meals with four courses: soup, appetiser, main course, and dessert. (e.g., they served us a delicious four-course meal.)

gracious (adjective): courteous, kind, and pleasant, especially towards others (e.g.,

the ladies who host the party are gracious and well-mannered)

hospitality (noun): the friendly reception and entertainment of guests, visitors, or strangers (e.g., we need to display our hospitality, starting from our security)

host/hostess (noun): a person who receives or entertains guests or holds the dining (e.g., upon arrival at the restaurant, you will be greeted by the host/hostess first)

main course (noun): the primary dish of a meal (e.g., I want steak as the main course of my dinner today)

networking (noun): interacting with others to exchange information and develop professional or social contacts (e.g., networking with as many people as possible is good for your business)

professionalism (noun): the quality of being professional, as seen in appearance (e.g., grooming is one indication of professionalism)

reservation (noun): an arrangement whereby something, especially a seat or room, is booked or reserved for a particular person (e.g., I have made a reservation at my favourite restaurant)

reserve (verb): having a product or service booked (e.g., I will reserve hotel rooms and flights for the business trip)

rsvp (répondez s'il vous plaît) (verb): a request for a response from the invited person or people (e.g., I got a party invitation, so I called the host to rsvp)

seating arrangement (noun): the plan shows where each person is to sit, typically for a formal meal or event (e.g., I must check the seating arrangement to know where my boss will sit)

sincere (adjective): free from pretence or deceit; genuine (e.g., she expressed a

sincere apology after she spilt the drinks)

sophisticated (adjective): having refined tastes and habits; cultured (e.g., the atmosphere of the restaurant is sophisticated; the furniture is all imported)

table d'hôte (noun phrase): one set of preselected courses (e.g., do you want to choose table d'hôte or an ala carte menu?)

table manners (noun): the customs or rules for behaviour at the dining table, including proper use of utensils and polite conduct (e.g., I need to learn table manners before I have dinner with my client)



APPENDIX

1. Listening to briefings

Monologue 1:

Good morning, everyone. I thought it necessary to inform you of the likely schedule for our client, Mr. Richard and his wife, pickup before we finalise the preparations to conduct the agenda. Our main aim is that the client should feel treated, wanted, and cared for all day. Well, let me start with the pickup schedule of the day. The client will be arriving at the airport at 10:30 AM on flight number 717 from New York. We will have one black sedan of the latest model waiting at the arrivals area latest at 10:00 AM. This will create some form of buffer if the flight lands earlier than expected. The client pickup will be assigned to Charlie—Charlie, you need to ensure the client's name is written in large font size on the tablet. Just bear in mind, first and foremost always look professional and always greet our client warmly. It will make them feel appreciated and welcomed from the moment they set their feet on the country. That should be our basic manners.

When the client arrives, we will proceed directly to the Grand Palace Hotel, where we have arranged an early check-in. Well, as much as with the concierge, I have informed them of the arrival. We have also prepared a welcome pack containing a daily itinerary, a brief city description, and a contact list of our team members if they face any difficulty during their stay.

Once the customer has arrived at the hotel, we will arrange for transportation to the central office at 12:30 PM for the 1:00 PM meeting. The meeting will last two hours. Given the probable traffic in the area, we must be flexible to avoid delays. Charlie, you will be on standby for the transport. Following the meeting, you will transport the customer to the next destination. If there are any changes, please notify the team right away so that we can adapt the schedule properly.

The second activity is a lunch meeting with other business partners at The Parkside Bistro at 3:30 PM. It will only take ten minutes to get to the building from the office, so it should not take much time to transition between the two buildings. The restaurant manager will ensure privacy during the conversation, and a table in the corner has been booked.

Lastly, there will be a guided tour of some of the city's popular places. This is more likely a leisure segment of the schedule since it will allow the client to rest. The tour will also take approximately an hour and a half, giving us time to return the client to their hotel by 6:00 PM.

As you respond to the client, remember to allow them to provide whatever information they want in the process. Flexibility is crucial. And don't forget that if the client wishes to change something on the schedule, whether it's the time or the location, we're here to make it happen easily. Our goal is to exceed what is expected of us, ensuring we give them the finest. Your dedication to providing outstanding service is what distinguishes us.

Monologue 2:

Good afternoon, team. We will require booking a hotel for one of our valuable clients, Mr Maxwell, from September 15th 2024, to September 20th 2024, at Marina Bay Sands.

Kindly make a reservation for a deluxe room with a city view on a higher floor with early check-in, as he will be arriving at 7:30 in the evening via a flight. Make sure there is a welcome pack in the form of refreshments, juice, fruit, and a small cake in his room. These charges will be billed to the company; therefore, check on the payments and ensure that Mr. Richard does not deal with any expenses.

Finally, make sure to organise a car pick-up and drop-off from the airport to the hotel and from the hotel to the airport on the day of his departure. Kindly ensure you accord him the VIP treatment and let me know of the booking confirmation. Thank you!"

Monologue 3:

Good morning, Emma. Today, we will schedule snorkelling and dolphin-watching activities for our new clients, which will take place next month. The clients wish to snorkel on September 12th and have three time options: 8:00 AM, 11:00 AM, or 2:00 PM. To begin with, you should check the availability in terms of their preferred time, then proceed and schedule the tour. Lastly, give out the details concerning the venue and equipment.

For dolphin watching, the client is interested in the tour on September 13th. There are three options available such as 9:00 AM, 12:00 PM, and 3:00 PM. Check out the time they prefer, proceed with the booking, and acquire information on the pick-up point and any other services it entails.

Once the client has confirmed both activities, you should send an email to the client confirming the booking details, including the time and place for the various activities and any special arrangements that are required. Provide a final check to verify that the objectives are met and that nothing else may be required. Mutual communication will enable the client to run smoothly throughout the process. Thank you.

Monologue 4:

Good morning, Mark. Today, there are few appointments that we need to make for a client during their stay at the hotel that we have booked for him or her such as a spa appointment and dinner reservation.

Of course, as discussed earlier, the client is planning to spend a couple of days at the GoldenStar hotel during the period of October 15th-October 18th. We therefore have to make a spa appointment which shall be on September 16th. The spa has an availability at 10 am, 1 pm and 4 pm. This means that you should ascertain the availability of the client, proceed and reserve the time and inform them about any special treatments or preferences.

However, for the dinner, we must organise a table at the hotel restaurant on September 17 as per the client's order. The restaurant has two seating times, one at 7:00 pm and another at 8:30 p.m. Decide on a time that meets the client, secure a table, and inquire about any particular dietary requirements.

Once the customer has agreed on the date and time of the spa appointment and dinner reservation, send an email to the client with the specific date, time, and place of the appointment and dinner, as well as any other relevant information. Check in with them to ensure they are comfortable with the plans and to see if they require anything further.

Monologue 5:

Good morning. Today, we will have a reservation appointment to find a meeting room for our VIP clients. The clients have requested a meeting room which can accommodate 25 people at a round table setup.

The meeting will be on October 5th. Linda, please check if there is a meeting room available with all of the required attributes during that specific day. Make sure the room can seat at least 25 people and has all the equipment required for a round table setting.

The client has provided a half-board option in addition to the room setting. It is usually served as a breakfast meal and an option between lunch and dinner. Evan, you must check with the hotel or venue chosen whether this particular half-board package is available on the date of the meeting. Always remember to ask the participants about the food to be served or any of them who may have special diet restrictions.

Finally, when all the details have been agreed to and negotiated go ahead and make the reservation with a brief outline of the arrangement to the client. This should comprise of setting of the room, preferred date, and the half board arrangements.



CHAPTER 3

HANDLING MEETING

"When leaders know how to lead great meetings, there's less time wasted and less frustration."

- Justin Rosenstein

"Always go into meetings or negotiations with a positive attitude."

- Natalie Massenet

LEARNING OBJECTIVES

Students are able to write a meeting memo
Students are able to conduct a meeting
Students are able to participate in a meeting
Students are able to write minutes of meeting

A. PRE-TASK

I. Meeting Memo

A meeting memo is usually sent to those attending to remind them of the most important information about the meeting's objectives, time, and place.

Read the examples of the memo below. After reading the memo, give your answer to the following questions:

1. What is the structure of a meeting memo?
2. What information needs to be on a meeting memo?
3. Who participates in the discussion? Who are the attendees, and who is responsible for certain tasks or presentations?
4. What is the meeting about? What are the main subjects and agenda items?

Examples:

1. Example 1

From: Kyla

To: All sales and marketing staff

Date: July 6, 2024

Subject: July 10 H&R Meeting

Dear all,

Please attend our meeting scheduled for July 10 from 14.00-16.00 in the training room. We will discuss:

- a. Selection criteria of the new trainees
- b. Programs and schedule of the new training period
- c. Trainee intake information dissemination
- d. Trainee performance criteria
- e. Numbers of trainee needed by each outlet.

Ensure you inquire and have exact information on the number of trainees needed by all outlets before the meeting. Also, I would appreciate your ideas/suggestions/input on the agenda listed above. Please let us know by July 8 at the latest if you are unable to attend. Thank you.

Kyla Howard,
H&R Director



2. Example 2

From: Rose Park

To: Marketing Staff

Date: February 11, 2024

Subject: Marketing Strategy Meeting

Dear Marketing Staff,

On February 15 at 9:00 a.m., an important marketing strategy will be held in the office board room. This has been called for discussing the marketing strategy that our company will adopt in the next quarter.

Agenda:

- Review of marketing performance for the previous quarter
- Presentation and open forum on the proposed marketing strategies
- Holding a brainstorming session for future marketing initiatives
- Distribution of responsibility and tasks

Please respond to this memorandum regarding your presence. If you cannot attend the meeting, inform us in advance.

We greatly appreciate each person's active participation and preparedness. If you would like to add to any specific subjects or points on the agenda, please let us know in advance.

We look forward to a fruitful meeting and your contribution to the company.

Best regards,

Rose Park

Manager of Marketing Strategy Department

a) Definition

A meeting memo is a very important document in business used to communicate the essential details of the schedule, agenda, or expectations of a meeting. This helps organise, focus, and increase productivity since time is saved. The memo has to be distributed to all attending members at least some days to a week before the meeting date to give them appropriate time to prepare or reschedule their commitments. The agenda is important since it dictates discussion topics, thus providing structure and ensuring all points that need to be covered. If one cannot attend, they should inform the issuer of the memo so the issuer can either reschedule the meeting or pass the points later. The memo should be easy to read and understood with a clear subject line. This should be a summary of the call to the meeting, not a comprehensive document of the meeting notes.

b) How to Write an Effective Meeting Memo

Writing a meeting memo is a no-brainer for many. But it is not. It is challenging to state everything relevant in a brief yet persuasive memo. One must adhere to critical steps in writing a good memo.

1. Clear and concise subject line: Establish a clear and concise subject line that describes the memo's purpose, for instance, "Memo Staff Meeting: Financial Review—[Date]." The heading at the top level should be concise but descriptive of what is in it.
2. Appropriately address the recipients: When writing a memo, the recipient should be addressed about their group. It could be at the big level of 'All Staff' or down to any instituted particular team, depending on what the matter is for and how your culture runs in the organisation. Also, consider the level of formality.
3. Details of the meeting: This would mean the date, time, and place or the platform on which the meeting will occur. It will be a great help if the intent and topics can be known well in advance to the recipient. Moreover, it can enable the recipient to get ready in advance. This is one of the most straightforward methods of ensuring that everyone attending the meeting does so at the right time and place, making this an action-oriented meeting.
4. Mention, if required, what preparation is expected to be done by the participant before. Be sure to include what should be prepared in advance if a meeting is really to be effective. For example: "Be prepared with your department's sales figures and challenges to its execution." This would bring active participation and a collaborative discussion that results in productivity.
5. Confirmation request: After reassurance that all information has been addressed, asking every recipient to confirm their attendance is vital. This helps the organiser scale down or even up the scope or content of the meeting, if necessary, and properly plan the logistics involved in hosting the meeting effectively. For example, "Kindly confirm your participation before [date] for necessary arrangements."

6. Include instructions: The memo on the meeting should explicitly state what the members attending should do, whether to log into a virtual meeting room or other physical space. For example, "attendees joining virtually should log in 5 minutes early and use a provided link." In this way, everything goes well and smoothly.

II. Minutes Meeting

Meeting minutes, or MoM, are a written record of everything said at a meeting. Look at the examples provided below. From the example, try to answer these questions related to the minutes of the meeting:

1. What is the purpose of writing meeting minutes?
2. How does the agenda help in writing meeting minutes?
3. How does the format of meeting minutes help in understanding the content?
4. What is the importance of keeping meeting minutes concise and clear?

Example 1:

Date: February 15 2024
Time: 10:00 AM - 11:00 AM
Location: Virtual (Zoom)

Attendees:

- Jane Doe
- John Smith
- Sarah Lee
- Mark Johnson (absent)

Agenda:

1. Review of last quarter's performance
2. Marketing strategy for Q1
3. Allocation of responsibilities

Decisions:

1. The team agreed to focus on increasing brand awareness through targeted social media campaigns.
2. Sarah Lee will lead the social media campaign, and John Smith will manage the budget.
3. Jane Doe will coordinate with the content team to create engaging posts.

Action Items:

1. Sarah Lee to create a social media campaign plan by February 28 2024.
2. John Smith will prepare a social media campaign budget by March 1 2024.
3. Jane Doe to coordinate with the content team to create engaging posts by March 7 2024.

Next Meeting:

Date: March 15 2024
Time: 10:00 AM
Location: Virtual (Zoom)

Example 2

Date: February 15 2024

Time: 2:00 PM - 3.00 PM

Location: Conference Room A

Attendees:

- John Smith (Chairperson)
- Jane Doe (Secretary)
- Sarah Lee
- Mark Johnson
- Michael Brown

Agenda:

1. Review and approval of the minutes of the last meeting
2. Review of the financial report
3. Discussion of the new product launch
4. Any other business

Minutes:

The previous meeting minutes were examined and approved.

Michael Brown presented the financial report, and the team discussed the company's financial status.

The team discussed the new product launch and agreed to focus on the following:

- Targeting a specific market segment
- Creating a marketing campaign to generate buzz
- Offering a limited-time discount to early adopters

No other business was discussed.

Action Items:

John Smith will send all attendees the approved minutes of the last meeting.

Michael Brown to prepare a detailed financial report for the next meeting.

Jane Doe to create a marketing plan for the new product launch and share it with the team by February 22 2024.

Sarah Lee to coordinate with the design team to create promotional materials for the new product launch by March 1 2024.

Next Meeting:

Date: March 15 2024

Time: 2:00 PM

Location: Conference Room A

a) Definition

Meeting minutes are a written record of discussions, decisions, and key takeaways from meetings, used to document important events and set agendas for future meetings. They apply to various groups within a company, including boards, leadership teams, and investors. They outline themes, document decisions, and record action points. Meeting minutes provide a historical record of discussions and long-term planning and are an effective tool for keeping everyone accountable. The secretary or designated note-taker is responsible for taking meeting minutes.

b) Writing an Effective Minutes of Meeting

There are several tips to write an effective minute of a meeting, such as:

1. To write an effective MoM, include who attended, the date and time, objectives, duration, decisions made, actions taken, and action items assigned;
2. Keep it organised, use simple language, and start with the most important information;
3. Use short, direct sentences and avoid acronyms or legal language;
4. Determine what information should be captured;
5. Choosing a format that is easily accessible;
6. Record everything during the meeting on paper or through digital platforms like Microsoft Word or Google Docs.

III. BUSINESS MEETING: SOME TIPS TO HANDLE IT

A business meeting, as defined in the context of the English language, refers to a planned occasion when people come together, either in person or online, to discuss a specific topic or achieve a common goal in a business setup.

Take a look at the videos provided in the QR code below. From those videos, please answer these questions:

1. What is the reason for the meeting?
2. Who is chairing the meeting?
3. What are some useful phrases to participate in meetings from those videos?



a) Tips For Handling Business Meetings

1. Set a clear agenda: The agenda should comprise a list of topics to be covered, prioritised, and divided into essential concerns. It should include the time spent on each topic, presenter, and necessary decision or solution. The agenda should be circulated a few days before the meeting.
2. Review the attendee list: When busy, it's essential to consider who needs to attend a meeting, as their expertise, power, and decision-making power will impact the agenda's important points and consequences.
3. Keep the meeting focused on the agenda: During meetings, use 'parking' ideas to manage off-topic discussions and acknowledge important ideas without prioritising them. These ideas can be included in minutes and explored separately later.
4. Encourage participation and be sensitive: In a formal setting, encourage diverse ideas, avoid putting everyone on the spot, and be mindful of underlying issues and emotions to help resolve conflicts productively.
5. Clarify, check and record: Ensure clarity in meetings with diverse participants by asking for clarification, providing summaries, verifying agreement, making decisions, assigning note-taking and recording, and maintaining accountability.
6. End the meeting on time: Meetings should be ended on time to prevent fatigue, frustration, and stress among participants. Set a timer to ring five to ten minutes before the meeting's conclusion.

b) Phrases for Opening Meetings

As English language learners, mastering a range of opening phrases will enhance your ability to successfully participate in or lead meetings. Here are some examples of language expressions you can use when opening a meeting:

1. "Hello. Welcome to today's meeting, everyone! It's wonderful to see such dedication from all the staff." - This is often used as the opening remarks for a meeting.
2. "Thank you for attending and contributing to today's meeting. Let's start by handling the first issue on our schedule." - This is another common opening statement for meetings that starts the conversation immediately.
3. "I hope everyone can review the information provided before the meeting. Let's go straight to discussing our action items." - Use this meeting introduction to ensure that everyone is ready to discuss the materials that were sent and prepared for the meeting.
4. "As we get started, let me remind everybody that our objective for today's meeting is." This can be used when you mention the meeting's objective right at the beginning so that everyone is driven toward the same objective.
5. "I am so glad we are all here today. Let us utilise our time effectively, and make sure that we get all points on our agenda." — The opening to a meeting

when you want to set the firm tone regarding the effective use of time and staying focused within the meeting.

6. "I'd like to welcome our new team members before we get started. It is a pleasure to have you here." Use this when you wish to recognise and warmly welcome any new attendees.
7. "Good [afternoon/morning], everybody. To begin with, some positive news..." - When you want to start a meeting on a positive note, use this opportunity to share some recent accomplishments or encouraging developments.
8. "Let's start by celebrating our recent accomplishments. This will facilitate the context for our conversation today." Use this to motivate the group and recognise previous accomplishments before taking on new projects.

c) During Meeting

Joining virtual meetings can pose a challenge to non-native speakers of English. Nonetheless, one can actively participate by learning particular words and phrases. The following are ten key phrases that will make you more confident during different scenarios of meetings.

1. "Could we take a step back?" - This phrase you can use to expand the conversation or reintroduce a previous subject.
2. "I would love to bring up something regarding..." is a phrase used when you want to bring another issue or topic into discussion.
3. "To argue in the place of devil..." - Used when introducing or emphasising an opposing side.
4. "Can we go back to this later?" This phrase is used when you do not want to spend much time on a certain subject and prefer to talk more about it while you have some free time.
5. "What should we do next?" - It is used to clarify the points related to the actions required after the meeting ends.
6. "Would you like to clarify what you mean by..." - This is used when more details or explanations are required on a particular issue.
7. "Let's take a short break." - This phrase can be used during a long meeting when a break is needed.
8. "I second that motion." - This is used when we want to show support for something during a meeting.
9. "I would like to postpone a discussion for another time." - This phrase is used when you want to postpone a discussion to a later date.
10. "Before we adjourn, let me summarise." - This phrase is used when you want to summarise everything, dunking all the key points back just before the recess.
11. "I have a suggestion that would be helpful for us." This phrase might be used when you wish to contribute ideas.

12. "From my research, I would like to propose..." - This can be used when you want to contribute ideas.
13. "I'd like to share a different perspective." - This phrase also can be used if you want to contribute ideas.
14. "Would you mind elaborating on that point?" - This phrase is needed when you seek clarification.
15. "I'd like some clarification about..." - This also can be used when you seek clarification.
16. "What can you tell me about...?" - This phrase is used when you want to ask for clarification.
17. "I'm quite certain we're on the right path..." - If you want to give off confidence during a meeting, this phrase can be used.
18. "I trust in the ability of our team to overcome obstacles." - This phrase is also used when you want to express confidence.
19. "I'm sure that if we work together, it can be done." - This expression can be used if you are certain of something.
20. "Kudos to all those who had a hand in making this." - This phrase can be used to show an appreciation for someone's hard work or contribution.
21. "I appreciate the hard work and dedication which was used for this project." - It is used when one wants to show acknowledgement towards contribution.
22. "I am sure we can deliver great results." - This is used when you must conclude with assurance.
23. "Let's move into the future with optimism and determination." - Use this phrase to conclude with assurance.
24. "I am looking forward to the good results of our efforts" - Use this phrase when you want to conclude with assurance.

You may check this QR code to learn more about a business meeting:



Language expressions below can be helpful in a meeting:

1. Interrupting

Use the following phrases to interrupt or participate in the conversation:

- "Could I have a word?"
- "If I may, I believe..."
- I apologise for interrupting.

2. Giving Opinions

These phrases will express your viewpoint during a meeting:

- "I strongly believe that..."
- "In my opinion... -
- "My perspective is that.../ In my point of view..."

3. Asking for Opinions

These questions may assist you in asking for feedback and thoughts during a conversation.

- "Do you think that...?"
- "Can we get your feedback?"
- "How are you feeling about...?"

4. Commenting on Opinions

Use these sentences to demonstrate that you are attentively listening.

- "I never considered it that way before."
- "Great point!"
- "I understand your point."
- "I understand what you mean."

5. Agreeing with Other Opinions

If you agree with what has been said, use the following phrases to express your agreement:

- "Exactly."
- "That's exactly how I feel."
- "I have to agree with (participant's name)."

6. Disagreeing with Other Opinions

Sometimes, we must disagree with others. To disagree politely but firmly, use phrases like:

- "Up to a point, I agree with you, but..."
- "I'm afraid that I can't agree with you..."

7. Advising and Suggesting

Use these phrases to offer advice or suggestions during meetings:

- "We should..."
- "Why don't you..."
- "How/What about. "
- "I suggest/recommend that. "

8. Clarifying

It is necessary to check that you have made your meaning clear. This means that you have to re-state your point. Use the following phrases to help:

- "Have I made my statement clear?"
- "Do you see what I'm getting at?"
- "Let me put this statement another way."
- "I'd just like to repeat that statement."

9. Asking for Repetition

If you have not heard or understood what's said, use one of the following phrases:

- "I missed that. Could you repeat that?"
- "I missed it. Could you repeat it, please?"
- "Could you please run it by me again?"

10. Asking for Clarification

If you would like to check on some of the details, these terms should be used for asking for details and clarification:

- "I'm afraid I don't get your point."
- "Could you tell me how it is going to work?"
- "I don't understand what you mean. Could you please provide us with further details?"

11. Asking for Contributions from Other Participants

You can get the others to respond further by simply asking them whether they have anything else to contribute using these phrases, among others:

- "What do you think of this proposal?"
- "Could you please add something (name of participant)?"
- "Does anyone else have something to add?"
- "Are there any further comments?"

12. Correcting Information

Sometimes, one has to correct someone else in case what he said is very important for the topic of conversation. Correct information using these phrases:

- "Sorry, that is not correct."
- "I am afraid you do not grasp what I am saying."

- "That is not exactly what I had in mind."
- "That is not what I intended."

13. Keeping the Meeting on Time

These phases will keep you on time:

- "Please be brief."
- "I'm afraid that falls outside the scope of this meeting."
- "Let's get back on track, shall we?"
- "Why don't we get back to the core point of this meeting? Please keep to the point."

d) What to prepare before negotiation with clients

Negotiation is frequently referred to as an art. It means that art necessitates technical proficiency to bring a vision to reality. Similarly, negotiating necessitates both the ability to perceive nuance and practical abilities for moving the process forward. Some people appear to be "natural negotiators," able to negotiate deals fast and with little pushback from their clients - yet there is no such thing as a "natural negotiator." Successful negotiators work hard throughout the sales conversation to position themselves for success at the end of the deal. They also devote hours to preparation and planning.

The first activity when preparing negotiation involves its importance or significance by evaluating what the client has to do in case no agreement is reached. This is where alternatives or options come in. Alternatives assist in setting achievable targets to minimise disappointment but simultaneously ensure that any result at the end of the process is better than the worst, thus leading to a positive impact. Moreover, knowledge of the client's reference—why they need this or that, for instance—is also essential. This includes looking at aspects such as reputational consideration or ethical issues and their pros and cons. Recognition of the other party's interests also increases advantages and a more positive outcome. Finally, the last factor is that fairness is among the most important attributes in any negotiation. Clients should be advised to consider what would make a result reasonable in their own eyes and the opponent's view; persuading the opponent of reasonableness may be inherent in finding a solution.

There are several phrases that you can use while negotiating with clients. They are as follows:

1. "Would you mind if I steered the agenda to make the most out of this conversation?"
2. "Tell me what you believe I can do to help."
3. "Out of all the problems we have discussed, which do you feel is the most important and needs to be solved?"
4. "Does this belong to a good one or a deal-breaker?"
5. "Is everything else okay now that that [objection] has been addressed?"
6. "It seems that X does not work well for me - is there anything else I can try?"
7. "Perhaps X is not a good approach. What additional options are available?"

8. "We want to do business with you, so if this does not fit the bill, we're willing to look at other suggestions."
9. "How much would you like to bend as per the specifics of this area of the argument?"
10. "If this would make us agree, we can always adjust the timeline/costs or scope."
11. "If you do not find this approach useful, what other approaches would you undertake?"
12. "Okay, let me tell you about other solutions that can be more suitable."
13. "What other course of action would be available if we don't get to this particular solution?"
14. "It seems we have got down to the last minute. Let's proceed and conclude the final terms and conditions of the agreement."
15. "I think we've addressed all the key issues that need to be addressed. Let us proceed with this then."
16. "We're pleased with this outcome. Are you prepared to put this down in writing?"

IV. Meeting Equipment

- Conference Table: You can have one made of wood or with a glass top, but it has to be proportionate in size and style to the room, and everyone else must have a place to sit comfortably around it.



- Chairs: Avoid lousy wooden chairs that can cause discomfort and pain.



- Whiteboard: Magnetic whiteboards are a modern alternative to the traditional wall-mounted whiteboards.



- Speakerphone: The device should have multiple microphones and a quality speaker to ensure everyone is equally invested.



- Projector: Projectors are the best method of conducting presentations, despite the availability of alternatives such as TV.s.



- T.V.: A television set can be useful in a conference room for presentations, video conference calls and displaying training or marketing videos.



- Sound system: A high-quality sound system is necessary for conference calling and Zoom meetings. Wireless and Bluetooth speakers are convenient and eliminate the need for cable management. Expensive audio systems are not necessary, but reliability is important.



- **Wireless Solutions:** Routers, Wi-Fi access points, and other wireless internet solutions are crucial for video calls, conference calls, and communication.



- **Video Conferencing Equipment:** Having video cameras, microphones, or laptops in the meeting room is important.



- **Conference Room Software:** Two programs are necessary: an A/V solution software that controls all audio-visual equipment from one hub and scheduling software to avoid conflicts and optimise the use of the meeting room.



B. TASK

1. Task 1: Meeting Memo Practice

After you learn about the meeting memo, it is time to practice it! Write a meeting memo. Feel free to choose a meeting theme. Make sure it is not the same as the other students. Act out as the meeting chair, and you need to write a meeting memo to your staff. Use suitable language and refer to the assessment rubric.

Assessment Rubric for Writing Meeting Memo

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Clarity and Conciseness	The memo is highly clear and concise, demonstrating exceptional communication of the meeting's purpose and outcomes.	The memo is clear and reasonably concise, effectively communicating the meeting's purpose and outcomes.	The memo is somewhat clear but lacks conciseness, requiring improvement in clarity and brevity.	The memo is unclear and lacks conciseness, making it difficult to understand the meeting's purpose and outcomes.
Accuracy of Information	The memo is highly accurate, with all the necessary details about the meeting.	Provides mostly accurate information with minor errors and omissions about the meeting.	Some inaccuracies are present, and key details are missing about the meeting.	The memo contains numerous inaccuracies and lacks essential information about the meeting.
Professional Tone and Language:	The memo exhibits a consistently professional tone and uses language effectively to convey the meeting's purpose and outcomes.	The memo is written in a professional tone with minor lapses in language use.	The memo maintains a somewhat professional tone, but improvements are needed in language use.	The memo lacks a professional tone and uses inappropriate language, undermining the effectiveness of the memo.
Formatting and Structure	The memo is impeccably formatted and structured, enhancing clarity and professionalism.	The memo is well-formatted and structured, with minor room for improvement.	The memo has some formatting and structural issues that affect its readability.	The memo lacks proper formatting and structure, making it challenging to read and comprehend.

2. Task 2: Preparing Meeting Simulation

- a. Divide yourselves into groups of 4-5 students. Each group will prepare and conduct a meeting simulation.
- b. Assign roles to each member within the group (e.g., chairperson, presenter, participants).
- c. Choose a scenario which is related to a real-world business-related topic.
- d. Each group will conduct a simulated meeting based on the assigned scenario or topic.
- e. The chairperson will lead the meeting, ensuring that it stays on track and all participants have the opportunity to contribute.
- f. The presenter will deliver the main presentation or discuss key points related to the topic.
- g. Participants will actively engage in the discussion by asking questions, providing feedback, and offering suggestions.
- h. Perform it in front of the class for 15-20 minutes for each group, and set up the classroom as if you are in the meeting room.
- i. For the evaluation, refer to the assessment rubric.

Assessment for Meeting Simulation

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Preparation and Planning	Carefully planned and coordinated, with roles allocated to each member, defined objectives and an agenda.	Exhibited sufficient planning and coordination for the gathering, with roles and objectives well-defined.	Prepared and arranged the meeting somewhat well, however roles and objectives might not have been made explicit.	The meeting was ill-prepared and disorganised, with roles and objectives not clearly defined.
Communication Skills	Effectively communicated using suitable business terminology, a professional tone, and clear and succinct language.	Used suitable business terminology and generally plain language to communicate effectively.	There were sporadic lapses in language usage or tone, and communication was sometimes vague or uneven.	Effective contact was hampered by confusing, haphazard, or poor communication.
Active Participation	Participated actively in the discussion by bringing up pertinent points, posing perceptive queries, and offering helpful criticism	Regularly participated by posing queries, offering suggestions, and starting conversations.	Showed some involvement, but might have been inactive or lacking input into the conversation.	Showed disinterest and minimal participation, making little contribution to the meeting.

Leadership and Facilitation	Exhibited excellent leadership abilities by presiding over the meeting, ensuring that talks remained on topic, and encouraging involvement from all group members.	Demonstrated sufficient leadership abilities by presiding over the meeting and encouraging group members to participate.	Showed a lack of leadership abilities, finding it challenging to steer conversations or encourage involvement.	Did not lead with sufficient effectiveness, which left the meeting without direction or involvement.
Overall Effectiveness	Successfully held a fruitful meeting, accomplishing goals and encouraging insightful conversation among attendees.	Maintained a largely successful meeting, accomplishing most of the goals and encouraging dialogue among attendees.	Held a reasonably successful meeting; however, the goals might not have been entirely met, and the conversation might not have covered much ground.	Held an unsuccessful meeting, failing to accomplish goals or encourage participants to engage in meaningful conversation.

3. Task 3: Meeting Minutes Practice

Write meeting minutes according to the meeting that you have conducted. Include the following elements in your meeting minutes document: meeting basics like name, place, date, and time; list of meeting participants; agenda items and topics discussed; decisions made and action items assigned; and any other relevant information discussed during the meeting. Please refer to the assessment rubric for the evaluation.

Assessment Rubric for Writing Minutes of Meeting

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Completeness and Accuracy	The minutes are highly complete and accurate, providing a comprehensive record of the meeting.	The minutes are mostly complete and accurate, effectively capturing the key points discussed in the meeting.	The minutes are somewhat complete and accurate, but improvements are needed in capturing all key points.	The minutes are incomplete and inaccurate, failing to capture the key points discussed in the meeting.
Organisation and Clarity	The minutes are impeccably organised and clear, providing a highly readable and	The minutes are well-organized and clear, with a logical structure and flow that effectively communicates the discussion and	The minutes are organised and clear, but improvements are needed in the structure and flow of the document.	The minutes need to be more organised and clearer, as they make it difficult to follow the discussion and decisions made in the meeting.

	understandable document.	decisions made in the meeting.		
Professional Tone and Language:	The minutes exhibit a consistently professional tone and use language effectively to convey the discussion and decisions made in the meeting.	The minutes are written in a professional tone with minor lapses in language use.	The minutes maintain a somewhat professional tone, but improvements are needed in language use.	The minutes need a professional tone and appropriate language, undermining the effectiveness of the document.
Formatting and Structure	The minutes are impeccably formatted and structured, enhancing clarity and professionalism.	The minutes are well-formatted and structured, with minor room for improvement.	The minutes have some formatting and structural issues that affect their readability.	The minutes need proper formatting and structure, making them easier to read and comprehend.

C. POST-TASK

4. Practice 1:

Let's draft more memos for business meetings! Compose a memo on any subject you like. Inform the recipients of the memo's objective, your motivation(s) or initial plans for sending it, and your desired next step.

5. Practice 2:

Watch a video of a business meeting or attend one in person. Take notes during the meeting, focusing on the essential points discussed. Based on your notes, write a meeting minutes document, following the best practices for writing meeting minutes.

D. QUIZ

Answer the following quiz related to handling meetings from the barcode provided!



D. DISCUSSIONS

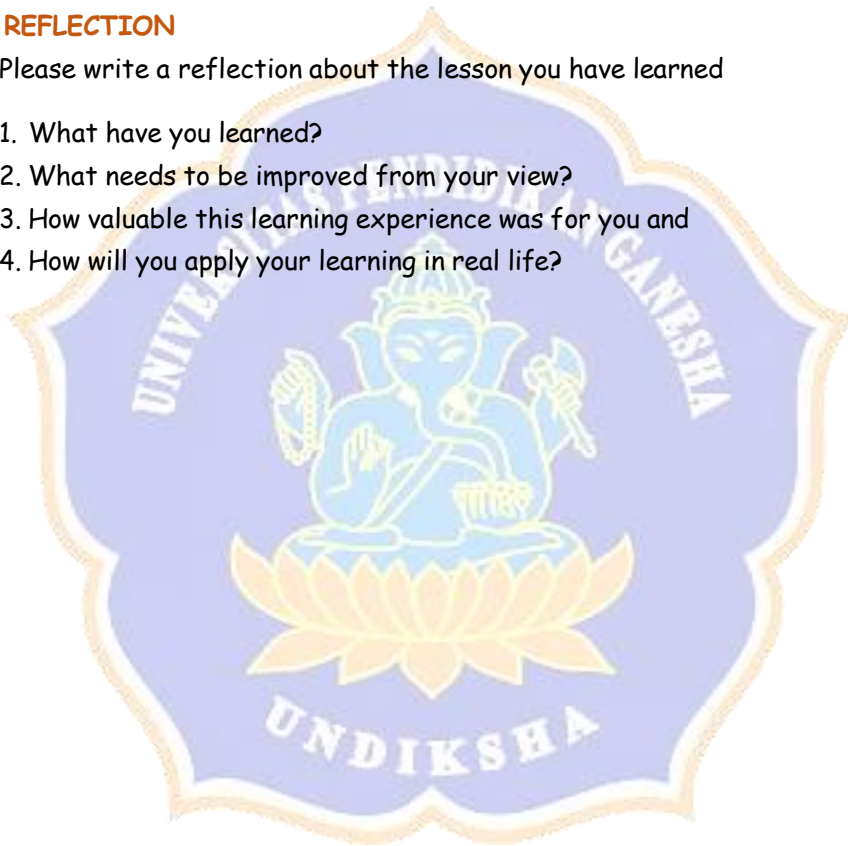
Discuss these questions with your lecturer and friends!

1. What is a meeting memo, and why is it important?
2. How does a meeting memo differ from meeting minutes?
3. What information should be included in a meeting memo?
4. What are some essential details to include in a meeting memo?
5. What is the purpose of minutes of meetings in a business setting?
6. What are the key components typically included in the meeting minutes?
7. Why is it important for business English students to understand how to write minutes of meetings effectively?

E. REFLECTION

Please write a reflection about the lesson you have learned

1. What have you learned?
2. What needs to be improved from your view?
3. How valuable this learning experience was for you and
4. How will you apply your learning in real life?



GLOSSARY

A.O.B. (any other business) (noun): a term used towards the end of a meeting to allow participants to raise additional topics. (e.g., A.O.B. brought the gathering to a close, with attendees discussing various issues.)

action item (noun): a task assigned during the meeting to a participant. (e.g., as an action item, the project proposal evaluation was to be completed by the end of the week.)

adjourn (verb): to officially end the meeting. (e.g., they adjourned the meeting an hour ago.)

agenda (noun): a list of topics or issues to be discussed in a meeting, usually sent to participants before the meeting and repeated once more while opening the meeting. (e.g., items on the agenda for the meeting were the discussion of the new project proposal and the examination of the financial report.)

brainstorming (noun): a meeting or part of a meeting devoted to generating ideas or solutions to a problem. (e.g., to develop ideas for the project, the group conducted brainstorming sessions.)

breakout session (noun): a smaller, more focused discussion within a larger meeting. (e.g., to address particular subjects, the attendees were split up into breakout sessions.)

chairperson/chair (noun): the person who leads or presides over the meeting. (e.g., the chairperson declared the meeting open and invited the attending members to be seated.)

conference call (noun): a telephone call involving more than two participants. (e.g., the team convened via conference call to discuss and change the project timeline.)

consensus (noun): general agreement among the meeting participants. (e.g., after reaching a consensus, the team decided on the project schedule.)

deadline (noun): the date or time by which something must be completed. (e.g., the report was extended for a week for the deadline.)

doodle poll (noun): a tool used to schedule meetings based on participants' availability. (e.g., they held a doodle poll to schedule a meeting that would fit everybody's schedule.)

facilitator (noun): someone who helps guide the meeting, often keeping the discussion on track and ensuring everyone has a chance to speak. (e.g., the facilitator kept the meeting on track to ensure that all the issues were brought to the fore.)

follow-up (noun): additional activities or tasks that need to be done after the meeting. (e.g., the manager asks for a follow-up on the project's progress.)

gantt chart (noun): a visual representation of a project schedule, showing tasks, durations, and dependencies. (e.g., the schedule of the project was represented through a gantt chart.)

hard stop (noun): a strict end time for the meeting, beyond which it cannot continue. (e.g., a hard stop at 5 pm ensured the end time for this meeting.)

hybrid meeting (noun): a meeting where some participants are physically present, and others join remotely. (e.g., this hybrid meeting refers to the integration between in-person and virtual attendance.)

ice breaker (noun): an activity or question designed to ease tension and promote open communication at the start of a meeting. (e.g., to make everybody become acquainted with one another, an icebreaker was held.)

interruptions (noun): breaking the continuous course of a speech or action of (someone), typically with a comment or question. (e.g., there was a technical interruption during the meeting, and it was immediately attended to.)

invitee (noun): a person who is invited to a meeting. (e.g., the invitee is given a coffee break after several hours of meeting.)

minutes (noun): the formal written record of the meeting includes important decisions and actions. (e.g., the minutes of the previous meeting were read and adopted by the members present.)

moderator (noun): a person who presides over a meeting and ensures that rules are followed. (e.g., the moderator led the debate and ensured each person had a turn speaking.)

motion (noun): a formal proposal put to a vote. (e.g., a unanimous vote was held on the motion to adopt the budget, which was seconded.)

off the record (adverb): a comment or discussion that is not to be officially recorded or publicly reported. (e.g., this

discussion was off the record, hence not to be shared with the public.)

open floor (noun): a term used when all participants are invited to speak or share their ideas. (e.g., the open floor opened for questions from attendants and feedback.)

parking lot (noun): a term for a list of issues to be revisited later. (e.g., items that needed more discussion were noted and put in a parking lot.)

point of order (noun): an exclamation to question the process, usually when someone believes the meeting rules are not being followed. (e.g., to address a procedural matter, the chairperson called a point of order.)

quorum (noun): the minimum number of members must be present for the meeting's decisions to be valid. (e.g., for the meeting to be legitimate, a quorum of ten people had to attend.)

roll call (noun): the reading out of names to record attendance. (e.g., roll call was taken to prove that all the meeting attendants were present.)

round-robin (noun): a meeting style where each participant takes turns speaking. (e.g., this involved a round-robin discussion so that everyone got a chance to talk.)

RSVP (répondez s'il vous plaît) (noun): a reply to an invitation. (e.g., by the conclusion of the week, the invitees were invited to RSVP.)

scribe (noun): the person responsible for taking the minutes of the meeting. (e.g., a scribe took verbatim minutes of the meeting.)

seconded (verb): a term used when another member supports a motion proposed by someone else. (e.g., another person in attendance seconded the motion to adopt the budget.)

stakeholder (noun): a person, group, or organisation interested in or concerned about an organisation or initiative. (e.g., the stakeholders were briefed about the progress of the project.)

stand-up meeting (noun): a short meeting where participants typically remain standing to promote efficiency. (e.g., the staff holds the stand-up meeting to review the project's progress.)

status update (noun): a report on the current state of a project or task. (e.g., the project manager took up the status update on the project.)

straw poll (noun): an informal vote taken to see how the members feel about an issue or decision. (e.g., a straw poll was taken to vote on the participants' opinions on the project.)

takeaway (noun): a key point to be remembered or learned from a meeting. (e.g., the meeting's takeaway was the importance of improving communication.)

to convene (verb): to gather for a meeting. (e.g., the corporate leaders chose to convene a private meeting for the merger proposal discussion.)

to delegate (verb): to assign responsibility or authority. (e.g., it was delegated to the project manager to supervise the project's execution.)

to disseminate (verb): to distribute or spread information widely. (e.g., the

staff are tasked to disseminate the minutes of the meeting.)

to recap/recap (verb): a summary or review of the main points of the meeting. (e.g., the meeting's chairwoman recapped the key topics that were covered.)

to schedule (verb): to arrange a meeting for a specific time and place. (e.g., the boss asked me to schedule a meeting tomorrow morning.)

unanimous (adjective): a decision or vote where every member agrees. (e.g., a unanimous vote is made to reach the decision.)

venue (noun): the place where the meeting is to be held. (e.g., the meeting venue is big and comfortable.)

video conference (noun): a meeting held over video, allowing participants to see each other. (e.g., a video conference was organised by the company to address the team working in another region.)

webinar (noun): a seminar conducted over the internet, often for educational or informative purposes. (e.g., the marketing staff conducted a webinar to introduce the company's new product.)

wrap up (verb): to conclude or finish something, like a meeting or a topic within a meeting. (e.g., one of the staff is tasked to wrap up the meeting.)

APPENDIX

A. Transcript Video for business meeting

Video 1:

Paul is the Human Resources Manager at Quartz Power Group. He has called a meeting with some of his colleagues to discuss a new training programme.

Paul : Right, shall we get started? Well, we're here to talk about a new training programme for the call centre. David, I asked you to come because you were involved in the market research we did, so I thought you could give us a short summary of the findings. And Anna, obviously it's your customer service teams who will be affected by this.

Anna : Yes, exactly.

Paul : So, we thought you might have some ideas on the best way to approach the training programme. And Maria will be developing and running the training. OK, David, could you run us through the main points from the research?

David : Sure. Um, we worked with a market research agency over a period of a few weeks to gather information about our customers and what they thought of us. And the results were ... well mixed.

Maria : Sorry, can I just check - why was this research done? Had there been complaints or ...?

David : Some complaints, yes, but also, we are losing customers in the region and we wanted to know why.

Maria : Sorry, I'm not sure I understand. Was the research about getting customer points of view or about customer profiles?

David : It was to get customer feedback on the company and its services.

Maria : Right, I see.

David : So, the results showed a few areas where customers were not happy. One of the most common ... how shall I put it ... issues, was with the call centre.

Maria : I see. Can you be more specific?

David : Well, basically, it seems that customers feel they are not getting good service, and they are leaving us for another supplier.

Maria : Right. So, are you saying customers are leaving us because of the service from the staff, or could there be other reasons too? I mean, could it be that we haven't got very good systems in place for our staff?

Paul : Yeah, could be. Anna?

- Anna : Look, I have no problem with giving the staff a refresher course, but starting completely from scratch seems like a waste of time and money. They all receive training when they start anyway.
- Paul : Yes, that's a good point, Anna, and we don't know yet if we will have to start from scratch. It may be that we haven't done enough to monitor their activity, and that a simple refresher course will be enough. Or it may be that we have to look at customer contact from start to finish, and try to implement some new protocols. Maria?
- Maria : Yes, that's right. I'm sure there's a way of dealing with this sensitively. Anna, I realise it's not easy for you to suggest more training for your staff. So, I wondered if we could start with a review of the current training approach and to look at what we need to do to address the problems brought up in the survey.
- Anna : Yes, we could do that.
- Maria : But I will need to look at the full report first, of course. Um, Anna, I understand your point about possibly wasting time and money, so perhaps you and I could look at the report together?
- Anna : Yes, OK.
- Maria : Then we'll be able to decide what needs addressing and how - if it's more training or even a complete systems overhaul.
- Paul : Good idea. I've brought in copies of the report. Perhaps we could start with the highlights first.

Video 2:

Quartz Power Group is an energy company based in the UK. Marcus, the Managing Director, wants to discuss the company's sales figures. He is meeting Maja, the Finance Director, David, the Sales and Marketing Director, and Anna, the Customer Services Director.

- Marcus : Now you all know why I've called this meeting. Sales figures for our region are down - we need to address this as soon as we can. So I'd like to start by asking Maja to talk us through the figures, OK, Maja?
- Maja : Fine.
- Marcus : And then we can take a look at the products we're offering and compare them with the competition. So, Maja, over to you.
- Maja : Thanks, Marcus. Well, I've prepared some handouts to show you how the figures are looking. If we look at sales year to date ...
- Maja : So, in order to meet budget this year we will, in my opinion, have to start some cost-saving measures.

Anna : What do you mean by that? Redundancies?

Maja : That's one possibility.

Anna : I can't agree with you there. We need a strong workforce.

Marcus : OK, thanks, Maja. Look, cost-cutting is something that we need to think about, but we also need to stop the downturn in sales and regain market share. Can I bring you in here, David - any comments?

David : Well, it's hard to know what the problem is. Our products are competitive...

Marcus : So, they're not getting better offers from the competition?

David : I don't think so. How about I talk you through our offers at the moment? I've prepared some handouts.

Marcus : Yes, go ahead. It'll be good to look at the details.

Marcus : OK, thanks, David. That was all useful information. So, Anna, can we turn to you now? Do you have any ideas why this downturn is happening?

Anna : Well, it's true that we are seeing a decrease in custom in our region. There's also been an increase in customers cancelling new contracts within 14 days. So ...

David : But do you know why? Do the customers say why they don't like our offers? I personally feel that this is vital information. I mean if we can't ...

Anna : If I can finish what I was saying. I'd like to suggest we review our customer account procedures. From first contact to after-sales care. Perhaps it would be a good idea to start with that and see if the sales figures improve.

Marcus : Thanks, Anna. What do you two think of that?

Maja : Can I make another suggestion? I think we need to see the whole picture - from the customers' point of view - a customer survey perhaps.

Anna : That would be a big project. It would need a project team which means taking staff from other departments...

Maja : Actually, I was thinking about hiring an external researcher - get a neutral view on our position in the market, and customers' views on us.

Marcus : Oh, I like that idea. I think it could be very useful information.

Anna : Which department pays for it though?

Marcus : We can talk about that in a minute. Do you agree, in principle, though, that we need to understand the cause of the problem?

Anna : Yes, I suppose so.

Marcus : Good. David, could you look for a market research company we could work with on this?

David : Sure.

Marcus : Great. Well let's move on then, shall we?



CHAPTER 4

BUSINESS PRESENTATION

"A satisfied customer is the best business strategy of all."

- Michael LeBoeuf

"Build something 100 people love, not something 1 million people like."

- Brian Chesky

LEARNING OBJECTIVES

- Students are able to understand terms in a financial statement
- Students are able to write a PPT presentation
- Students are able to present a product/service/plan to clients
- Students are able to perform etiquette in presenting something to clients

A. PRE-TASK

I. Financial Statement

Let's say you work as a financial staff member in a company. You are tasked to handle the financial statement.

1. In your opinion, what key components are typically included in a company's financial statements?
2. How can these components help analyse its financial health and performance?

a) Definition

A financial statement is a written document that contains information on a company's financial performance. To ensure accuracy and for tax, finance, or investment purposes, they are audited by government agencies, accountants, businesses, etc. **The balance sheet, income statement, statement of cash flow, and statement of changes in equity** are examples of primary financial statements. Nonprofit organisations use a comparable but distinct set of financial statements. Read the following materials to understand terms usually used in financial statements.

b) Balance Sheet

A balance sheet shows an organisation's assets, liabilities, and shareholders' equity as of a specific date, typically after a reporting period.

1. Assets

Below are some terms that are included in assets and the explanation.

- a. Liquid assets include cash and its equivalents, such as Treasury bills and certificates of deposit.
- b. Accounts receivable is the sum clients owe the business to sell its goods and services.
- c. A company's inventory is its stock of goods meant to be sold during regular business operations. Finished commodities, unfinished work in progress, and raw materials on hand that need to be processed can all be considered inventory.
- d. Costs paid for before they are due are known as prepaid expenses. Since the benefit has not yet been realised, these costs are recorded as an asset; if the benefit is not realised, the business may be entitled to a reimbursement.
- e. A firm owns property, plant, and equipment as capital assets for long-term use. This covers manufacturing-related structures and large machinery utilised in the raw material processing industry.
- f. Assets held for speculative future growth are called investments. They are held purely for capital appreciation and are not utilised in operations.
- g. Intangible assets such as goodwill, patents, and trademarks are immaterial but can yield long-term and future financial gains for the business.

2. Liabilities

- a. Accounts payable: These are bills that are due as part of a business's regular operations. Bills for utilities, rent, and raw material purchases fall under this category.
- b. Notes payable: Notes payable are official financial instruments that document debt arrangements, including the amount owed and the due date for payments.
- c. Wages payable: Wages payable are wages for the employees for the period they worked.
- d. Dividends payable: Dividends announced to be given to shareholders but have not yet been paid are known as dividends payable.
- e. Long-term debt: A wide range of debts, such as mortgages, sinking bond funds, and other loans with full repayment terms beyond a year, might be classified as long-term debt. It should be noted that this debt's short-term half is listed as a current liability.

3. Shareholders' Equity

Below are what is included as shareholders' equity.

- A business's total assets minus its liabilities are its shareholders' equity. The amount of money that would be distributed to shareholders if the company's debt was settled and all assets were liquidated is known as shareholders' or stockholders' equity.
- The portion of net earnings not distributed as dividends to shareholders is retained earnings, a component of shareholders' equity.

Balance Sheet			
Assets		Liabilities + Equity	
Current Assets		Current Liabilities	
Description	Amount	Description	Amount
Cash	\$ 5,000	Accounts Payable	\$ 5,000
Accounts Receivable	\$ 5,000	Wages payable	\$ 5,000
Inventory	\$ 5,000	Interest Payable	\$ 5,000
Investments	\$ 5,000	Tax Payable	\$ 5,000
Additional Asset #1	\$ 5,000	Additional Liability #1	\$ 5,000
Additional Asset #2	\$ 5,000	Additional Liability #2	\$ 5,000
Total Current Assets	\$ 30,000	Total Current Assets	\$ 30,000
Property, Plant & Equipment		Long-Term Liabilities	
Description	Amount	Description	Amount
Land	\$ 5,000	Notes Payable	\$ 5,000
Buildings	\$ 5,000	Additional Asset #1	\$ 5,000
Equipment	\$ 5,000	Additional Asset #2	\$ 5,000
Accum. Depreciation	\$ (5,000)	Total Current Assets	\$ 15,000
Total PP&E	\$ 10,000	Total Liabilities	\$ 45,000.00
Other Assets		Equity	
Description	Amount	Description	Amount
Intangible Assets	\$ 5,000	Stock	\$ 5,000
Additional Asset #1	\$ 5,000	Retained Earnings	\$ 5,000
Additional Asset #2	\$ 5,000	Additional Equity Source	\$ 5,000
Additional Asset #3	\$ 5,000	Total Equity	\$ 15,000
Total Other Asset	\$ 20,000	Total Liabilities + Equity	\$ 60,000.00
Total Assets	\$ 60,000.00		

(Source: www.google.com)

c) Income Statement

The income statement summarises revenues, expenses, net income, and earnings per share over a period, typically one year or three months.

1. Revenue

Operating revenue derives from the company's main operations, whereas non-operating revenue comes from non-core pursuits, including cash interest, rental income, joint ventures, and advertising. The proceeds from the sale of long-term assets are considered other income.

2. Expenses

Costs associated with running a business include depreciation, R&D (research and development), cost of goods sold (COGS), selling, general, and administrative (SG&A) expenses, employee compensation, commissions from sales, and utilities. Income statements provide information on profitability, financial performance, and whether revenue rises over time. They also show how effectively business management controls costs to increase earnings.

Example Corporation Income Statement Years ended December 31			
(in thousands of dollars)			
	<u>2022</u>	<u>2021</u>	<u>2020</u>
Net sales	\$ 3,980	\$ 3,750	\$ 3,400
Cost of sales	<u>3,100</u>	<u>2,950</u>	<u>2,700</u>
Gross profit	880	800	700
Selling, general and administrative expenses	<u>640</u>	<u>590</u>	<u>510</u>
Operating income	240	210	190
Interest expense	20	15	15
Loss on sale of equipment	<u>5</u>	<u>-</u>	<u>4</u>
Income before income taxes	215	195	171
Income tax expense	<u>50</u>	<u>40</u>	<u>36</u>
Net income	<u>\$ 165</u>	<u>\$ 155</u>	<u>\$ 135</u>

See notes to the financial statements.

(Source: www.google.com)

d) Cash Flow Statement

The cash flow statement measures a business's ability to raise money for investments, expenses, and debt repayment. It provides information about a company's operations, funding sources, expenses, and financial health and is a useful addition to the balance sheet and income statement. The statement is divided into three sections detailing the cash flow for the many purposes a business uses its funds. The following is a list of those three CFS elements.

1. **Operating Activities:** Refer to cash generated or used in the normal course of business, such as sales and expenses.
2. **Investing activities:** Include cash used for purchasing long-term assets or investments and cash generated from selling them.
3. **Financing activities:** Include cash received from or paid to investors, such as issuing or repurchasing stock, paying dividends, or borrowing money.

Cash Flow Statement Company XYZ FY Ended 31 Dec 2023 All Figures in USD		
Cash Flow From Operations		
Net Earnings		2,000,000
Additions to Cash		
Depreciations		10,000
Decrease in Accounts Receivable		15,000
Increase in Accounts Payable		15,000
Increase in Taxes Payable		2,000
Subtractions From Cash		
Increase in Inventory		(30,000)
Net Cash From Operations		2,012,000
Cash Flow From Investing		
Equipment		(500,000)
Cash Flow From Financing		
Notes Payable		10,000
Cash Flow for FY Ended 31 Dec 2023		1,522,000

(Source: www.google.com)

e) Shareholder Equity Change Statement

The statement of changes in equity tracks total equity over time. It displays initial equity, net income, dividends, and other total income. This statement's closing balance and the balance sheet's total equity correspond.

ABC Corporation Statement of Stockholders' Equity For the Year Ended December 31, 2022						
	Common Stock - par	Common Stock - excess of par	Retained Earnings	Accumulated Other Comprehensive Income	Treasury Stock	Total
Balance, Dec 31, 2021	xxx	xxxx	xxxxxx	xxx	(xxx)	xxxxxxx
Net earnings			xxxx			xxx
Other comprehensive income				xx		xx
Treasury stock purchases					(x)	(x)
Dividends			(xx)			(xx)
Balance, Dec 31, 2022	xxx	xxxx	xxxxxx	xxxx	(xxxx)	xxxxxxx

See accompanying notes to the financial statements.

(Source: www.google.com)

II. Contract/Agreement

Study the example of a contract/agreement below and answer the questions.

1. What is the scope of work outlined in the contract between Company A and Client B?
2. What are the payment terms for the web development services, and when are the payments due?
3. How does the confidentiality clause protect the proprietary information of both parties?
4. What are the consequences of terminating the contract, and under what conditions can either party terminate the agreement?

Service Contract Example

The Service Contract between Company A and Client B outlines the following terms:

Scope of Work: The web development company will create a custom website for Client B, including design, development, and content management.

Deliverables: The company will deliver a fully functional website within 60 days of the contract's effective date.

Payment Terms: Client B will pay Company A a total of \$10,000, with a 50% deposit upon signing the contract and the remaining 50% upon delivery of the completed website.

Confidentiality: Both parties agree to keep all information exchanged confidential and not disclose any proprietary information to third parties.

Termination: Either party may end the agreement with 30 days' written notice if the other side does not fulfil its obligation.

Governing Law: The contract adheres to the laws of the United States of America.

a) Definition of A Contract

A contract is a legally enforceable agreement outlining specified acts to be taken or avoided between two parties.

Example:



CONSTRUCTION CONTRACT AGREEMENT

THIS INDEPENDENT CONTRACTOR AGREEMENT (the "Agreement") is dated as of _____.

BY AND BETWEEN CLIENT:

with its principal place of business located at _____
(the "Client")

AND CONTRACTOR:

with a principal place of business at _____
(the "Contractor")

PURPOSE OF HIRING THE CONTRACTOR

1. The Company (The Client) has engaged the Service Provider or Contractor because he/she possesses special skills and qualifications, as well as knowledge and experience necessary to provide services which are of value to the Company (The Client).

2. The Contractor has agreed to be engaged as an Independent Contractor to provide the Company the services set forth, in accordance with the terms and conditions of this Agreement.

NOW, THEREFORE, AND IN CONSIDERATION OF the premises and mutual promises described above, as well as the covenants and agreements herein set forth, the Company and the Independent Contractor (individually the "Party" and collectively the "Parties" to this Agreement) agree as follows:

SCOPE OF SERVICES

1. The Company (The Client) hereby engages the services of the Independent Contractor, and the Independent Contractor agrees to provide to the Company the services described further herein (the "Services"):

• _____.

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b) What Should Be Included in a Contractual Agreement

1. **Obligations and Conditions:** Refers to any terms, conditions, or implementations needed in an agreement.
2. **Performance:** Refers to the obligation of the parties.
3. **Payment Terms:** Refers to how the parties should pay.
4. **Breach of Contract:** This includes the consequences that the parties must bear if they violate the agreed terms and conditions.

5. Force Majeure Clause: Refers to any unforeseen circumstances beyond the parties' control that, if it happens, may nullify the agreement
6. Signatures of both parties

III. PPT Presentation to Clients

Look at the examples of PowerPoint slides below and answer these questions:

1. In your opinion, what are some creative ways to make interactive elements into a PowerPoint presentation to increase engagement and participation?
2. What are some key distinguishing factors between a well-designed PowerPoint slide and a poorly designed one?

Examples:

1) Slide 1



How to make a Good First Impression

Making a first good impression can be vital when looking for a new job. Whether we like it or not, people do judge a book by their cover. The first few seconds with someone can be critical to your career.

- Be on time. The person you are just meeting is probably not interested in your excuses, even if it is the first time you are late in your whole life. All they are going to know is that you are not keeping up with a previous agreement. The image you are leaving behind is of someone that is not reliable. Make an extra effort and make sure to arrive on time. Too early is always better than too late.
- Be prepared. Before going to your interview you should have done your research about the company, the position you're applying for, and so on. Think about what kind of questions you could be asked, and how you would answer them. In one word, practice!
- Take care of your clothes and your overall grooming. It has been said that 55% can be determined by the person's appearance. So be careful when choosing how to present yourself in an interview. Dress to impress, maintaining in mind the job you are applying to, and when in doubt, choose the most conservative choice.
- Take into consideration non-verbal communication. You might be feeling nervous, but studies have shown that people who present themselves in a more friendly, confident manner usually have better results. Something as simple as a smile can make a difference.

2) Slide 2



TIPS : Getting Back to Face to Face meetings

				
Communicate in advance	Create Space	Relaxed Body Language	Relaxed Body Language	Take Aways & Next Steps
Let everyone know what to expect	Allow room to move freely	Others will relax if you look relaxed	Exude calm, confident, open energy	Positively direct what happens next

a) Essential Elements of PPT Presentation

It is important to adhere to the following essential elements when delivering presentations.

1. Introduction

- a. Set the tone and provide an overview of the presentation.
- b. The opening remarks should build a connection with the audience and elucidate the importance of the topic.
- c. Steps of the presentation should be clearly outlined to enable the audience to comprehend the presentation structure.
- d. The main body of the presentation ought to be rationally organised and contain sufficient information or examples to support the major ideas.
- e. A summary should summarise the main key points, and the recommendations should be included.

2. Visual Aids:

- a. Keep the slides simple and avoid overcrowding.
- b. Use keywords only, not long groups of words or one paragraph.
- c. Use as few words as possible to convey ideas and stick to one primary theme per slide.
- d. When appropriate, think about enhancing more straightforward slides with handout materials that include in-depth information.

3. Appropriate Style

- a. Think of the presentation as a performance and aim to deliver it with energy and enthusiasm.
- b. Make use of concrete language and short, easy sentences.
- c. Emphasize important words and phrases in your speech
- d. Speak at a normal, slow rate as usual and use transitions to guide the listener from one idea to the next.
- e. When reading from prepared notes, consider the occasion's significance and the audience's size.
- f. Practice the presentation by yourself and colleagues to ensure everything goes as planned and you have enough time to cover everything.
- g. Voice, language, and timing should be checked before the presentation.

IV. Business Presentation

Please see the following video about a business presentation.



Try to analyse the video by answering these questions below:

1. Do you think their presentation was interesting or not?
2. What do you like about their presentation?
3. Do you understand their presentation?
4. Do you like their body gestures?
5. Do you like their PPT? Why?

a) Making Business Presentations in English

To make an interesting and effective business presentation, you need to:

1. Understand the topic thoroughly.
2. Structure your ideas well.
3. Know your audience.
4. Adjust your presentation based on the language and cultural background, as well as the expectations of your audience.
5. Create supporting visuals.
6. Prepare the needed equipment.
7. Compose your sentences carefully.
8. Be mindful about your gestures or other non-verbal elements.
9. Dress appropriately.
10. Be confident and enjoy your presentations.
11. Follow up: follow up with your clients to address any queries or concerns they have or discuss the next steps

b. Phrases for Presentation

Below are some useful expressions you can use in presentations:

1. Opening

"As you all are aware, we are losing our market share. But we are asked to boost revenues by 20 - 25%. How can we boost sales in this contracting market?"

2. Overviewing

"I'm going to discuss how we can accomplish this with you today."

"My presentation will be in three parts."

"Firstly, I'll start by ..."

"After that, I'll explain about...."

"I'll wrap up by looking at a few selling techniques that can help us boost sales by 20%."

"I will spend approximately twenty minutes for my presentation."

"After that, we will have a question-and-answer session."

"My presentation is divided into three main sections."

"Firstly, then, next, lastly..."

"I'm going to share with you about...."

"Please take a look at this/Please see this."

"Let's examine...."

"I'm going to provide you with a few statistics."

"Let's try to focus on these...."

"I will limit myself to this question."

"Feel free to ask me any questions at any time."

"After the presentation, you can ask questions."

"I would appreciate it if you could ask your questions after the presentation."

3. The Main Body of The Presentation

"As I mentioned at the outset. . ."

"This will assist you in achieving the 20% increase."

"As you are aware, we are worried about...."

"These relate to what I said earlier."

"This is directly related to the query I asked you before."

4. Transition Your Point/Idea

"I'd like to move on to.."

"I want to switch to. "

"I'd like to look at this now."

"That leads me to my next point."

5. Introducing visuals

"This chart illustrates you..."
"Look at this, please."
"This will show you what you need to know about. ..."
"Please take a look at this,"
"The figures are shown in this chart."
"This graph provides a breakdown of. "
"As you can observe... "
"That's evident that...."
"We can comprehend how/why from this graph."
"Please pay attention to this section of the graph."

6. Summarizing

"I'll conclude my presentation now. I've discussed... "
"That's all I have to say for now. We have discussed ..."
"That was our marketing plan, then. To put it briefly, we...."
"In summary, I discussed about...."
"Now that you know a little bit more, I hope you can see how we can grow sales by 20%..."
"To answer the initial question, we can accomplish growth in sales by...."
"To wrap up our conversation, I'd like to go back to the beginning and ask you a question. "
"Hopefully, my talk today will clarify what I mentioned initially for you."

7. Handling Questions

a. Thanking & inviting for question

"I appreciate you listening, and I will be happy to answer any questions you may have."
"With that, I've concluded my presentation. I appreciate your time and consideration. If you have any queries, I'd be happy to respond."

b. Reconfirming the question

"Thank you for your question. So, you need more information about our approach, right?"
"That question shows that you were listening. Thank you. You need me to give practical examples of strategy 2, right?"
"Very good question. You made us aware of one more consequence that may happen if we take strategy no. 2. Let's see it more comprehensively".
"I appreciate you asking. What are we going to do the following year?"

c. Checking if your answer addresses the audience's question

"Does this answer your question?"

"Did I explain it clearly?"

"I hope this addresses your question."

"Are you following what I try to explain?"

d. If you do not know the answer

"I'm not the best person to answer that, unfortunately. But I can ask and get back to you soon."

"I'm afraid I'm unable to answer that now, but I will check and get back to you again."

"That is a very good question. But, I'm unable to provide you with an accurate response at the moment, though, as we do not have any figures on that. I will inform you as soon as I have information on that."

8. What To Say If Things Go Wrong During Your Presentation

"Allow me to put it another way."

"Maybe I should rephrase that."

"What I was trying to say is that...."

"Put another way, this actually means...."

c) Signpost Connectives

You will need signpost connectives to join your arguments into a logical flow. Below are examples of signpost connectives and their usage.

Signposting Connectives

Connection words are a great signposting tool for joining sections of your argument into a logical flow

ADDITION	SEQUENCE	CONTRAST	ILLUSTRATION	CONSEQUENCE
Used for developing points further	Describing things in order	Showing sides in a debate	Backing up your arguments	Showing Cause and effect
Additionally	At first	Although	As shown by	Accordingly
Also	Before	Alternatively	For example	As a result (of)
Even more so	Eventually	Despite	For instance	Because
Furthermore	Meanwhile	Except	In other words	Therefore
Likewise	Initially	However	Such as	Thus

d) Vocal Quality Elements

1. Definition

In presenting, in addition to language and visuals, we must also mind our vocal quality. Vocal quality refers to the following things:

a) Volume

Check the room's acoustics, the size of your audience, and the probable background noise. Adjust your volume accordingly.

b) Pitch

The term "pitch" describes how high or low a speaker's voice is. Pitch variations are referred to as inflections. We usually change pitch to ask questions or to express emotions. Our presentations will be monotonous if we don't make inflections.

c) Rate

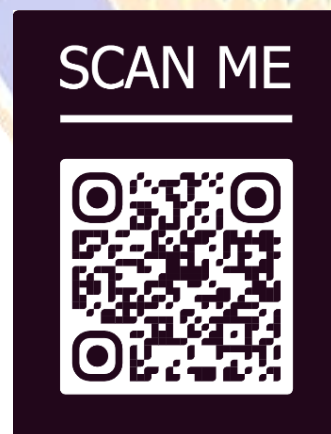
The rate refers to the speed at which someone talks. Being nervous sometimes makes people speak too fast. If they speak too slowly, the audience will be bored and sleepy. Therefore, adjusting our rate of speaking is very important.

d) Pauses/vocal fillers

Learning how to pause when we lose our thoughts or lines is important. Sometimes, using vocal fillers, such as uh, like, you know, etc., is not a good idea. It can create a negative perception of our intelligence. Therefore, managing the use of pauses and vocal fillers is also important.

2. Practice

Visit this video link to learn more about giving presentations and discuss the following questions about the vocal elements of the presenters:



Questions:

1. Do you think their volume changes are effective?
2. How about the rate, pitch, and use of pauses?
3. Do you enjoy watching the talks? Do you get the points? What voice elements do you think help you understand the points?

V. Interpreting Clients

Answer the following questions based on your experience:

1. Have you had any experience interpreting between two or more persons who do not share any lingua franca?
2. If yes, what languages were involved? Did you use any equipment, such as paper and pen?
3. How did you make sure you delivered the messages accurately?
4. What was the challenge of the task? How did you handle it?

a) Interpreting Practical Tips

We often need to interpret between our leaders and clients or our clients with colleagues because they do not share any common language. In addition to mastering the languages involved well, here are some practical tips you need to do:

1. Ask politely the speakers to talk about one thing at a time. Understanding, digesting, and reproducing a long message in another language quickly can be overwhelming. As a consequence, you may not transfer the message accurately.
2. If needed, be ready with papers and a pen, especially when the talks involve a lot of numbers.
3. If you do not catch up with the speakers, politely ask them to speak slowly or repeat what they have said. It will be better rather than transferring the message inaccurately.

VI. Presentation Etiquette

Answer the following questions based on your experience:

1. What do you need to prepare before presenting something?
2. How can presenters respectfully engage with their audience and foster a positive atmosphere during a presentation?
3. In what ways can presenters adapt their communication style and body language to suit the audience?

There are 10 key aspects of etiquette that apply to all presentations. These aspects may seem simple but are crucial to the impression made on the audience.

a. Arrive Early and Prepared

It is recommended that a presentation be started one hour early for parking, venue location, equipment setup, and preparation. Being early allows for triple-checking everything and improvisation if necessary.

b. Dress Properly and Eat Well

When dressing for an occasion, choose an appropriate outfit that reflects yourself and what you represent while keeping your audience and presentation

purpose in mind. Eating sufficient and healthy food is crucial to maintain energy and avoid annoying stomach rumbles during presentations.

c. Be Respectful and Thoughtful

Even if you are an expert, staying humble and polite when presenting is crucial. Say things like "please" and "thank you," and allow other people an opportunity to speak. Remember that your audience has limited time, and ensure your presentation is informative.

d. Don't Be Too Quick to React

When the audience asks you something, you can wait a bit before answering. Rapid reactions can result in fillers or create the idea that you are acting impulsively. Generally, three seconds is enough time to collect your thoughts and respond intelligently.

e. Do Eye Contact and Watch Your Body Language

Eye contact with the audience is very important. Also is your body movement. Your moves have purposes. Don't be stiff or exaggerating. Your body movement should be effective because it helps the audience engage in your talk and makes them understand your points.

f. Back up Your Files

Send to the operator the important files you want to share. Even if you do so, have a backup with you. In case of technical glitches, you have your backup files.

g. Explain the Difficult Terms

If there are technical terms or jargon in your presentation, ensure your audience understands them. If you think they don't understand them, you can explain or change them to the terms your audience understands.

h. Visual Aids Should Be Used with Care

Visual aids are usually very useful in supporting your presentation. However, be careful not to overwhelm your audience with too many distracting images, graphs, etc.

B. TASK

a) Task 1. Presenting a Product/Service/Plan to a Client

1. Form a group consisting of 3-4 members. Each group selects a specific product, service, or plan to present to a client. Choose something you are familiar with or passionate about! Ensure your product/service/plan is different from your friends! Present it in front of the class.
2. Conduct thorough research for the chosen product, service, or plan, gathering relevant information, statistics, and visuals to support the presentation. You should also consider the target audience and tailor their content accordingly.

3. Students create visually appealing and professional presentation slides using Microsoft PowerPoint or similar software. They should include the following elements:
 - a. Title slide with the product/service/plan name and presenter's name
 - b. Introduction slide providing an overview of the presentation
 - c. Detailed slides covering key features, benefits, pricing (if applicable), and any other relevant information
 - d. Visual aids such as images, charts, graphs, and videos to enhance understanding
 - e. Conclusion slide summarising key points and closing remarks
 - f. Contact information slide for further inquiries or follow-up
4. Make sure you refer to the evaluation rubric!

Assessment Rubric for Presenting a Product/Service/Plan to Client

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Introduction and Value Proposition	The presentation effectively introduces the product/service and communicates its value proposition exceptionally well.	The presentation introduces the product/service and communicates its value proposition effectively.	The presentation introduces the product/service and communicates its value proposition to some extent, but improvements are needed.	The presentation fails to introduce the product/service and communicate its value proposition.
Market Research and Analysis	The presentation comprehensively explains the target market and competition through highly complete and accurate market research and analysis.	The presentation demonstrates a clear understanding of the target market and competition through complete and accurate market research and analysis.	The presentation demonstrates some understanding of the target market and competition, but improvements are needed in the completeness and accuracy of the market research and analysis.	The presentation does not demonstrate a clear understanding of the target market and competition due to incomplete or inaccurate market research and analysis.
Product/Service /Plan Demonstration and Features	The presentation exceptionally clearly showcases the unique features and advantages of the product/service/plan.	The presentation mostly clearly showcases the unique features and advantages of the product/service/plan.	The presentation somewhat clearly showcases the unique features and advantages of the product/service/plan, but	The presentation fails to clearly showcase the unique features and advantages of the product/service/plan due to unclear or incomplete

	product/service/plan.		improvements are needed.	demonstration and features.
Professionalism, Communication, and Etiquette	The presentation exhibits a consistently high professionalism, effective communication, and proper etiquette.	The presentation is delivered with professionalism, effective communication, and proper etiquette, with minor room for improvement.	The presentation maintains some level of professionalism, communication, and etiquette, but improvements are needed.	The presentation lacks professionalism and effective communication, with improper etiquette undermining its effectiveness.
Visual Aids and Presentation Quality	The presentation's visual aids and quality are impeccably designed and structured, enhancing the overall clarity and professionalism.	The presentation's visual aids and quality are well-designed and structured, with minor room for improvement.	The presentation's visual aids and quality have issues affecting its readability and comprehension.	The presentation's visual aids and quality are poor, making it challenging to follow.

b) Task 2. Making a contract/agreement

1. Make a draft of a contract/agreement.
2. Select a specific business scenario requiring a contract or agreement. Examples include:
 - a. A partnership agreement between two companies for a joint venture project.
 - b. A service agreement between clients and vendors to provide marketing services.
 - c. A rental agreement between a landlord and a tenant for commercial office space.
3. Research the legal requirements and considerations relevant to their chosen scenario. You should identify key terms, conditions, and clauses that must be included in the contract or agreement.

Assessment Rubric for Evaluating a Contract/Agreement

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Clarity and Completeness	The contract is highly clear and complete, encompassing all essential terms and conditions.	The contract is clear and mostly complete, including essential terms and conditions.	The contract is somewhat clear and complete, but some essential terms and conditions are missing or unclear.	The contract is unclear and incomplete, lacking essential terms and conditions.

Specificity and Detail	The contract is highly specific and detailed, leaving no room for ambiguity or uncertainty.	The contract is specific and detailed, minimising ambiguity and uncertainty.	The contract is somewhat specific and detailed, but some provisions are ambiguous or lack sufficient detail.	The contract lacks specificity and detailed provisions, leading to ambiguity and uncertainty.
Language and Terminology	The language and terminology are highly clear and entirely appropriate for the subject matter.	The language and terminology are clear and appropriate for the subject matter.	The language and terminology are somewhat clear, but some terms may be inappropriate or confusing.	The language and terminology used in the contract are unclear and inappropriate.
Ethical and Equitable Provisions	The contract is highly ethical and equitable, ensuring fairness for all parties involved.	The contract is ethically sound and equitable, with fair provisions for all parties involved.	The contract has some provisions that may raise ethical or equity concerns.	The contract contains unethical or inequitable provisions that may disadvantage one party unfairly.

C. POST-TASK

Writing more Contract/Agreement

Draft a simple contract or agreement. Use clear and concise language, avoiding legal jargon whenever possible. Ensure the terms are specific, measurable, achievable, relevant, and time-bound (SMART).

D. QUIZ

Answer the following quiz related to the business presentation from the barcode provided!



E. DISCUSSIONS

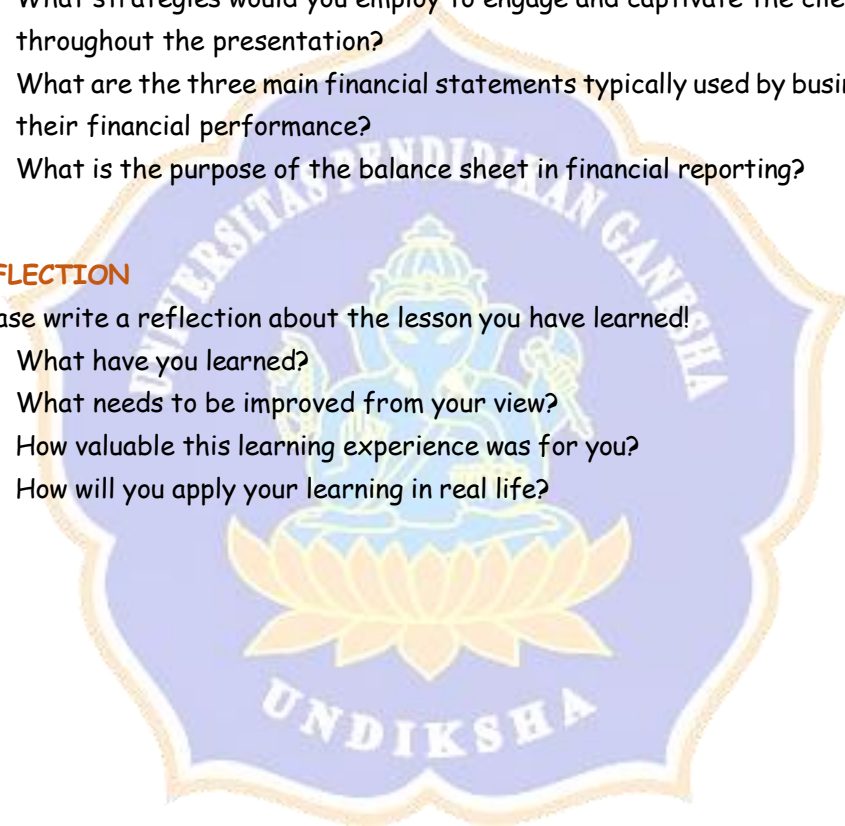
Discuss these questions with your lecturer and friends!

1. What are the main challenges or weaknesses that people might have encountered in presenting their product/service/plan so far?
2. Can you provide examples of successful projects or case studies that demonstrate the value of a product or service?
3. What key elements should you include in a business presentation when presenting a product, service, or plan to a client?
4. How would you tailor your presentation to effectively address the needs and preferences of the client?
5. What strategies would you employ to engage and captivate the client's attention throughout the presentation?
6. How would you tailor your presentation to effectively address the needs and preferences of the client?
7. What strategies would you employ to engage and captivate the client's attention throughout the presentation?
8. What are the three main financial statements typically used by businesses to assess their financial performance?
9. What is the purpose of the balance sheet in financial reporting?

F. REFLECTION

Please write a reflection about the lesson you have learned!

1. What have you learned?
2. What needs to be improved from your view?
3. How valuable this learning experience was for you?
4. How will you apply your learning in real life?



GLOSSARY

agreement (noun): understanding between two or more parties. (e.g., we need to put this agreement in the memorandum of agreement.)

balance sheet (noun phrase): a summary of the capital, liabilities, and assets of a company or other organisation at a specific time includes information on the balance of income and expenses for the previous quarter. (e.g., we have to study our balance sheet to evaluate our performance.)

body language (noun phrase): facial expressions, body gestures. (e.g., we have to mind our body language when we present something.)

cash flow (noun phrase): the amount of money transferred in and out of a company. (e.g., the company's cash flow indicates its good financial performance.)

contract (noun): a verbal or written agreement is meant to be legally binding, particularly about employment, sales, or tenancy. (e.g., please read the contract carefully before you sign it.)

expense (noun): the amount of money spent on something. (e.g., this year's expenses are bigger than the revenues.)

financial statement (noun phrase): a document that indicates the financial health of your business at a particular moment in time. (e.g., I need you to study closely the financial document to determine the next sale and marketing strategy.)

flip chart (noun): a stand-mounted pad of big paper sheets used for information presentations. (e.g., I will need a flip chart and markers for my presentation.)

handout (noun): written information (report, etc.) given to people at a presentation. (e.g., in addition to ppt, I will provide handouts for the audience.)

income statement (noun phrase): a financial statement that displays the earnings and expenses of the business. (e.g., I just received our income statement, and it shows that the sales and marketing strategy worked well.)

key point (noun phrase): an overview of the key points in brief. (e.g., these are the key points of my presentation.)

liabilities (noun): a business's liabilities are the debts it owes to other creditors. (e.g., we need to know the company's assets and liabilities to know if it is healthy.)

objective (noun): what one aims to accomplish; what one desires. (e.g., my objective in presenting this topic to you is to build your awareness.)

overview (noun): an overview of the key points in brief. (e.g., let me show you the overview of my presentation.)

revenue (noun): the total money generated by a business's operations over a predetermined period. (e.g., this year's revenue is something we should celebrate.)

shareholders' equity (noun phrase): the total assets of a business minus the total liabilities. (e.g., business owners can see the shareholder's equity of the company.)

summarise (verb): write a synopsis of the main ideas; summarise. (e.g., I summarise my presentations in two paragraphs.)

visual aids (noun phrase): presentation aids include slides, graphics, and other items. (e.g., you should add more visual aids to

your presentation, such as graphs or images.)



CHAPTER 5

WRITING FOR THE COMPANY

"The most valuable of all talents is that of never using two words when one will do."

- Thomas Jefferson

"Good writing is good conversation, only more so."

- Ernest Hemingway

LEARNING OBJECTIVES

Students are able to identify components of business cards, letterhead, booklets, brochures, a business proposal, and a business report

Students are able to create a business card

Students are able to create a company letterhead

Students are able to write a business proposal

A. PRE-TASK

I. Business Name Card

Look at the examples provided below and answer the questions:

1. Which one is a good example of a business name card?
2. How is the presentation of a good name card?
3. What key information should a standard business name card include?
4. In your opinion, how can the design and layout of a business name card reflect a company's brand identity?

Examples:

1) Example 1



2) Example 2



a) Definition

A business name card is a small printed card that identifies the bearer, traditionally presented for introduction when making a social visit to a home or attending a business meeting. It typically includes the person's name, job title, and company name.

1. What Information to Include in Your Name Card

- Your Company Logo:** A logo is an important representation of a brand's identity and industry. It aids customers in quickly identifying a company.
- Your Name and Designation:** Your name card should prominently display your name or nickname to ensure people know who they will speak with. Including your position can inspire confidence and trust.
- Your Basic Contact Details (mobile number, email, address):** It is recommended to include at least one contact method, such as a mobile number, email, or address, to offer customers multiple ways of reaching out.
- Websites or Social Media:** Business cards with website addresses or social media profiles allow customers to learn more about a certain company easily. Many companies include their website URLs in their business cards because of their simplicity and brevity. Where companies are actively marketing through their social media, they can also include the social media logos on the business card bearing the company name.

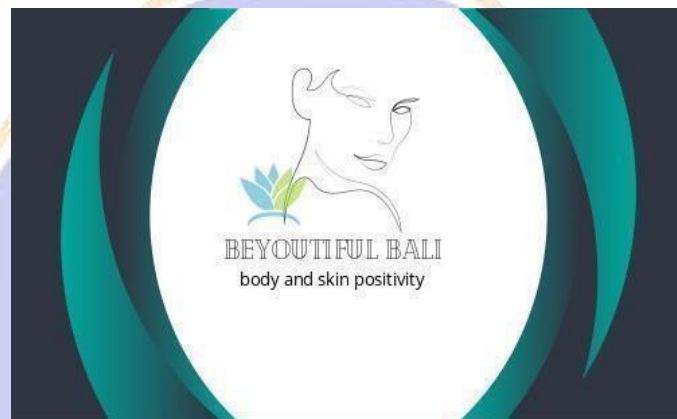
b) Designing a Business Name Card

Business name cards can be customised to make your company's presence more memorable and unique. When designing your business cards, consider the following:

- 1) Keep the design simple and easy to read.
- 2) Include your company logo, name, and contact information.
- 3) Choose a font that is easy to read and matches your brand.

- 4) Consider the size and shape of the card to make it unique.
- 5) Use high-quality images and graphics.
- 6) Choose a paper stock and finish that matches your brand.

Below are two examples.



II. Letterhead

Look at the examples below and answer the questions based on your understanding:

1. In your opinion, which one is a good example of business letterhead?
2. How is the presentation of a good business card?
3. What elements typically appear on a standard business letterhead?
4. How does a well-designed business letterhead contribute to the credibility and branding of a company?

1) Example 1:



To,
Mr. Sandra Assiego
Manager cafe La Brisa
Batu Mejan Beach Street, Canggu, District
North Kuta, Badung Regency, Bali 80361

Tuesday, 30 October 2023

Dear Mr. Sandra Assiego,

We, from Ja'an Bali, would like to express our interest in exploring potential collaboration that can be mutually beneficial for both of our cafes. As a key player in the coffee industry in Seminyak Kuta No. 10, Badung Regency, Bali. We believe that our cooperation can create new opportunities and provide value to both parties. We understand the importance of strengthening the café network and collaborations among similar businesses to enhance visibility and provide added value to our customers. With that in mind, we would like to propose several collaboration options that we can explore together.

Some potential collaboration ideas include:

- Special menu exchange: we can offer each other's unique menu items, including signature coffee drinks or food items. This will give our customers a different and exciting experience.
- Joint Promotions: we can create joint promotion programs, including discounts or special offers for customers who visit both of our cafes. This can help increase customer traffic.
- Joint Events: We can organize joint events, such as live music nights or discussion sessions, featuring special guests or artists. This will create a lively and vibrant atmosphere.
- Knowledge Exchange: We can consult with each other on best practices, industry trends, or effective marketing strategies.
- Combined Offers: We can create combined offers where customers visiting one of our cafes will receive coupons or special offers for a visit to our partner cafe.

We are very interested in hearing your ideas and suggestions regarding this collaboration. We believe that through this partnership, we can achieve more together than we can separately. If you are open to exploring this collaboration further, we would be delighted to arrange a personal meeting to discuss the details in depth. Thank you for your time and consideration. We look forward to the opportunity of forming a mutually beneficial partnership with La Brisa.

Sincerely,

Andi Nursyafeizah
General Manager cafe Ja'an Bali



Established 1872

PUBLICITY DEPARTMENT

of the
CHICAGO ENGRAVING CO.
350 WABASH AVE. PHONE HAR. SN 623

BUILDERS OF BUSINESS

BY INTELLIGENT
USE OF MODERN
EXPOSITIONAL, AD-
VERTISING, EXPORT
MAGNETIC CARDS, E.
OF INCORPORATING
THE FINEST PHOTO-
GRAPHY, COMPOSING
ARRANGEMENTS, AND
OF DESIGN, THE
CAREFUL SERVICE
TO EACH CLIENT
WE INSURE THE
FINEST ILLUSTRATED
NEWSPAPER AD-
VERTISING, POSTAL
CARDS, LETTERS,
CATALOGUES,
BOOKLETS,
FOLDERS, ETC.
ALSO POSTERS,
PAMPHLETS, ETC.
FOR OUTDOOR AD-
VERTISING.

THREE COLOR PROCESS WORK A SPECIALTY

THE OUTSTANDING
ADVANTAGES OF
PUBLISHING
PRINTING AND
ENGRAVING IS THE
WORLD AS UNDER
ONE ROOF.

(Source: www.google.com)

a) What to Include in Business Letterhead

A letterhead contains a company's logo, name, address, and contact details. It serves multiple purposes, including reaching out to potential clients, branding corporate contracts, submitting job applications, writing invoices, preparing legal documents, recording meeting minutes, and sending personal correspondence. The following information usually goes on a letterhead:

1. Company logo
2. Legal business name
3. Registered physical address
4. Contact information: phone number, fax number, email address
5. Company website URL
6. Company registration number, if applicable
7. Email address

b) Designing Good Letterhead

To create a good letterhead, you can follow these general steps:

- 1) Gather necessary information: Include your name, address, email, website, phone number, and logo. You may add social media addresses, slogans, mission statements, and other relevant details.
- 2) Hierarchy: Position the most important information, such as the company name or logo, at the top, followed by the address, telephone number, email, and other contact information.
- 3) Keep it simple: A good letterhead should not overshadow the letter's content.
- 4) Color: Use colours that represent your company, goals, or direct mail message in an appealing, simple, and straightforward way.
- 5) Typography: When selecting typography, consider the one that will represent your brand and is readable.
- 6) Alignment and Positioning: It is the right placement of objects in a manner that is balanced to provide aesthetic appeal.

III. Booklet

Answer the following questions by looking at the examples of booklets below.

1. How does the layout and design of a catalogue booklet influence the perception of a company's products or services?
2. How does using images and visuals in the booklet affect the reader's understanding and engagement with the content?
3. How does the language in a prospectus booklet aim to protect the interests of potential investors? Please give me your opinions!
4. Do you think these booklets can engage the customers or investors? Why?

Example 1: Catalogue Booklet



(Source: www.google.com)

Example 2: Prospectus Booklet



WELCOME

TO



UNIVERSITAS PENDIDIKAN GANESHA

JL. UDAYANA NO. 11 SINGARAJA-BALI
INDONESIA 81116

www.undiksha.ac.id
[Universitas Pendidikan Ganesha](#)
[Universitas Pendidikan Ganesha](#)
[@undiksha](#)

BRIEF HISTORY

UNIVERSITAS PENDIDIKAN GANESHA

Time	Events
1955	B1- Indonesia Language Course was established in Singaraja
1957	Establishment of B1-Trade Course
1st January 1962	Faculty of Teacher Training and Education (FKIP) Singaraja the branch of Airlangga University
9th August 1962	FKIP Singaraja was integrated to Udayana University and became FKIP of Udayana University
1963	Malang Institute (IKIP Malang) Singaraja Branch
1968	Faculty of Teaching Training (FKg) and Faculty of Education Science (FIP) of Udayana University
12th February 1982	Becoming FKIP Udayana University
1993	STKIP Negeri Singaraja
5th February 2001	State Institute of Teacher Training and Education (IKIP Negeri) Singaraja
11 May 2006	Universitas Pendidikan Ganesha was officially established

(Source: <http://undiksha.ac.id>)



(Source: <https://undiksha.ac.id>)

a) Steps on Creating a Good Booklet

Below are the steps for making booklets:

1. Define your booklet's goals and objectives, and consider who the audience is.
2. Plan your content by deciding what information should be included in the booklet and organising it in order.
3. Choose your format by deciding the size of the booklet and the format it will be in.
4. Designing your layout can be done by some available applications.
5. Add your content by adding your text, images, and all other forms of media that you intend to incorporate into the work. It is recommended that you check the content for mistakes.
6. Proofread the content by checking the grammar and spelling and ensuring the information is correct and consistent.
7. For the printing and binding process, take your designed booklet to a good printing outlet to print it out. Afterwards, you can get your booklet bound in several ways, including saddle stitching, perfect binding, and spiral binding.

IV. Business Brochure and Flyer

1. Business Brochure

Here is how such a brochure can be designed. You can see the example below. After that, attempt to answer the following questions which have been provided.

- How do you like the presentation of the brochure? Why?
- To what extent can this brochure catch the audience's attention?
- Are there any considerations you think that your brochure will be improved by image utilisation? How?
- Can you list some aspects we could include in designing a company brochure?

Example 1:



a) Characteristics of Brochure

1. A brochure is a limited-information imprinted surface of one to multiple pages primarily used for advertising a business, a product, or a service.
2. It may contain a firm's origin and background, goals and objectives, and areas of specialisation, among other things.
3. These materials are normally produced and designed as colourful and professionally looking materials or are nowadays available online, so no printing is needed.
4. The brochure may be displayed during trade shows, seminars/conferences, exhibitions, or in front of offices.

b) Key Elements for a Good Brochure

These key elements should be included to have a business brochure be effective:

1. **Good content:** Create content that answers and interests consumers' questions.
2. **Readable layout:** Subdivision of text, bullet points, sub-headings and the use of text boxes to enhance quick scanning of the brochure
3. **Graphic design:** Color, font, and images can set the mood and tone of the brochure.
4. **Compelling text:** Try to use questions or statements that would provoke readers' desire to open the brochure.
5. **Appropriate font size and style:** Choosing a readable font style and size can increase audience engagement, whereas you may use a small font to a certain extent for key information.
6. **Use white space strategically:** Too much fill in the design space will not make the brochure appear too congested and unappealing.
7. **Choose an appropriate fold:** Choose a fold suitable for the information needed to be included.
8. **Bring the brochure to life with photographs:** Picture communication refers to presenting the company's message without using writing.
9. **Informative headlines:** Always construct headlines that answer a questioned or posed by the reader.
10. **Scannable subheadings:** The material should be easy to read, so it should be presented in a form that makes it easy to scan, such as subheadings.
11. **To-the-point brochure text:** It is important to ensure that all the texts produced are understandable, which means keeping the specific terms used in this industry to a minimum.
12. **A strong call to action:** Write a clear call to action for the readers, informing them what they should do after reading the brochure.
13. **Business contact details:** Provide your telephone number, website, social media accounts, and street address.

14. A reason to keep the brochure: Include features such as internet links or a date calendar to encourage readers to keep the brochure for subsequent use.

2. Business Flyer

Some examples of business flyers are given below. Have a look at them and answer these questions afterwards:

1. Which one do you think is a good example of a business flyer?
2. What do you think we need to consider to design a business flyer that suits our company's image, captures the target group's attention, and influences them into pressing the call to action?

Example 1



Example 2



a) Key Components for Business Flyer

Flyers and brochures are useful marketing tools for different reasons. For short, you use brochures to provide detailed information and flyers when you want to promote immediately. It is important to determine your marketing goals and target audience before choosing one of them. It is vital for a business flyer to have the following aspects included;

1. Title of your company and its logo, which will guide your target audience in locating your business name, among others.
2. Use eye-catching words that draw attention from potential clients at first sight. This will make them interested and view the offer more closely before deciding whether they want it.
3. Attractive images and graphics that help make your flyer look attractive, so use excellent photographs and artistic designs.
4. Special offers that indicate any particular offers that you would like to hype, including discounts and coupons.

5. List your company's contact details, such as telephone number, e-mail address, and website address.
6. Persuade your audience to do something with a straightforward call-to-action message, such as "Check out our site by clicking here or contact us right now."
7. Customize your message to the people you wish to reach, focusing on how your company benefits them personally.
8. Content should be concise and to the point, using infographics or bullet points to improve readability.
9. You should use glossy frosting and premium paper for printing your flyer.

V. Business Proposal

See the business proposal example provided in the QR provided. After you read it, please answer the following questions:

1. What is the proposal about?
2. Is this a good example of a business proposal? Why do you think so?
3. Is there anything that needs to be improved about this proposal? Give your views.



a) The nature of the business proposal

A business proposal is a written document intended to inform a customer, investor, or partner about the proposed way of doing business, which may make them decide to do business with your company. It is written to convince potential clients because they should have a glimpse of the benefits of working with you or your company to achieve better business results. A business proposal defines the company and its capabilities and will explain what the company can offer to the client.

It is common to confuse business plans, and proposals, because they look similar, so starting with a clear definition of both, will be a good idea. A business plan can be described as an orderly method that clearly outlines a business's objectives and the methods it will use to achieve them. On the other hand, businesses employ business proposals to market and sell their products and services to other businesses.

b) Type of Business Proposal

1. **Formally Solicited Proposals:** A formally solicited business proposal is when they reply to a formal request for a business proposal. In this case, you know all the criteria and have much information about a potential buyer.
2. **Informally Solicited Proposals:** Informally solicited business proposals are made when there is no formally written request for a proposal. A potential buyer is interested in your offerings and seeks a quotation so that they can decide what to do. An informal request for a proposal requires more research on your side as compared to a formal request for a proposal.
3. **Unsolicited Proposals:** Most unsolicited business proposals are general and use standard models. They do not consider the customer or the customer's requirements.

c) Writing Business Proposal

1. **Drafting the title page:** Conveying your brand and vision concisely yet thoroughly is crucial because this is the first thing your client will see. Because viewers will only be looking at it for a short while, think of it as visual content that needs to convey much information quickly. A strong, engaging title page can help a prospective client understand the proposal's marketing strategy and what will happen next. This page contains basic information such as your company name and contact details, your logo, your client's name and contact information, the date, and a title.
2. **Writing contents:** The table of contents makes your proposal easy to read and scan. It should list the contents neatly. It should contain complete contents but not too detailed, or it will look cluttered and intrusive.
3. **Writing a cover letter:** The cover letter should serve as an introduction to the company or business. The cover letter may appear before the table of contents. The cover letter is brief and no more than one page. It should briefly summarise the company's background, goals, and unique selling proposition. It should contain your company's contact information.
4. **Writing executive summary:** An executive summary concisely summarises your paper. It explains the proposal's purpose and why it is the best option for the client. The contents include a brief introduction of your company, its broad aims and objectives, highlighting any accomplishments, your plan of action for the future, and the plan you are writing.
5. **Highlighting your customers' problems and your company's solutions:** Creating a business proposal aims to solve a buyer's problem. The problem statement should be outlined as precisely as possible. This gives your client a sense of urgency. They will seek a solution, and you already have the answer. Your proposal must identify the client's problem and propose a feasible solution.
6. **Pricing:** A budget or pricing section is crucial to any business proposal. A simple table should display your pricing structure. Provide options for payments:

methods and periods (if possible). Offer upgrades, alternatives, and extras. Make sure your clients can quickly understand what they are paying for.

7. Put testimony of your previous clients: You can put the testimony of your previous clients in a special section of your proposal. They can function as proof of your quality service and products. By displaying them, your prospective clients will be more certain about the quality of your services and products. Make sure their clients consent for you to put their testimony on the proposal.

Example:

Visit this QR code for an example of a good business proposal.



VI. Business Report

See the example of a business report in the barcode provided. After that, please answer the following questions:

1. What do you think the report is about? Can you explain more about it?
2. Do you think this is a good kind of report? Why do you think so?
3. After looking at the example, why do you think business reports are important for companies? What can they get from it?

Example:

Visit this QR code for an example of a good business report.



a) Definition of Business Report

A business report is an official document summarising historical facts, presenting statistical data objectively, and occasionally making sensible suggestions for company managers. A company's business reports are crucial for businesses to guarantee the consistency and accuracy of business information, which is important for decision-making. Business reports give managers access to data regarding a particular project or an overview of the business's operations, allowing them to make informed decisions based on information.

b) Types of Business Report

Business reports serve various objectives adapted to the needs of specific industries. A retail company, for example, regularly relies on sales performance reports, whereas a financial institution requires investment monitoring reports. This diversity of analytical goals results in several sorts of reporting. Here are a few common examples.

1. **Progress Report:** A progress report is a written document that shows how well an objective has been completed. Thus, rather than a detailed study, it needs a straightforward description of the work done. The verifiable details of the task itself must be included in this report. Below is an illustration of a modern progress report. Knowing how much you've accomplished, how productive you were previously, and how distant you are from your objectives gives your team members a greater impact. If the report highlights past inefficiencies in your area, you should modify your plans to guarantee that your goals are completed on schedule.



2. **Informational Reports:** An informational report accurately presents factual information without interpretations or analytical information. Its content is not confined to progress toward certain goals. It can provide various information based on the goal, such as a regional sales report or an employee information report.



3. **Analytical Report:** An analytical report does more for the reader than just providing historical facts; it also analyses the data and occasionally offers predictions. The subject of analytical reports might be comparing the sales performance of multiple regions or this quarter to the previous quarter. Using an analytical report enables managers to make critical decisions based on sufficient data and information.



4. **Research Report:** A research report is created after reviewing data gathered through extensive investigation. Market research is critical to determining plan effectiveness when considering efforts such as developing a new product or expanding into new areas. Creating a research report takes effort, but the result is useful. Here's an example of a research-backed cockpit that allows your company's managers to monitor the performance of various items and

the sales performance of different retailers across multiple cities. As a result, they can determine whether to establish or close outlets in a city to ensure the company's ongoing development.



5. KPI Report: Business executives can more easily evaluate key performance indicators (KPIs) and assess how well their organisation is doing about its strategic goals by using a KPI report. Modern KPI reports come with interactive dashboards that make it simple to access the underlying data, allowing non-technical users to find patterns, make connections, and uncover issues. These observations assist in well-informed decision-making and improve business performance. The main goal of the Financial KPI Report is to track and analyse several financial ratios and indicators, such as profit margins, liquidity ratios, solvency ratios, and efficiency ratios. These metrics offer information about the profitability, stability, and effectiveness of the company's finances and general financial management.



c) Writing Business Report

It is essential to comprehend each step to learn how to produce a business report. To develop a business report, you can refer to this detailed guide:

1. Prepare in advance: Suppose an organisation needs to accomplish the task of preparing a business report. Create outputs and objectives, then prepare to achieve them.

2. Add a clear title: Ensure that the title is short and can easily be understood even when you prepare it yourself or when it has been prepared. After the title, add your name and the names of the other contributors at the bottom of the page.
3. Write a table of contents or index: Regardless of the business report's length and complexity, a clear and brief indication of its structure is required—a table of contents or index. Check that the page numbers coincide with the content, and add the table of all the document sections at the bottom of the page with the title.
4. Include an overview or an abstract: Because of time constraints, some managers may only be able to skim through and read the summary. As such, it may be advisable to underscore all the key ideas and points at the beginning of the document. This part can also incorporate your conclusion summary.
5. Write an introduction: You may want to justify why you are writing the report, ensuring it contains an aim, background information, and a good main message.
6. Explain your methodology: In this section, the kind of research you have decided to use in this report, whether qualitative, quantitative or both, comes in. It is advisable to indicate how the methodology was chosen in this section more assertively.
7. Describe the findings: This is your report's main body, the area of the report which contains your research outcomes. To enhance the readability of your study, try to incorporate the headings such as tables, graphs, subheadings or bullets. Please keep it simple and to the point.
8. Conclude with a conclusion and recommendations: This is where you will assess the study and provide potential recommendations backed by the information you have gathered. You can also describe the possible consequences to the company.
9. Create a reference section: When drafting the report, you should always assign it a reference number or letter, especially where the information has been gathered from the previous report. Next, incorporate the numbers in the reference section with a corresponding footnote directing the reader to the study.

Example:



B. TASK

1. Task 1. Business card design

- Suppose that you were working for a company. Make up your designation, company names, and other information.
- Create a business card.
- Follow how to make good business cards.
- Print it on regular HVS paper. Be prepared to present your business card and discuss your design rationale during class presentations or review sessions.

Business Card Creation Assessment

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Design and Layout	The text includes vital details such as the company's name, address, phone number, email address, and logo.	The text has mostly important details but may have some small things missing.	Although contact details are usually deemed acceptable, they may not always be entirely precise.	The provided contact details are incorrect or insufficient.	There is either a lack of contact information or the information provided is incorrect.
Readability and Legibility	By selecting an appropriate font size, typeface, and colour contrast, reading the text becomes effortless.	The text is generally easy to comprehend, but its readability has some minor concerns.	While the overall quality is satisfactory, there may be instances where the ease of understanding may be impacted.	The text is difficult to read or comprehend.	The readability of the text is low or it is not legible.
Contact Details	Includes relevant information about the person or business and necessary contact details.	Primarily contains relevant information with a few minor omissions	While generally acceptable, contact information may not be entirely accurate.	The contact information is erroneous or lacking.	Contact information is either missing or inaccurate.

2. Task 2. Designing a business letterhead:

Suppose you were working for a company. Make up your designation, company names, and other information.

- Create a letterhead.
- Follow the ways of making good business letterhead and include the key elements.
- Once you are satisfied with the design, finalise the letterhead, save it in a suitable format (e.g., PDF, JPEG) and submit it.

Letterhead Creation Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Completeness of Information	It contains contact details, such as the firm name, address, phone number, and email, as well as important information, like the logo.	Primarily contains relevant information with a few minor omissions	While generally acceptable, contact information may not be entirely accurate.	The contact information is erroneous or lacking.	The contact information is either missing or inaccurate.
Typography and Fonts	Employs tasteful and elegant fonts for a polished appearance.	Employs tasteful and elegant fonts for a polished appearance.	While generally acceptable, font selections may not be consistent.	While generally acceptable, font selections may not be consistent.	Unsuitable or incomprehensible font selections
Color Scheme	It uses a colour palette that is visually pleasing and coherent.	Generally coherent, although with a few colour variations	Although generally acceptable, colour schemes can lack coherence.	There are poor colour selections that take away visual attractiveness	The colours used are either too bold or too muted.
Layout and Design	The design is balanced, aesthetically beautiful, and well-organized.	While generally organised, there is still space for improvement	Although generally good, the layout could be unbalanced.	The layout is disorganised or crowded.	The layout is disorganised and amateurish.

C. POST-TASK

Post-Task 1. Designing a Simple Business Proposal

- Work in a group consists of 3-4 people. Create a simple business proposal using Canva or similar applications. You can choose any topic, such as a startup proposal, a new product launch, or your company's service. Ensure that you include relevant data and supporting evidence to back your proposal.
- Outline your proposal as well based on the example that is already given:
 - Executive summary
 - Business overview (idea & plans of the business, mission, and vision)
 - Market analysis
 - Product/service description
 - Marketing strategy

- Financial Plan
 - Conclusion
- c. Review and edit it before you submit it
 - d. Submit the proposal in the form of a PDF by the due date
 - e. Refer to the assessment rubric provided

Business Proposal Evaluation Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Content	All sections are comprehensive and informative, with compelling supporting evidence.	The majority of sections are thorough and detailed, with solid supporting evidence.	Some sections lack detail and supporting proof.	Several sections lacked detail and supporting proof.	Many sections are incomplete and missing.
Language	Uses business English terminology and grammar correctly. Sentences are concise and unambiguous.	Uses business English vocabulary and grammar with minimal mistakes. Mostly clear and concise.	Effective use of business English vocabulary and grammar. Some mistakes are found.	Limited use of business English vocabulary. Grammar problems occur frequently.	Poor usage of business English terminology and grammar. Numerous mistakes.
Design	Highly visually appealing, with consistent formatting and efficient use of Canva/other application capabilities.	Visually pleasing, with a mainly consistent layout and effective use of Canva/other application capabilities.	Adequately visually attractive. There are some formatting issues.	There is limited visual appeal. Formatting errors and insufficient use of Canva/other application features.	Poor visual appeal. Numerous formatting issues and inefficient use of Canva/other application features.
Creativity	The business idea was presented in an original and inventive manner. Very engaging.	There is some uniqueness and inventiveness in the presentation. Engaging.	An adequate presentation with some innovative aspects.	There is limited creativity. The presentation is not compelling.	Lacks creativity. The presentation is uninspiring and uninteresting.
Professionalism	Highly professional and persuasive. Very well-prepared and presented.	Professional and convincing. Well-planned and presented.	Professional and persuasive. There are some issues with the organisation.	Professionalism and persuasiveness are limited. Several organisational issues.	Lacks professionalism and persuasiveness. Poorly organised and presented.

D. QUIZ

Answer the following quiz related to writing for the company from the QR code provided!



E. DISCUSSIONS

Discuss these questions with your lecturer and friends!

1. What is a business card's primary function in a professional setting?
2. How does a company's letterhead reflect its brand identity?
3. What is the main purpose of brochures/flyers in marketing?
4. How do brochures/flyers differ from other marketing materials like advertisements?
5. What is the role of a company website in the digital age?
6. How does a well-designed company website contribute to a positive user experience?
7. What is the importance of news articles for a company's reputation and brand image?
8. How can a company leverage news articles to reach a wider audience?
9. What is the difference between a company's website and a news article regarding content and purpose?
10. How can a company's business card, letterhead, brochures/flyers, websites, and news articles contribute to a cohesive brand image?

F. REFLECTION

Please write a reflection about the lesson you have learned!

1. What have you learned, what needs to be improved from your view?
2. How valuable was this learning experience for you?
3. How will you apply your learning in real life?

GLOSSARY

agenda (noun): a list or plan of items to be addressed or discussed at a meeting or event. (e.g., the meeting agenda was distributed to the staff a day before.)

audience (noun): the intended recipients or target readership of a message, presentation, or communication. (e.g., the meeting audience surprisingly arrived in time today.)

branding (noun): the process of creating and promoting a distinctive identity or image for a product, service, or organisation. (e.g., this company should choose their branding to establish the company's identity.)

clarity (noun): the quality of being clear, easily understood, and free from confusion or ambiguity. (e.g., she needs to find clarity for her role in this project.)

collaboration (noun): the act of working together to achieve a common goal or objective. (e.g., for this project, we need to do collaboration with the marketing staff.)

confidentiality (noun): the act of maintaining secret or privacy. (e.g., when handling sensitive data, maintain confidentiality.)

conciseness (noun): the quality of being brief and to the point conveys information efficiently without unnecessary elaboration. (e.g., in business writing, conciseness is used to save time and make sure the message is conveyed.)

consistency (noun): the quality of maintaining uniformity, coherence, or continuity in style, format, or content. (e.g., we must maintain consistency in our speaking style and tone for professional communication.)

correspondence (noun): written communication between people or organisations, particularly through letters or emails. (e.g., save all project-related correspondence for your records.)

corporate (noun): relating to or characteristic of a corporation or business organisation. (e.g., the new staff should follow the corporate's rules.)

editing (noun): the process of reviewing, revising, and correcting written material to improve its clarity, accuracy, and coherence. (e.g., this proposal needs some editing before it is given to the CEO.)

feedback (noun): information or comments in response to a request for evaluation or assessment are often used to improve performance or quality. (e.g., the staffs receive monthly feedback for their performance.)

minutes (noun): a written record or summary of the discussions, decisions, and actions taken during a meeting. (e.g., draft minutes were circulated to all attendees for checking.)

professionalism (noun): the conduct, behaviour, and attitude expected of individuals in a particular profession or workplace are characterised by competence, integrity, and respect. (e.g., they should have shown their professionalism while handling those clients.)

proofreading (noun): the careful reading and examination of a text to detect and correct spelling, grammar, punctuation, and formatting errors. (e.g., the interns

do some proofreading on the documents before printing them out.)

proposal (noun): a formal suggestion or plan is often presented for consideration or discussion, often to initiate a project or obtain approval. (e.g., the developed proposal for the new project has been signed.)

report (noun): a formal document that presents information or findings on a particular subject or issue and is often prepared for a specific audience or purpose. (e.g., the stakeholders were given the quarterly report last week.)

revision (noun): the act of making alterations or modifications to written content to improve its quality or effectiveness. (e.g., the process of revision aids in raising the document's clarity and readability.)

signature (noun): a name or unique mark inscribed as a means of identification is

usually found after a formal correspondence, email, or document. (e.g., after the email, give the signature at the last part of the email.)

stakeholder (noun): an individual, group, or organisation with a vested interest or concern in the outcomes or activities of a business or project. (e.g., all the stakeholders were informed of the project updates.)

style guide (noun): a set of standards or guidelines for writing and formatting documents, ensuring consistency and professionalism in communication. (e.g., please see the company's style guide for information on formatting and writing standards.)

tone (noun): the attitude or emotional expression conveyed through language often influences the perception of the message. (e.g., the email should have a polite and businesslike tone.)



CHAPTER 6

ENGLISH CORRESPONDENCE

"Replacing paper with a PC screen doesn't change the need for clear, precise communication."

- Kenneth Roman & Joel Raphaelson

"Good communication is the bridge between confusion and clarity."

- Nat Turner

LEARNING OBJECTIVES

- Students are able to write formal emails
- Students are able to write informal emails
- Students are able to write quotation
- Students are able to write an invoice

A. PRE-TASK

I. Formal Email

Please see the examples of email provided below and answer these questions.

1. In example 1, what do you think is the context of the email? What is the relationship between the sender and the receiver? How about in email 2?
2. Which email sounds more formal and appropriate in a business context? Why?
3. Based on your opinion, what can be defined as the characteristics of a formal business email?
4. How will you adjust the tone and language of the email if it needs to be sent in a professional context?
5. In email 2, there is CC and BCC. What do they mean?

Example 1

From : Mika (miimikaeuo@yahoo.com)
To: Chelsea Chun (chealseachun@thedesignpro.com)
CC: Tri (yoitstree@yahoo.com)
Subject: Grabbin' a bite soon!
Hey bub, Yo. Long time no talk, bub! What's up? Hope you are all healthy though. Don't you think that it has been a while since we caught up to each other? So, what if we grab a bite soon? Maybe we can slide into that new café downtown that has been going viral these past few days? Let me know if you're up for it. Plus, we're gonna talk about the house design for my homie. Catch you later! Best, Your prettiest bestie.

Example 2

From: Audrey (audreysmith@gmail.com)
To: Chelsea Chun (chelseachun@abccompany.com)
CC: Bryan Brown (bryanbrown@abccompany.com)
Bcc: troysmith@gmail.com
Subject: kitchen appliances purchase

Dear Ms. Chun,

I am writing to ask for information on my purchase of some kitchen appliances that your company sells. I made an order on Aug 3, 2023; the number is KAO. 08134B. I was sent the invoice on Aug 4, 2023, and paid in full on Aug 5, 2023. I sent my proof of payment to you on Aug 5. The invoice stated that my order would be delivered to my house yesterday, Aug 10. However, they have not arrived yet. Can you please check it?

Thank you. Your fast reply is highly appreciated.

Best regards,

Audrey Smith

a) Formal Email and Its Features

A formal email would consist of professional characteristics, including a subject line, proper salutation, well-structured content (clear and concise), a professional tone with clear points in the mail body, and an appropriate signoff (closing) message. Ensure you also use and send the email to a professional email address, not a personal one. Avoid slang, jargon, and over-punctuation in your formal emails; keep it polite by using the recipient's name.

b) Writing Formal Business Email

Following basic rules or best practices while writing a professional or formal email will guarantee its efficacy, civility, and clarity. The following tips help you write a business email:

- 1) It is necessary to write the subject line of the message briefly but comprehensibly. Do not begin all your emails with words such as "Urgent," "Important," etc. You can use some words or vocabularies that are as much relevant to the content of the email.
- 2) Pay attention to the greeting section; it should be clear. If possible, take the recipient's full name or their position at the company, although "Dear Sir/Madam" is discouraged. If the particular person's gender and age are unknown, it is preferable to say "Hello [Last Name]" as opposed to [First Name] [Last Name].

- 3) Do not waste words and be to the point: this advice applies to the email's body. You are saying it as it is without going around in circles. Ensure your ideas are coherent and sequential, each with a specific and clear paragraph theme.
- 4) The body of the email should always be polite and respectful. It's important to be assertive, but never at the cost of politeness. Always address the recipient with the respect they deserve, avoiding overly casual or unfamiliar tones if the sender has not greeted the latter.
- 5) Your email language should always be positive and constructive. Regardless of the issue at hand, it's always better to propose solutions and maintain a positive tone rather than dwelling on the problem.
- 6) Do not send it without proofreading. Ensure you have proofread for spelling errors, wrong grammar and any typos or errors. Such kinds of mistakes are unprofessional.
- 7) Insert necessary attachments and web links. If any documents or resources are mentioned in the email, they are either attached or provided with a link.
- 8) Sign out of the email properly. Choose closings such as "Best regards," "Thank you," or "Sincerely." End all of the closings with your name and contact details.
- 9) Always review your email signature to ensure it's professional and credible. Your signature should be informative and contain your name, place of work, phone number, and email address to give the recipient a clear understanding of who they're communicating with.

c) Adhering to Business Etiquette While Writing a Business Email

To avoid being casual and maintain a professional tone in a business email, here are some useful tips when writing one:

- 1) Address the recipient appropriately. It is widely recommended that one should start sending or writing an email with a proper formal greeting, especially if the email is business related, such as "Dear [Name]" or using "Mr." or "Ms." If you don't know the recipient's name: In case you are not sure of whom you are writing to, it is right either choose one of the following salutations: "Dear Sir/Madam," "To Whom It May Concern," or "Dear hired personnel." However, the preference would be to have an individual's name as the letter's recipient.
- 2) Use courteous and respectful language: Do not use any form of humour, sarcasm, or informal language, considering that the other person may not understand the context the same way you did. When choosing a language to write, one should use polite, simple, and straightforward language while applying complete sentences and proper grammar.
- 3) Be concise and direct: Any job means that time is money in the width of the business world. Start with an introduction, if needed, and essential information about the specific topic in a precise way that all people will understand.

- 4) **Proofread carefully:** Grammatical or spelling errors reflecting poorly give way to a perception of unprofessionalism. Proofread thoroughly, read out deliberately, and consider employing a spelling and grammar checker to ensure your sending is right.
- 5) **Conclude your email with a professional sign-off** like "Sincerely," "Best regards," or "Yours faithfully," and include your full name, job title, company name, contact details, and other relevant URLs linking to your website or social media accounts.
- 6) **Respect Privacy and Confidentiality:** Use the BCC function whenever you send messages where the recipients' email addresses are not freely revealed to others. Avoid sharing a company's sensitive information through email without encrypted methods.
- 7) **Follow Up Courteously:** When following up on previous ways, remember to remind the receiver of the context of your prior correspondence politely to avoid coming across as irritated or impatient.
- 8) **Match the Tone of Previous Messages:** To prevent misunderstandings, always respond to emails or forward messages with the same professionalism as the original communication.

Examples of Good Formal Business Email:

Example 1:

To: melissahan@uproject.com

Subject: Update on Project Progress

Dear Mrs. Han,

I hope this email finds you well. I want to update you on the successful completion of some projects we are collaborating on.

Over the past few weeks, our team has been working on projects A and B. Our project finish dates are on time, with no significant obstacles.

I would like to thank you for your ongoing assistance and cooperation on the projects. The tips and ideas you gave us initially have helped them succeed.

Secondly, I would like to thank you for sending more personnel when we were working on Project B. They were very competent and helped us very much.

We will start working on Project D. We will work cooperatively to achieve successful results.

Once again, thank you very much and we are looking forward to working with you again.

Best regards,

Harrison Yu

Project Manager.

Example 2

To: xx@gmail.com

Subject: Follow up on business proposal

Dear Mr. Todd,

This email concerns the business meeting we had at my office on 14th May 2018.

We met with you regarding providing your company with a yearly supply of computer hardware. We proposed to provide our service to you and agreed to hold another meeting to discuss matters in detail. You said that you would decide shortly, so we would like to know whether you have made any decision.

We would appreciate hearing about your decision. If you need more information, we are always ready to provide it as soon as possible.

Thank you,

Anya Wei

Managing Director

Camp Sales Ltd

II. Informal Email

Examine the following example and give your answer to the following questions:

1. Would you categorise this email as an informal business email? Why do you think so?
2. How would you describe the characteristics of informal business email?
3. How can you modify your wording to fit the recipient's tone and degree of familiarity in an informal business email?
4. Besides "Cheers," what other openings and closings are appropriate for informal business emails?

Hey team!

Hope you all are fine. I am just dying to meet and discuss our project. This Saturday, 10 a.m. let's meet at our favourite coffee shop. I am sure we will rock this project and make something enjoyable.

Can't wait to meet you guys and start this amazing journey finally!

Cheers,

Diah

a) Characteristics of Informal Business Email

A relaxed and friendly tone finds informal business emails suitable for communicating with close friends, relatives, or known individuals. The following are the key characteristics that you can adhere to:

- 1) Audience: Contrary to formal email, the audience for informal emails normally includes a close friend, family member, or acquaintance with whom you can be informal in tone.
- 2) Writing Style: An informal email is written simply and directly using slang, contractions, and informal words.
- 3) Length: They are mostly shorter than formal emails and would deal with short updates or private questions.
- 4) Structure: The style and format of informal emails are flexible, allowing more creativity and expression.
- 5) Salutations: It usually starts with something casual, like "Hey!" or "Hi there!"
- 6) Closing: Use something casual like "Cheers" or "Bye for now".
- 7) Personal Touch: Emojis, personal stories, and loose language are all allowed in informal emails.

b) Key Elements to Include in An Informal Email

An informal email is a write-up for casual communication when talking to friends, family, or people you know in person. Key elements that can make this rated item successful are given below in a summarised form:

- 1) The subject line would creatively and yet concisely reflect the email's content.
- 2) Salutations could be warm and informal, like "Hello," "Dear [Name]," or "Hi there!"
- 3) Write decent, plain sentences that are straight to the point, focusing on the main purpose of the email. Add useful comments and share news or stories that are helpful and of interest to the reader.
- 4) While writing the email, personalise it by talking about the interests of the recipient, their favourite things, or attributes you share
- 5) Include any other words of assurance for the conclusion of the email, such as "Hope to hear from you soon," "I can't wait to see how things have been lately," or "Take care."
- 6) You can put attachments or links, but justify why you must put them down. You can also use the CC field judiciously to add further receivers of the email where necessary.
- 7) Write the email in small, compact, and not more than 200 words.
- 8) Adapt your language according to the person's familiarity with you.
- 9) Refrain from using too much punctuation, formal language and business jargon.
- 10) Ensure your email is without all typos and mistakes before shooting it out.

c) Email Tone Appropriateness

Being nice and polite does not always mean employing a formal register or tone. It is not necessary to be very formal to be nice. Your addressee is an important consideration in composing any text. The perception of your connection with the reader determines your tone when writing to that person. Use formal language if you are not able to know the person. When in doubt between two options, use the more formal one rather than the less formal one.

III. Quote/Quotations

Answer the following questions about the example provided:

1. Do you like the design and the layout?
2. How does the layout of a quotation influence its overall appeal and readability?
3. What is the procedure to ensure clarity and easy comprehension of the text of a quotation?
4. How can white space positively contribute to a quotation's aesthetic appeal and legibility?
5. How can the language used in a quotation reflect the tone and values of the company issuing it?

Example:



QUOTATION

Quotation # US-2024-005

Date: 28 July, 2023

To:
Daniel Gallego
123 Boulevard St., Jakarta
danielgallego@reallygreatsite.com

From:
Olivia Wilson
125 Orchard St., Singapore
olivwilson@illitcompany.com

Item	Quantity	Price	Amount
Web Designer	1	\$500	\$500
Business Card Design	2	\$45	\$90
Print Design	3	\$55	\$165
Total			\$755

Payment Method
Rimberio Bank
Account Name: Olivia Wilson
Account No.: 0123 4567 8901
Pay by: 30 July 2023

Terms & Conditions
50% down payment should be paid upon contract signing.


Olivia Wilson

 123-456-7890  125 Orchard St., Singapore



a) Definition

A quotation is an instrument showing a price on goods or services, with a document showing costs for taxes, materials, and labour with no change. For example, if Company X wants to sell its products to Company Y, it will send them a quotation detailing prices for each item. Similarly, if Company Z requests a quotation for one of the projects, Company W will provide the quotation of costs head aligned with it. At a broader scale, the quotation would go into minute details and explain to the buyer the actual cost of the product so that buyers can decide whether it fits their budget and satisfies all the requirements.

b) Writing a Quote for a Business Client

To improve your chances of landing a new business contract or project by writing a quote for a client, take the following actions:

1. Understand the client's needs: Knowing what the client needs will help create a quote that will provide the required amount for the cost of your services.
2. Include a cover letter: Include the quote with your company details and describe why you should be hired. This will help create the first favourable impression.
3. Describe the services: Elaborate on what services will be delivered, including the tasks to be performed and the time it is likely to take, among other relevant information.
4. List the costs: Simplify all the required expenses, including supplies, work, and other expenses. This assists the client in opening up and appreciating how you arrived at the agreed price.
5. Specify payment terms: Include the total amount, the period within which payment will be made, and other charges, such as penalty interest.
6. Set an expiry date: Inform the client of the days, hours, or any other preferable time they have to accept your quote. This will compel them to make a decision earlier.
7. Proofread your quote: Before forwarding the quote, make sure there are no spelling, grammatical, or typo errors. A neat quote, free of mistakes, gives the impression of a professional.
8. Follow-up: Call the client once again to check whether they got the quote and if there is anything else that they may want to know. This will help in good communication, advocate the work, and give you a better chance of being recruited.

Example:

Subject: Proposal for Services - Project ABC

Dear Ms. Smith,

We are grateful for the chance to offer a proposal for the supply of services associated with Project ABC. After carefully reviewing the scope of work you requested, our team feels that our skills and experience perfectly fit the project's goals.

Project Overview:

We include the following deliverables in our proposal:

1. Consulting services for strategic direction and project management
2. Creating and executing personalised software solutions
3. Instruction and assistance for final users

Total Cost: IDR xxxx

Cost Breakdown

Service	Description	Rate	Quantity	Subtotal (\$)
Consultancy	Strategic Guidance	IDR x per hour	x hours	IDR xxx

Custom Software	Development and Implementation	IDR y per day	x days	IDR xxx
User Training	Onsite training sessions	IDR a per session	x sessions	IDR xxx
Support	Post-implementation maintenance and assistance	IDR d per incident	x incidents	IDR xxx

Scheduling:

- Start Date: mm/dd/yyyy
- Completion Date: mm/dd/yyyy

Terms and Conditions:

- Payment Schedule: 50% due upon signing the contract, remaining balance due upon successful completion of all deliverables
- Cancellation Policy: The client must notify us in writing at least 30 days before the scheduled start date
- Intellectual Property Rights: All intellectual property developed during this engagement shall remain the sole property of ABC Company Ltd.

Thank you for considering our proposal. We look forward to discussing further details and answering any additional questions you may have. Please feel free to reach out to me directly via phone (+62 (XXX) XXX-XXXX) or email (john.abraham@abccompany.com).

Best regards,
John Abraham
CEO, ABC Company Ltd.

c) Tips for Creating a Successful Quote

- Setting prices that are too high or too low is generally not advisable. The prices should be reasonable enough to attract customers while also reflecting the quality of the product.
- Transparency is considered an ethical practice, and hidden terms and conditions can result in a lack of trust. Building a trustworthy customer relationship is crucial for establishing the business as a pioneer.
- While there are internet resources for manual quote templates, it is recommended to utilise cloud accounting software since it streamlines the process and yields precise and expert results.

IV. INVOICE

Look at these examples of invoices below. After that, answer these questions.

1. Do you like the invoice examples' design and layout? Why?
2. From the example, what key components must be included in an invoice for it to be legally compliant and effective?

Example 1:



DANESHWARA
Design & Photography

DANESHWARA DESIGN & PHOTOGRAPHY
145 Denpasar St., Newyork City
Lwww.krishnaphotography.com
909-12-3-444

ISSUED TO:
Agus Stevenson
Liceria & Co.
123 Denpasar, St. Newyork City

INVOICE NO: 01234
DATE: 11.03.2032
DUE DATE: 11.04.2032

DESCRIPTION	UNIT PRICE	QTY	TOTAL
brand consultation	100	1	\$100
logo design	100	1	\$100
website design	100	1	\$100
SUBTOTAL			\$300
		Tax	10%
	TOTAL		\$330

BANK DETAILS
BNI BANK
Account Name: Krishna Daneshwara
Account No.: 098920921

THANK YOU


Example 2

INVOICE

ISSUED TO:
Gede Jayadi
Thynk Unlimited
123 Newyork St., Any City

INVOICE NO: 01234
DATE: 11.02.2030
DUE DATE: 11.03.2030

PAY TO:
Borcele Bank
Account Name: Daneshwara Krishna
Account No.: 01929919 920

ITEM	UNIT PRICE	QUANTITY	TOTAL
Brand consultation	\$123	1	\$123
logo design	\$145	1	\$145
Website design	\$155	1	\$155
Social media templates	\$133	1	\$133
Brand photography	\$132	1	\$132
Brand guide	\$167	1	\$167
SUBTOTAL			\$400
		Tax	10%
	TOTAL		\$440


145, HAMILTON ST. NEWYORK

a) Definition

An invoice signifies a record based on which consumers are billed for goods or services provided, identifying the amount due and payment terms.

b) Invoice Content:

Invoices often include the following information:

1. Branding includes logos, colours, and typography that reflect the business.
2. Legal information includes a unique identity number, business name, address, and contact information.
3. Customer information includes name, address, and contact information.
4. Clear and specific description of products or services given.
5. Price: The charge for each good or service.
6. Total cost of goods/services.
7. Payment information: Accepted methods and bank details.
8. Date of Supply (also known as "time of supply" or "tax point")
9. Invoice Date
10. Provide VAT information (if applicable).
11. Unique invoice number.
12. Provide the purchase order number, if available.
13. Terms and conditions.
14. Due date (not legally necessary, but typical practice).

c) Types of Invoices

There are several sorts of invoices used in business, including:

1. Standard Invoice: A sales invoice that requests payment for a specific product or service.
2. Proforma Invoice: A quote provided before sale confirmation.
3. Commercial Invoice: This is used for international commercial transactions and includes additional information such as country of origin, tariff codes, and currency.
4. Retainer Invoice: Requests advance payment from a client before beginning work.
5. Final Invoice: The final invoice submitted to a client, including completed services and any outstanding balance owed.
6. Collective Invoice: For many projects for a client, combine smaller invoices to reduce transaction expenses.
7. Credit/Debit Invoice: Provide reimbursement for overpayments, while debit invoices raise the amount payable on a previous invoice.

d) Managing Unpaid Invoice

Business owners may have to deal with slow-paying clients who leave invoices unpaid or past due. While this is a regrettably typical occurrence, there are some measures you may employ to maximise the likelihood of being paid on time:

1. Send automated payment reminders.
2. Provide multiple payment alternatives.
3. Charge late fines or provide early payment discounts.
4. Call your customer.
5. Utilize invoice factoring to manage overdue bills and payment collection.

B. TASK

1. Task 1: Making A Formal Email

- a. Read the provided scenarios carefully.
- b. Imagine yourself in the given role and context.
- c. Compose a formal email addressing the situation described in each scenario.
- d. Ensure your email adheres to formal email conventions, including appropriate greetings, salutations, language, and tone.
- e. Aim for clarity, professionalism, and conciseness in your email.

Scenarios:

- a. **Scenario 1: Job Application**
You have just graduated and are looking to apply for a marketing assistant position at a top company. Please draft a formal mail to the HR manager that describes your experience and qualifications relevant to the position. Please also indicate your interest in the job.
- b. **Scenario 2: Inquiry About Services**
As a businessperson, you're considering partnering with an online marketing company to raise your online presence. Draft a formal email to contact them officially and ask if they are available, what kind of work they do, and at what rate the service costs there.
- c. **Scenario 3: Request for Information**
Being a project manager, you've been mandated to organise a business conference. Write a formal and polite email to a venue management company asking about their conference facility, services, and event availability.
- d. **Scenario 4: Complaint Letter**
An electronic device you bought from a retail seller online has just been delivered, only to realise the item is damaged. In connection to this, forward a formal letter or an email to the managing director of the retailer's customer care department to express your dissatisfaction and, in the process, refuse to be served the option of a refund or replacement.
- e. **Scenario 5: Proposal Submission**

Your company is bidding to supply IT services to some large organisations. Formally write an email to the procurement manager stating your interest in collaborating with the company and the proposal your company has tabled.

Submission Guidelines:

- Each e-mail should be in correct e-mail form with a subject line, greeting, body, and closing.
- Ensure correct spelling, grammar, and punctuation.
- Attach your completed emails in the submission section, both .pdf and .doc, for review and feedback.
- Please see the assessment rubric.

Email Writing Assessment

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Purpose and Audience	The purpose of the text is well-defined and effectively communicated to the intended audience.	The purpose and audience are mostly addressed in the text.	Although the purpose and audience are somewhat addressed, there may be some lack of clarity.	The purpose and audience are either unclear or not properly addressed.	The text lacks clarity in defining the purpose and addressing the intended audience.
Clarity and Conciseness	The information provided is easy to comprehend, concise, and clear.	The information is mostly concise and clear, but there may be a slight lack of clarity.	The information is generally understandable, but it could benefit from more conciseness.	The information is frequently unclear or unnecessarily wordy.	The information is difficult to understand and highly confusing.
Structure and Organization	The structure is well-planned and follows a logical sequence with proper formatting.	The organisation has some minor inconsistencies, but it is mostly well-organized.	The organisation is generally acceptable, although it may lack coherence at times.	The progression of the organisation is unclear or lacks a logical flow.	The organisation is entirely disorganised.
Tone and Professionalism	Speaks courteously and professionally at all times.	Generally, speaks professionally.	While generally professional, the tone can fluctuate.	It's not a professional or suitable tone.	The tone is rude or unprofessional all the time.
Language Accuracy	The wording is precise, suitable, and free of mistakes.	With a few minor blunders, the wording is generally accurate.	The linguistic accuracy is generally acceptable; however, there may be a few inaccuracies.	Language precision is usually degraded, which reduces clarity.	The language correctness is consistently low or perplexing.

Call to Action	Clearly explains any needed action or response by the receiver.	It mostly contains a clear call to action.	The call to action is somewhat apparent but may lack specifics.	The call to action is ambiguous or not well expressed.	No call to action was presented.

2. Task 2: Making Quotation

- Read carefully through the following scenarios.
- Put yourself in the place of the individual in each scenario and consider what a prospect like you as a client would want or need to have.
- Based on the needs in the case, prepare a formal quotation for business.
- Include all details which may reasonably be necessary to a quotation, including price, description of services or products, terms and conditions, and so forth.
- Your quotation should be written in formal business writing format—clear, professional, and error-free.
- Be persuasive, touting the value proposition of your offer.

Scenarios:

- Scenario 1: Catering Services**
You operate a catering business where you offer services to business clients. You are contacted by a local company hosting a two-day business conference for 100 people. The company is requesting your cost estimate for providing breakfast and lunch on both days, stating the menu, price per person, and any special dietary accommodations that would be provided, and also include any other service that might be offered by the catering company, such as set-up and clean up.
- Scenario 2: Website Development**
You are an agency owner specialising in web development. A small business owner wants to renovate a discontinued website to grow their online presence. This customer needs a quotation for website design and development services, including e-commerce features, making the website responsive for mobile devices, and search engine optimisation. In addition, they would like a time and cost breakdown for the project.
- Scenario 3: Office Furniture**
You run a furniture supply company for all the supplies an office space would want. A new company is setting up office space and requires a quote for office furniture covering desks, chairs, filing cabinets, and conference room tables. There is interest in ordering items singularly and as bulk stock. They want information on pricing, options for delivery, and any possible discounts.
- Scenario 4: Graphic Design Services**

You are a freelance graphic designer. A start-up tech company approaches you for the following deliverables: design a logo, layout for a business card, and social media graphics to help brand and market them. They want a quotation that clearly defines what you will provide, the cost for each item, the number of revisions, and other design concepts or mockups provided in your services.

e. Scenario 5: Consulting Services

You are a management consultant in business strategy. A medium-sized enterprise is seeking external help in overhauling its operations to become more efficient. They contact you by mail, seeking a quote for the following consulting services: preliminary review, strategy development, support with implementation, and monitoring. They would also like to learn about your hourly fee and if this could be reduced in the case of long-term assignments.

Submission Guidelines:

- Any business quotation must be professional with clear headings, itemised pricing, terms and conditions, and contact information.
- Ensure correct calculations with a clear description of services or products offered.
- Submit your completed business quotations for review and feedback; prepare yourself to present them in front of your class.

Quotation Writing Assessment

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Clarity of Information	Gives all relevant details regarding the quotation straightforwardly and concisely.	Most of the time, concise and clear	Though sometimes unclear, the information is often understandable.	Information is frequently ambiguous or lacking.	Information is unclear and challenging to comprehend.
Information Accuracy	The quote is true and accurately represents the goods and services provided.	That is mostly true, with a few small inconsistencies	Although mostly correct, the quotation may contain minor mistakes.	There are major flaws or inaccuracies in the quotation.	The quotation is entirely false or deceptive.
Presentation	Quotation is aesthetically pleasing, intuitive to use, and well-structured.	While generally organised, there is still space for improvement	Although generally acceptable, the presentation may be inconsistent.	The presentation is unclear or haphazard.	The presentation seems disorganised and amateurish.

Language Use	The language is error-free, suitable, and professional.	Generally professional with a few slip-ups	Although language usage is typically acceptable, mistakes can happen occasionally.	Language mistakes are common and obscure the meaning.	Language use is constantly imprecise or incorrect.
Follow-up and Contact Information	Contains a call to action for additional inquiries along with obvious contact details.	It mostly includes clear contact information.	Although contact details are given, they might not be clear or comprehensive.	It is hard to find or unclear who to contact	There was no call to action or contact information given.

3. Task 3. Drafting Invoice

- Carefully review the scenario offered.
- Assume the role given in the scenario and analyse transaction information.
- Create a formal invoice suitable for the case described.
- All necessary details must be disclosed, namely details concerning a buyer and a seller, an invoice number, a date, the products or services, the number of them, how much each cost, the total costs, and what payment methods are used.
- Ensure your invoice adheres to standard invoicing conventions, including clarity, accuracy, and professionalism.
- Aim for a clear, concise layout that facilitates easy understanding and processing.

Scenario:

You have a freelance photography company, and you just finished a photo session for a marketing campaign for a corporate client. The client is requesting an invoice for the provided services. On January 15, 2025, photos were taken for various marketing materials such as brochures, social media posts and website banners during your photo session. The photoshoot took 4 hours in total, and the cost was \$200 hourly.

Submission Guidelines:

- Your invoice should contain all transaction details regarding the services provided, quantity, rate, and total amount due.
- Ensure correct calculations with clear explanations of services rendered.
- The invoice must be properly formatted, with professional headers, itemised lists, and contact information.
- Submit your completed invoice for review and feedback, and be prepared to present it to the class.
- Refer to the assessment rubric.

Making Invoice Assessment

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Content	Includes all relevant facts, including company and client names, addresses, invoice numbers, dates, itemised list of items and services; and quantities, unit rates, and totals.	Contains the most needed elements: the company's name and address, client information (name, address, invoice number, and date), an itemised list of items and services, ensure accurate quantities, unit pricing, and totals	There is a lack of vital information: Issues may include missing company or address information, incomplete client information, inaccurate invoice numbers or dates, items/services lacking description and clarity, and inaccurate calculations.	Incomplete or missing components include inaccurate or missing crucial elements, missing or wrong client information, wrong invoice number or date format, Missing or unclear items/services, and significant calculation mistakes or missing totals.
Language and Clarity	The language is straightforward, concise, and professional. Uses proper grammar, spelling, and punctuation. Uses acceptable business terminology.	Language is often straightforward and suitable. There are a few grammatical, spelling, and punctuation errors. Uses business terms effectively.	Language can be confusing or informal. There are several grammar, spelling, and punctuation errors. Business terminology could be misused or lacking.	The language is vague, casual, or unsuitable. There are several grammar, spelling, and punctuation errors. Business terminology is misused or completely lacking.
Formatting and Structure	Uses a standard invoice format and structure. The layout is clear and well-organized. Consistent usage of typeface, spacing, and alignment	Conforms to invoice format and structure. The layout is mainly clean and orderly. The font, spacing, and alignment are generally consistent.	There are some deviations from the standard format. The layout may be busy or unclear, with inconsistencies in typeface, spacing, or alignment.	Significant deviation from standard format or structure. The layout is disorganised, unclear, or poorly structured. Inconsistent font, spacing, or alignment that impairs clarity.
Professionalism	Provides a professional and polished appearance. Displays attention to detail.	Overall, the presentation was professional. Although small flaws are apparent, attention to detail is evident.	The presentation is professional. Despite some attention to detail, there are still severe issues.	The presentation lacked professionalism and attention to detail. There was little or no attention to detail, which affected accuracy and quality.

C. POST-TASK

1. Practice 1. Making Informal Email

- You are writing an informal email to a colleague to discuss plans for an upcoming project meeting. Your colleague's name is (...), and you have a friendly working relationship with him.
- Make an informal email related to this scenario.
- Once you are satisfied with your email, submit it for review or share it with a peer or instructor for feedback.
- Refer to the assessment rubric.

2. Practice 2. Making Invoice

- Imagine a hypothetical business transaction for which you are creating an invoice. This could be a sale of goods or services to a client or customer.
- Determine the relevant details such as the transaction date, the products or services provided, the quantity, the unit price, and applicable taxes or discounts.
- Submit your work in the form of .pdf or .doc.

3. Practice 3. Making Quotation

- You are an office furniture supplier preparing a quotation for a potential corporate client interested in purchasing desks, chairs, and filing cabinets for their new office space.
- Consider what information you need about the customer, such as their name, address, and contact details.
- Submit your work in the form of .pdf or .doc

D. QUIZ

Answer the following quiz related to English correspondence from the barcode provided!



E. DISCUSSIONS

Discuss these questions with your lecturer and friends!

1. What are the essential components of a professional email, and how do they differ from a casual email?
2. When drafting a business quotation, what factors should be considered to ensure accuracy and competitiveness?
3. How can one effectively structure an email to inquire about a potential business opportunity?
4. What key elements to include in an invoice to ensure prompt payment and clarity for the client?
5. How can email etiquette vary across different cultures, and what considerations should be made when communicating internationally?
6. What common mistakes to avoid when composing business emails, and how can they impact professional relationships?
7. How can one balance offering competitive pricing and maintaining profitability when creating a business quotation?
8. What are some strategies for following up on unpaid invoices without damaging client relationships?
9. How can personalised touches in emails and quotations enhance client relationships and increase the likelihood of securing business?
10. What are the advantages of using professional email templates and invoice software, and what features should one look for when selecting such tools?

F. REFLECTION

Please write a reflection about the lesson you have learned!

1. What have you learned, what needs to be improved from your view?
2. How valuable this learning experience was for you?
3. How will you apply your learning in real life?

GLOSSARY

acknowledgement (noun): a statement or action that recognises the receipt of something, such as a letter or message. (e.g., the company received your letter yesterday, and one of the staff will send the acknowledgement within three business days of business hours.)

address (noun/verb): (noun) the particulars of the place where someone lives or an organisation is situated; (verb) to write the destination details on a letter or package (e.g., noun: can you verify the address on the envelope and whether it is correct? ; verb: do not forget to address the client properly in your letter.)

annex (noun): an additional document or section added to the main document. (e.g., you can refer to the annex for additional information regarding this project.)

attachment (noun): a document or file that is sent along with an email. (e.g., please see the attachment of the revised contract in your email.)

bcc (abbrev.): abbreviation of "blind carbon copy"; used to send a copy of an email to additional recipients without the knowledge of the main recipient. (e.g., i will bcc her on this email to alert the manager without giving her email address to the other recipients.)

bulletin (noun): a brief official statement or broadcast summary of the news. (e.g., updates on our new policies are in the most recent business bulletin.)

cc (abbrev.): abbreviation of "carbon copy"; used to indicate additional recipients of an email. (e.g., to keep the project coordinator informed, cc her on this email.)

closing (noun): the final part of a letter or email, typically containing a farewell, signature, and any additional remarks.

(e.g., please ensure that the closing of the letter should be in a formal tone.)

closure (noun): the final part of a letter or email. (e.g., the letter's closure presented an overview of the key topics covered.)

complimentary (adjective): expressing praise or admiration, given or supplied free of charge, as an act of courtesy. (e.g., we recently gave a presentation about the progress of the company's new project and received a complimentary response.)

enclosure (noun): something included with a letter or package. (e.g., please find the flyer in the enclosure with this letter.)

envelope (noun): a flat paper container with a sealable flap used to enclose a letter or document. (e.g., can you seal the envelope before sending that invitation to the client, please?)

epistolary (adjective): relating to or contained in letters. (e.g., the countless letters she addressed to her friends demonstrated her epistolary flair.)

format (noun/verb): (noun) the arrangement, layout, or design of something; (verb) to arrange or design in a particular way. (e.g., verb: can you format this document based on the company's rules? ; noun: the format of this email should be consistent throughout.

forward (verb): to send (a letter, email, or package) to a further destination or recipient. (e.g., let me forward the response of our client regarding our new product.)

inquiry (noun): a request for information or clarification. (e.g., thank you for your inquiry about our newly released product.)

justification (noun): an official announcement or message that informs

someone of something. (e.g., the justification of the reason behind the delay is contained in the follow-up email.)

layout (noun): the arrangement or design of text and images on a page or screen. (e.g., can you change the layout to be more visually appealing?)

postscript (noun): an additional remark or paragraph added after the signature in a letter. (e.g., postscript (ps): do not forget to attend the meeting on Friday.)

recipient (noun): the person or entity to whom something, especially a letter or package, is addressed or sent. (e.g., ensure the recipient gets a grip on our message regarding the new offer.)

regards (noun): a polite expression of good wishes at the end of a letter or email.

(e.g., I ended the letter with "best regards.")

reply (noun/verb): (noun) a spoken or written answer; (verb) to say or write something in response to something received. (e.g., noun: i review the reply to the previous email sent to the project's partnership. ; verb: please reply to my inquiry regarding the new product.)

salutation (noun): a greeting at the beginning of a letter or email. (e.g., please do not forget to put a salutation in the email you have created.)

signature (noun): a person's name written in a distinctive way as a form of identification at the end of a letter or document. (e.g., please add your signature to this box.)



CHAPTER 7

HANDLING TELEPHONE CALLS

"Just in a professional world, sometimes a phone call is more meaningful than a text."

- Kevin Harvick

"Emails get reactions. Phone calls start a conversation."

- Simon Sinek

LEARNING OBJECTIVES

- Students are able to handle incoming calls
- Students are able to make outgoing calls
- Students are able to create a message form
- Students are able to write in a message form
- Students are able to perform etiquette in handling phone calls

A. PRE-TASK

I. Incoming/Inbound Calls

Before we discuss incoming/inbound calls, you must watch these videos. They will help you visualise the topic.

SCAN ME



The videos in the QR code provide several examples of handling the calls. From the videos, please answer the following questions:

1. Did you enjoy the way the agents handled the phone call? Why?
2. How are the tone and professionalism of the call agents?
3. What are the dos and don'ts of handling phone calls?
4. Please draw some points from the video on the tips for handling phone calls professionally.

a) Definition

While 'Inbound' and 'incoming' calls are often used interchangeably, they generally refer to the same thing: calls that a business or organisation receives from customers or prospects. A call centre or help desk typically handles these calls. They are used for various purposes, including customer service, technology support, product or service inquiries, inbound sales, and more. The primary goal of these calls is to address customer and client concerns to build loyalty and increase customer satisfaction.

b) Effective Incoming Calls Handling

To successfully handle incoming calls, it is important to exhibit promptness, clarity, empathy, and proper follow-through. There are several key elements to consider when dealing with incoming calls:

1. Respond promptly: the phone should be answered within three rings to show you are a keen and responsive person.
2. Professional greeting: you should start the call energetically, stating your name and company/organisational name.
3. Listen attentively: Listen to the caller's concerns and respond appropriately to build compatibility.
4. Speak clearly and positively: Your voice should show confidence and friendliness. Avoid using technical words or jargon unless necessary.
5. Take responsibility: Show that you are dedicated to helping the caller and accept accountability for their satisfaction.
6. Resolve or escalate: Try your best to address the caller's concerns, and if the matter requires the attention of the relevant department, escalate it.
7. End the call: Thank the caller for their time and assure them that their problem will be resolved shortly.
8. Follow-up: The caller should be informed of the actions taken and the status of the concern. This shows that you care about their satisfaction.
9. Call recording: monitor and train yourself to improve the quality of service provided to your customers.
10. Reduce waiting time: ensure callers are not made to wait and project a positive image of your company.

c) Phrases for Handling Incoming/Inbound Calls

1. Answering the calls

- a. Number one company, this is Louis. How may I help you?
- b. Good morning/afternoon/evening, Number One company. How may I help you?
- c. Sales and marketing department, Frank speaking.

Note: When taking an external incoming call and speaking with a customer, it is typical to say, "Good morning/afternoon/evening, ABC Company. This is Henry (stating name), and how may I help you? (offering help)". For internal calls, stating your name and department is generally adequate. Following it with offering help is also possible.

2. Getting the caller's name if they don't give it to you

- a. "May I have your name, please?"
- b. "May I know who I'm speaking with?"
- c. "May I ask who's calling?"

3. Responding to a caller's request

- a. "Sure, please, let me check on that."
- b. "Let me see if she's available."
- c. "Sure, one moment, please."

4. Asking someone to wait in the line

- a. "May I place you on hold for a moment?"
- b. "Would you mind waiting while I check and address the issue?"
- c. "Just a moment, please. I'll put you through."

5. Taking a message

- a. "She/he/our college is unavailable right now. Would you like to leave a message?"
- b. "She/he/our college is having a meeting at the moment. Would you mind if I took the message?"

6. Handling bad connections or wrong numbers:

- a. "I'm so sorry. It appears we have a bad line right now. Can you give me your number, and I'll call you right back?"
- b. "I feel that the connection is currently very poor. Could you please speak a little louder?"
- c. "Excuse me, please. Would you mind repeating that?"
- d. "Apologies, you have dialled the wrong number."

7. Ending the call

- a. "Anything else I can help you with? Alright, Ma'am, thanks for calling. Have a great day!"
- b. "Is there anything else I can help you with? ... Alright, Sir, have a nice day,"

II. Outgoing/Outbound Calls

Watch the videos in the QR code about handling outgoing calls and answering the following questions:



Questions:

1. How do you think the staff responded to the caller from the videos? In terms of language expressions, politeness, and problem-solving skills?
2. What competency and skills are needed by a telephone agent/operator?

a) Definition

Outbound calls are initiated by a company or business to connect with clients or prospects. The aims of these calls may include cold calls (unexpected sales calls), responses to support requests, or notifications related to new services.

b) Doing the Outbound/Outgoing Calls Effectively

1. Preparation

- a. You should conduct research to learn about your target audience or customers. This will help you understand their wants or preferences.
- b. Prepare a script or talking points to guide the conversation, but remember to be ready to wing it based on the customer's reactions or responses.
- c. Prepare yourself with information about the product specifications, price, promotions, and frequently asked questions.
- d. Be clear with the purpose of the calls, for example, making appointments, generating leads, or selling services/products.

2. Introduction

- a. You need to begin the conversation with a warm greeting or salutation. After that, you can introduce yourself and your company.
- b. State briefly the purpose of your call. It is used to get the attention of the listener.
- c. Be clear and considerate, and respect the customer's time.

3. Engagement

- a. Open-ended questions can provoke conversation and understanding of the customer's needs.
- b. The customer's responses should be actively listened to, showing empathy and understanding.
- c. You can emphasise the benefit or solution that your product or service can bring to the customers to fulfil their needs.

4. Value Proposition

- a. Clearly state your product or service's value proposition.
- b. Specify what makes your product or service special, including key features, benefits, and value for customers that differentiate it from your competitors.
- c. Customize your pitch to the specific problems or pain points the buyer might face.

5. Handling Objections

- a. Do not simply ignore the expectation of objections. Prepare responses that can convincingly address them.
- b. You can empathise by providing relevant data or reassurance.
- c. Use testimonials, case studies, or demos to build credibility and address objections effectively.

6. Closing

- a. Summarize the call and emphasise the value of your offer.
- b. You can outline the next steps or what to expect from either party.
- c. Address objections or negotiate terms as needed so both parties are satisfied and happy with the agreement.

7. Following Up

- a. Take notes during the call, jotting down important points and action items.
- b. Follow up quickly on any promised information or documents.
- c. Keep the clients or customers engaged through constant communication, and by doing so, nurture those relationships to drive more conversions.

c) Phrases for Handling Outgoing/Outbound Calls

1. Introduction:

- a. "Good morning/afternoon/evening, Michael. My name is Yura from ABC Company. How are you today?"
- b. "Hello, this is Yura calling from ABC Company. I hope I'm not catching you at a bad time."

2. Stating Purpose:

- a. "I'm reaching out to discuss [specific product/service] that could benefit you."
- b. "My call is to share some exciting updates about [Your Company's Offering]."

3. Engagement:

- a. "Could you tell me a bit about [prospect's business/role/challenges] so I can better understand your needs?"
- b. "What are your priorities regarding [relevant topic]?"

4. Value Proposition:

- a. "Our product/service can help streamline your processes and save you valuable time and resources."
- b. "Our solution has been proven to [specific benefit], which I think could be advantageous for your company."

5. Overcoming Objections:

- a. "I understand your concerns. Many of our clients initially had similar worries, but after implementing our solution, they've seen significant improvements in [relevant metric]."
- b. "That's a valid point. Let me address that by explaining how [feature/benefit] can directly address your concern."

6. Closing:

- a. "Following our discussion, our product/service meets your requirements. So, would you be interested in arranging a demo?"
- b. "Additionally, is there any further information you want to know before we proceed with the next steps?"

7. Follow-up:

- a. "I will send you a more detailed email with some case studies, which I think will be helpful for you."
- b. "I will call next week to follow up on whether you have gone through the materials or if you have other questions."

8. Courtesy:

- a. "Thank you for your time today. I look forward to the opportunity of working together."
- b. "I appreciate your insight and the opportunity to discuss ways in which we can help you achieve your goals."

III. Everything About Call Handling

a) Best Practices in Handling Calls

In the quest to provide customers with an excellent customer experience, setting up call-handling procedures that incorporate best practices is critical. Following are some guidelines to take into consideration when developing such procedures:

1. Develop a call-handling script: Formulate a script for common queries that all the executives can use to ensure uniformity in customers' experiences, regardless of whom they speak with.

2. Optimize call flow: The script should be used to initiate and close calls to maximise caller satisfaction. Summarising the call outcome at the end of the call could leave the customer satisfied.
3. Maintain conversation control: Team members should learn how to manage the conversation and not let the caller bring them in a different direction. Consistent monitoring and support can help new call centre executives to develop this skill.
4. Caller information: This is related to the information obtained from the caller before proceeding with the call to track the customer journey of repeat callers.
5. Call handling etiquette: You should implement phone etiquette practices like smiling while one talks, using the customer's name, staying calm and polite, and never-ending the call on a negative note. Remember, it is attending to customer inquiries and leaving the customer feeling valued and respected.

IV. Telephone Message Form

Below are examples of message forms

Example 1

<i>While You Were Out</i>	
For <u> Your text here </u>	
Date <u> </u>	Time <u> </u>
M <u> </u>	
of <u> </u>	
Phone <u> </u>	Fax <u> </u>
Email <u> </u>	
☐ Called	☐ Returned Call
☐ Called to See You	☐ Will Call Again
☐ Stopped By	☐ Will Return
☐ Wants You to Call	☐ Wants You to Email
☐ Other <u> </u>	
Message: ☐ General ☐ Urgent	
<u> Your text here </u>	
<u> </u>	
<u> </u>	
Signed <u> </u>	

Example 2

MESSAGE FORM	
Date:	_____ Time:_____
For	: _____
Section	: _____
Caller	: _____
Phone	: _____
Message	: _____ _____ _____
Taken By :	_____

Look at the examples above about telephone message form, then answer these questions:

1. What are the components of a message form?
2. From your understanding, are any other specific categories or sections that need to be incorporated into the form?

a) Definition

Telephone message forms serve as templates for recording and transmitting verbal messages left over the phone when the intended recipient is unavailable. These forms include essential details to facilitate efficient communication and maintain a record of the interaction.

b) Major Elements of the Telephone Message Form

1. Caller information includes the caller's name, title, and contact information.
2. Date and time: It refers to the exact time and date the message was received.
3. Call reason: It relates to what specifically made or caused the caller to contact the recipient.
4. Phone number: This section includes the number through which the caller reached the answering party.
5. Additional Contact Information: This includes the caller's other contact information, such as an email address or a mobile/cell phone number.
6. Message body: This usually relates to the message's main content, which is written text and should be as close as possible to the original spoken word.

7. Delivery instructions: This section will show whether the recipient will be notified immediately upon receiving the message or later.
8. Notes: This section is optional but very useful because it allows the receptionist to make any appropriate comments or information about the call.

c) Filling Out a Phone Message Form Accurately

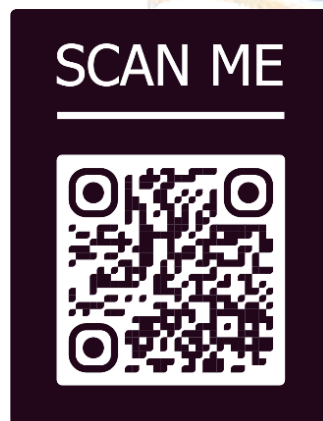
To complete a phone message form accurately, consider the following steps:

1. Language should be clear: Apply easy words in communicating a simple message.
2. Details should be specific: Include the call's purpose and what the recipient is to do, such as deadlines or instructions.
3. Indicate urgency: Show if the message is urgent and needs immediate attention.
4. Use proper grammar and punctuation: The response should be clear and inalienable of grammar and punctuation errors for clarity. Proofread before sending.
5. Repeat contact information: It should comprise all needed information, namely, the caller's name, contact information, content of the message, and urgency. Use clear and concise language, avoiding jargon and ensuring the message is grammatically correct.

V. Telephone Etiquette

After watching the telephone etiquette video, answer the following questions. The link to the video is provided in the QR code.

1. What do you think about the video? Is the woman showing good phone etiquette? Please give me your reasons.
2. Did she end a phone call politely and professionally? How?
3. How do you think a telephone operator should handle incoming calls?



a) Nature of Telephone Etiquette

Telephone etiquette is a crucial way to professionally present yourself and your company to customers and colleagues. This includes the greetings you use, the body language you convey, the tone of your voice, the words you choose, and how you conclude the conversation. Good etiquette also involves active listening when discussing work-related topics. This etiquette can be applied when dealing with clients or collaborating with colleagues within your organisation. It's important to have good phone etiquette for several reasons, such as:

1. It allows you to demonstrate professionalism to your callers, which can help you establish yourself as a knowledgeable and positive representative of your company.
2. It allows you to create a great first impression with customers, which can increase the likelihood of repeat business and referrals.
3. Good phone etiquette can help to build trust and loyalty with your customers, making them more likely to engage with you through other channels.
4. It can contribute to high customer satisfaction by consistently meeting customer needs on the phone or in person.

b) Phone etiquette

Here are some tips to improve your phone etiquette:

1. Pick the call as soon as it rings within the first two to three rings. If you can respond to your customers' phone calls as soon as possible, you demonstrate that their business is important. Clients are motivated to patronise the business' services when they are appreciated or noticed. When you are occupied and unable to attend a phone call, check for messages in your voicemail and get back to those individuals as soon as possible.
2. It is crucial to state your name and the name of your business to your partner at the beginning of the calls. Thus, the customers can be sure they are not with the wrong company and can state the purpose of their call without asking questions. It is also useful when dialling colleagues, giving the person on the other end an instant figure of who is conversing.
3. If possible, try to be friendly to the person so you can interact better. Proactively demonstrate a predisposition to assist the customers and other employees.
4. When taking a call, it is proper to step away from the current assignment and concentrate on the call. An informative tip is to make gestures while answering the office phone that signals to others that you are busy and unable to help them.
5. Active listening can be effective in communicating with customers as well. You can acknowledge them by replying to their requests, such as, "I understand that you would like to return your merchandise," or "I appreciate you bringing your issues to my attention." This will give your customer the feeling that you are listening and grasping their needs. You can also take

notes during the conversation to remember and reply to all the issues the customer discusses. Active listening can also mean asking questions to assist others further.

6. Every company should uphold courtesy to the highest extent, but specifically when dealing with its customers, integrity is paramount. However, if there are activities or demands you cannot handle, you need to clarify them. But even while conveying this message, the customer should do it politely and compromisingly to avoid enraging the customer. For example, you may record something like this, "Of course, I can see your point, but in this case, we cannot grant your request." Similarly, if there is any other information about the resources that may be usable for the customer, it is better to inform them before hanging up the phone.
7. In some circumstances, where there is a need to get more specific information to attend to the caller adequately, you may have to transfer the person to the 'waiting room' for a few minutes. You can apologise and then politely explain to the caller that it would be more helpful if the caller is put on hold for a while to search for the information that will enable the provision of the best services. It shows that you are professional and polite and allows you to attend to other matters that may arise or other necessary calls.
8. When it comes to opposing messages, it is relevant to maintain a bright and positive intonation of the voice. If all else fails, you can courteously suggest that the caller wait for a moment if it does not bother them. This is the time to close your eyes for a couple of minutes and consciously prompt yourself to be as understanding and fair as possible in the given setting. Emotions are bound to rear their heads; hence, transferring the call to other team members or a manager may be important.
9. You aim to meet all the customer's needs while answering phone calls. Often, the customer may forget to put their queries before you. Hence, it is always better to take the initiative and ask whether he has further questions or if you have helped him with everything he wanted. In this way, you can proactively help them and dispel their doubts.

B. TASK

1. Task 1: Making A Roleplay About Handling Telephone Calls

- a. Pair up with your friends
- b. Make a roleplay scenario by following these situations:
 - **Scenario 1: Customer Inquiry**
Role: Customer Service Representative
Situation: A customer calls to inquire about product pricing and availability.
 - **Scenario 2: Appointment Scheduling**
Role: Receptionist
Situation: A client calls to schedule an appointment with a senior executive.

- **Scenario 3: Handling Complaints**

Role: Manager

Situation: A disgruntled customer calls to express dissatisfaction with a recent service experience.

- **Scenario 4: Sales Call**

Role: Sales Representative

Situation: Making a cold call to introduce a new product/service to a potential client.

- Perform the roleplay scenarios in front of the class for about (10-15 minutes)
- Please use appropriate telephone etiquette and communication skills
- Refer to the assessment rubric for Handling Telephone Calls

Assessment for Handling Telephone Calls

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Professional Greeting	Extends a cordial and expert greeting	The greeting is kind and inviting.	Although polite, the greeting lacks warmth.	The greeting seems hurried or unprofessional.	The greeting is impolite or sudden.
Active Listening	Throughout the call, demonstrates active listening skills	Pays close attention, repeats important details	Mostly listens without interjecting or assuming anything	Occasionally cuts off or overlooks important details	Frequently cuts someone off or does not listen
Problem Solving and Resolution	Accurately determines and attends to the problem or requirements of the caller.	Mostly finds satisfactory solutions to issues	Addresses several problems; however, the fixes might not be sufficient	Finds it difficult to address problems or offers insufficient answers	Ineffectively handles the complaints raised by callers
Professionalism and Tone	Has a kind and professional demeanour the entire call	Primarily keeps a formal tone	Although usually professional, the tone can occasionally be uneven.	The tone is improper or unprofessional.	The tone is invariably offensive or unprofessional.
Language Fluency	The speech is clear and easy to follow.	Largely fluid with sporadic pauses	Fluent but with obvious hesitations or stumbles.	Speech is often hesitant or challenging to understand	Speech is erratic and hard to understand.
Language Accuracy	The language is error-free and grammatically correct.	Mostly linguistically accurate with a few	Although language is typically accurate,	Language mistakes are common and	Language use is frequently ambiguous or inaccurate.

		little mistakes	there may be some obvious mistakes.	obscure the meaning.	

2. Task 2: Message Form Filling

- Work in pair
- Familiarize yourself with the provided message form template. Understand each section and its purpose
- Below are several scenarios representing typical phone message situations in a business environment. Read each scenario carefully.
- For each scenario, use the provided template to fill out the message form. Ensure you include all necessary information based on the scenario provided.
- After completing each form, review your entries for accuracy and clarity. Make any necessary adjustments to ensure the message is clear and complete.
- Once you have completed all scenarios, submit your filled-out message forms for evaluation in the form of .doc or .pdf
- Scenarios:
 - Scenario 1:** You are a receptionist at a law firm. A client named Mr. James called, leaving a message for one of the lawyers, Mr. Smith. Mr. James wants to reschedule his meeting with Mr. Smith due to a sudden business trip.
 - Scenario 2:** You work in the marketing department of a company. A potential client, Ms. Rodriguez, called to inquire about your company's services. She requested a callback to discuss further details about a possible collaboration.
 - Scenario 3:** You are an administrative assistant at a consulting firm. A colleague from another department, Mr. Patel, called to inform your manager, Ms. Thompson, about a change in the meeting schedule for tomorrow. He mentioned that the meeting had been postponed to next week due to unforeseen circumstances.
 - Scenario 4:** You are a customer service representative at a telecommunications company. A customer named Ms. Johnson called to report an issue with her internet connection. She provided her account number and requested technical support to resolve the issue urgently.
 - Scenario 5:** You work in the human resources department of a large corporation. An employee, Mr. Lee, called to notify HR about his upcoming medical leave starting next week. He mentioned that he would be submitting the necessary documentation to his manager today.
 - Scenario 6:** You are an executive assistant at a finance company. A client, Mr. Anderson, called to leave a message for the CEO, Mr. Roberts. Mr. Anderson wanted to confirm the details of an upcoming meeting next Monday and requested a callback to discuss further arrangements.

h. Template:

TELEPHONE MESSAGE	
For : _____	
(_____ Caller Information _____)	
Mr. ☐ Ms. ☐ _____	
Company : _____	
Phone : _____	
☐ Please Call Back ☐ Will Call Back ☐ Needs to See You ☐ Sent a Fax	☐ Called for You ☐ Returned Your Call ☐ Left a Message (Below) ☐ Sent an Email
Message : _____ _____ _____ _____ _____	
Date : _____ Time : _____ Signed : _____	

Assessment Rubric for Writing Message Form

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Completeness	Every necessary part has been filled up correctly	The majority of essential parts are correctly completed	Numerous mandatory parts are correctly completed	There are several missing or incomplete necessary parts	Many necessary parts are either blank or not filled up
Information Accuracy	The data is precise and devoid of errors	Mostly accurate with a few small mistakes	Although information is generally correct, mistakes sometimes happen	Information has substantial mistakes or inconsistencies	Most of the information is false or erroneous
Clarity and Organization	Data is presented properly and with clarity	Clear most of the time with minor organising problems	The information is not well organised, yet it is relatively obvious	The information is messy and vague	Information is utterly ambiguous or haphazard
Formatting and Structure	Complies with formatting and structure requirements	Mostly follows formatting instructions	The formatting is not consistent or adhered to correctly	Formatting is often done incorrectly or not at all	The formatting is either entirely off or not done correctly

Language Use	The language used is suitable for the target audience	Most of the time uses appropriate language	Although language usage is typically acceptable, mistakes can happen occasionally	There are many apparent and regular linguistic blunders	Language use is constantly imprecise or incorrect
Language Accuracy	The language is error-free and grammatically correct	Mostly linguistically accurate with a few little mistakes	Although language is typically accurate, there may be some obvious mistakes	Language mistakes are common and obscure the meaning	Language use is frequently ambiguous or inaccurate

C. POST-TASK

Practice 1: Fill in the blanks with the matching answers to complete the sentences.

- After that, when making or receiving a phone call, one has to _____ the caller politely.
- Due to the social nature of the call, it is crucial to keep the conversation _____ and exhibit _____.
- Do not incorporate unnecessary hindrances for your customers and do not employ _____ call routing systems where it is not required.
- Use _____ listening, respond to the caller's complaint and demonstrate _____.
- Brief the employees on the key points that were discussed in the call, and there should be a _____ procedure.
- Mention the _____ of the call in the first 2-3 ring tones and any _____ pertaining to the subject of the call at hand.
- Copy your _____ details, your name, name of the organisation, phone number, and email address, if any.
- When recording a complete message on a phone message form, avoid using ambiguous terms. It is always appropriate to be as detailed as possible, to note the _____ of the message, and always ensure that the grammar and punctuation are correct, repeating _____ information.
- If the situation reaches this point, refer the caller to a _____ or a _____.
- The message's conclusion should be followed by a specific _____ or _____ wanted from the recipient. For instance, the intended recipient should return the call as soon as possible or expect a mail response.

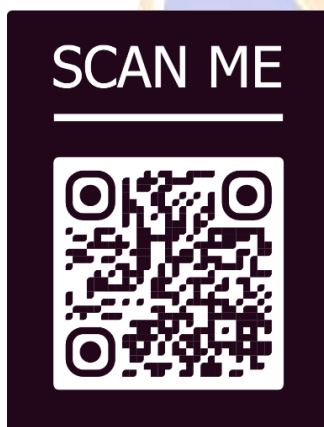
Follow up	Purpose
Empathy	Request
Active	Details
Positivity	Action
Friendly	Contact
Complex	Contact
Greet	Urgency
Supervisor	Manager

Practice 2: Make Your Phone Message Form

1. Examine the components commonly incorporated in the design of a phone message form. This is where the caller's name, the phone number of the called person, the date and time of the call, the content of the message and any action that is perhaps expected from the called person are recorded.
2. Create a phone message form template.
3. Think about what other data would be required.
4. Label each part of the form properly and use formal language throughout. Ensure the form is neat and follows the overall style expected in a business organisation.
5. Once you are satisfied with your designed phone message form, post it for review in the submission section, including the justification of the design and how it enhances the form. Use .pdf format.

Practice 3: Filling in Message Form

Listen to the following voice messages and write the instructions.



Message Form

Caller's Name :
 Phone Number :
 Date of Call :
 Time of Call :
 Message :
 Action Required :

D. QUIZ

Answer the following quiz related to handling telephone calls from the barcode provided!



E. DISCUSSIONS

Discuss these questions with your lecturer and friends!

1. What are some best practices for professionally answering phone calls?
2. How can you maintain a positive and personable tone throughout a phone call?
3. What are some common mistakes to avoid when using call routing systems?
4. How can you show empathy and active listening when handling a customer's concerns on the phone?
5. What are some key elements to include in a voicemail message?
6. How can you ensure accuracy when filling out a phone message form?
7. What are some tips for leaving a clear and concise voicemail message?
8. How can you handle a difficult customer on the phone professionally?
9. What are some common phone etiquette rules when making or receiving calls?
10. How can you ensure consistency in phone message forms across an organisation?

F. REFLECTION

Please write a reflection about the lesson you have learned!

1. What have you learned, what needs to be improved from your view?
2. How valuable was this learning experience for you?
3. How will you apply your learning in real life?

GLOSSARY

answer (verb/noun): (verb) to respond to a telephone call by picking up the receiver or pressing a button to accept the call; (noun) the response given when picking up a call (e.g., verb: she already answers the phone from the client. ; noun: they haven't received any answer since yesterday.)

automated (adjective): operated by machines or computers rather than humans. (e.g., at the moment, all customer service inquiries are handled by the automated system.)

busy signal (noun): a repeated single-tone sound heard by the caller indicating that the line is busy and the call cannot be connected. (e.g., I was in a busy signal when I called the manager since someone was already calling him.)

call back (verb/noun): (verb) to return a telephone call; (noun) a return telephone call made in response to a missed or unanswered call (e.g., verb: let me call you back later in the morning during office hours. ; noun: the receptionist received a callback message from his client.)

call forwarding (noun): a telephone feature that allows incoming calls to be forwarded to another phone number or extension. (e.g., I use call-forwarding features on my phone in case there is a call to my mobile when I am not at my desk.)

call log (noun): a record or list of telephone calls made and received, typically including details such as date, time, duration, and caller id. (e.g., make sure to keep the call log in check!)

call waiting (noun): a feature on telephone systems that notifies the user of incoming calls while they are already on a call, allowing them to switch between

calls or hold one call while answering another. (e.g., I am sorry, sir. Mr. John is already on call waiting right now.)

caller (noun): a person who makes a telephone call. (e.g., she has no idea who called me earlier since the caller did not leave any messages.)

cold call (noun): an unsolicited telephone call made to a person or business without prior contact or agreement, typically for sales or marketing purposes. (e.g., our employee makes a cold call to introduce the company's new products to potential clients.)

conference (noun/verb): (noun) a telephone call involving more than two people; (verb) to participate in or create a conference call (e.g., noun: the team will hold a conference later in the evening to discuss the progress of the project. ; verb: let's conference with the leader to finalize this project plan.)

dial (verb): to make a telephone call by turning the dial or pressing buttons. (e.g., they dial the wrong number several times.)

dial tone (noun): a continuous tone signal indicating that a telephone is ready to receive a number and initiate a call. (e.g., when the dial tone rings, it means the phone line works.)

directory (noun): a listing or book containing individuals or businesses' names, addresses, and telephone numbers. (e.g., all the client information is stored in the company's directory.)

disconnect (verb): to terminate or end a telephone call. (e.g., the client disconnects the call all of a sudden.)

extension (noun): a telephone number that can be reached by dialing a particular

sequence of digits after a main number. (e.g., to reach Anya, dial extension 444.)

hold (verb/noun): (verb) to keep someone or something temporarily in a particular state or position, especially on the phone while waiting; (noun) the state of being kept on hold (e.g., verb: please hold the call for the moment while I investigate the issue. ; noun: let me put your call on hold for a while.)

hold music (noun): recorded music played to a caller on hold while waiting for their call to be answered. (e.g., some clients say that our hold music is pleasant to hear.)

incoming call (noun): a telephone call received by the recipient. (e.g., i keep receiving an incoming call from unknown numbers.)

landline (noun): a telephone line that uses physical wire connections instead of wireless or cellular networks. (e.g., we have a landline at home in case there are emergencies.)

missed call (noun): a telephone call that was not answered or picked up by the intended recipient. (e.g., I have fifteen missed calls in ten minutes.)

mobile network (noun): a wireless telecommunications network for mobile phones and other mobile devices. (e.g., i use a good mobile network which can cover this area.)

mute (verb/noun): (verb) to silence the microphone or speaker of a telephone during a call, typically to prevent the other party from hearing background noise; (noun) the state of being muted (e.g., verb: please mute your microphone during the conference so there will be no background noise. ; noun: please use the mute button after you are done speaking to avoid distracting noise.)

outgoing call (noun): a telephone call made by the caller. (e.g., an outgoing call is made to confirm the reservation.)

receiver (noun): the person or device that receives something, especially a telephone call. (e.g., I picked up the receiver in order to answer the phone.)

receptionist (noun): a person employed to receive and assist callers, clients, or visitors at a place of business, typically by answering or forwarding telephone calls. (e.g., the receptionist shows a great attitude when I arrive at this place.)

redial (verb): to dial a telephone number again, especially using a feature that automatically redials the last number called. (e.g., I need to redial the number several times after the call is disconnected.)

ringtone (noun): a sound made by a mobile phone to signal an incoming call. (e.g., her ringtone is so catchy!)

speakerphone (noun): a telephone feature that enables the user to listen to and speak to a caller without holding the handset, typically using a built-in microphone and loudspeaker. (e.g., I like it more when I use the speakerphone while talking to people on the phone.)

transfer (verb/noun): (verb) to move a call from one telephone line to another or from one person to another; (noun) the action of moving a call (e.g., verb: let me transfer your call to the relevant department to handle this issue. ; noun: the call transfer was done after taking a few minutes.)

voicemail (noun): a system for recording and storing voice messages left over the telephone when the person called is unable to answer or is busy. (e.g., she said that she left a voicemail for you that you need to check out.)

APPENDIX

1. Video transcription for outgoing/outbound calls

Video 1:

Joshua : Mmmmm... Wait a minute, what is this?

Joshua : A complaint?

Joshua : A negative review from who? Emanuel Quesada?

Joshua : Emanuel Quesada? Mmmm

Joshua : Mmmm... No, it doesn't ring a bell

Joshua : I better call this customer.

Mr. Quesada : Hey !

Joshua : Am I talking to Mr. Quesada?

Mr. Quesada : Yes, you are. What can I do for you? Who is it

Joshua : Mr. Quesada, this is Joshua from Hipronary Tennis Club, first and foremost I hope you are doing well.

Joshua : I would like to touch on an email we've received from you regarding a negative review from our service in general, our main goal is to satisfy our customers and meet all their needs so I am calling you to get a better understanding of the situation and see what we can do in order to enhance our services.

Mr. Quesada : Well, glad you ask. But see, turns out a few weeks back I talked myself into affording me a membership in you club.

Mr. Quesada : I went online and picked out your company which had been recommended to me by some folks on Twitter and decided to find out if it was affordable for me to begin with.

Mr. Quesada : Your site didn't list any price on the front page so I figured I'd go through the registration process and then click 'cancel' when I got to the payment page if it was more than I wanted to shell out.

Mr. Quesada : Email, my name, contact info, credit card number, click continue
aaaaaaaaaaaaand CONGRATS!!! you are now member of our prestigious club! And the worst kicker was that I paid through my nose. You got that?

Mr. Quesada : There is no cancel button to be seen so I grab my phone and get on to your support line.

Mr. Quesada : I explain my situation to the customer service rep and he tells me twice that by hitting "continue" I have accepted your terms of service and conditions and now my money is yours.

Mr. Quesada : I couldn't believe it.

Mr. Quesada : At no point in this process had I agreed to anything.

Mr. Quesada : Sure, it was naive of me to tap in my credit card info before finding out the price but it was courageous of y'all to not tell me that "continue" was synonymous with "accept".

Mr. Quesada : What a shady biz you got !!!

Mr. Quesada : So I explained that to the rep yet again and he said "Sir"? I must be yanking your chain. I'll cancel your membership immediately."

Mr. Quesada : Speechless, simply speechless!

Mr. Quesada : I have worked in several customer service jobs, including in tech support.

Mr. Quesada : I stammered a thank you and hung up the phone and passed out on the couch, reeling that a company would build a purchase form that used "continue" as a "take as much money as you like!" button and have reps that would "yank my chain" about a I refund.

Mr. Quesada : Never ever again in my live.

Joshua : Mr. Quesada, I want to apologise on behalf of our club, and I would like to let you know that we are taking steps to avoid this from happening in the future.

Joshua : Unfortunately we found out that several users experienced a half-second glitch on our page that specific day, but I can guarantee you that this issue was properly corrected.

Joshua : Now, we are recompensing every user affected during this glitch. But the real purpose of this call is to let you know that we are eager to make up for all the troubles we have caused you, but most importantly we want to regain your credibility in our club hence we are willing to offer you a two-month membership at no cost.

Joshua : Regarding our customer service agents we are burning the candle at both ends teaming up with our co-workers in that specific area in order to improve our services because we believe the two departments go hand in hand and should work in parallel with another to give the best customer experience possible.

Joshua : So we would really appreciate if you could consider to be part of our club because we are going to work really hard to keep you satisfied henceforth.

Mr. Quesada : Mmmmm.... Well, that doesn't sound too bad though, I'll think it over.

Video 2:

Ryan : Hello.

Natalie : Hi, Ryan. This is Natalie returning your call.

Ryan : Hi, Natalie. Thanks for getting back to me. I was calling about the shipment of keyboards for our office. We haven't gotten them yet.

Natalie : Oh, that's not good. They were supposed to be delivered three days ago.

Ryan : Exactly. And we have a new group of employees starting on Monday, so we really need those keyboards as soon as possible.

Natalie : Okay, I'll look into it right away. If necessary, we can send you an emergency overnight shipment.

Ryan : Thanks, Natalie. I appreciate it.

Natalie : No problem, Ryan. I'll call you back a little later as soon as I have more information.

Ryan : Sounds good. Talk to you soon.

Natalie : Bye

2. Listening Script

Person A:

Hello, Emma. Olivia Sanders here with Greenfield Consulting. I figured I should talk about the proposal I presented this past Wednesday regarding the project we are working on. Would you like to return my call as soon as possible due to the emergency? My number is 555-1234. I have that time free today after 2 p.m. Thanks!

Person B:

Hi, Jay. I am David from Sunrise Tech. I was calling to verify that our meeting tomorrow at 10 a.m. still works for you. I am waiting for any adjustments to be made, if there are any, as of right now. Here is how to reach me at 555-5678. I'm looking forward to it!

Person C:

Hi, Aiden. I am Sarah from Maplewood Enterprises. I was actually thinking that I missed getting your delivery this morning and hence wanted to ask, but then I saw the issue with the order. Could you please give me a call at the number 555-9876 as soon as possible so that I can explain to you? Thank you!

Person D:

Hi, Kim. This is Lisa from Bright Future Education speaking. I am following up on the training documents that you provided. All seems fine here and there, but I have some inquiries. Could you please call me back at 555-8765 when you have the time? I am free until four this afternoon. Thank you so much!

Person E:

Hi, George. This is Kevin. Could you check invoice number ABD 123 and send it to me as soon as possible? My contact is 777-000. Thank you so much.

CHAPTER 8

HANDLING COMPLAINTS

"Every complaint is an opportunity in disguise."

- Jay Danzie

"The customer's perception is your reality."

- Kate Zabriskie

LEARNING OBJECTIVES

- Students are able to handle in-person complaints
- Students are able to handle complaints over the phone
- Students are able to handle and write a complaint log to track resolutions and complaints.

A. PRE-TASK

I. Handling Face-To-Face Complaints

Please watch this video and answer the following questions. The link to the video:



1. Is the customer being properly handled by the waiter? Why do you think so?
2. Can you tell me about the incidents in the complaint?
3. Is the waiter treating the customer with professionalism, compassion, and solutions?

a) The Nature of Face-to-Face Complaints Handling

When the customers raise their complaints personally regarding the service or product you offer, face-to-face complaint handling nature comes into

the scene. It means that it will be done by immediately resolving and addressing them. You need to pay attention to what the customer says and sympathise with them so you will comprehend their circumstances. Furthermore, problem identification should be clear-cut, while the action should remain composed, patient, and professional throughout the process. This may entail issuing refunds or compensation and alternative products and services as appropriate. In addition to that, you also need to do a follow-up on the client after the issue has been addressed. It is used to know whether the customers are already satisfied or not. This kind of good face-to-face complaint handling will integrate strong communication skills, problem-solving abilities, and a customer-centric approach to make the results positive.

b) How to Handle the Customer's Face-to-Face Complaint

Below are some well-elaborated steps that can help you handle face-to-face complaints made by customers effectively:

1. The first step toward dealing with a complaining customer regarding your product or service is to accept it. Inform them that you realize the problem and will do everything you can to solve it. Do not defend yourself by making excuses and arguments. It will only make you angrier.
2. Give the customers time to explain themselves and not interrupt them. Ensure that you maintain direct eye contact as they speak to you, listen actively, and convey empathy so that they feel taken seriously.
3. Show them that you understand and even have sympathy. This will assure them that you recognize their feelings and wish to work towards a resolution.
4. Understand the complaint, but do not hesitate to ask for clarification (or paraphrase what you have heard).
5. Customers may respond differently, but you should keep calm and patient.
6. Once you understand the underlying factors causing this problem, it is also good for you (or them) to share some solutions rather than only discussing the issues. If possible, provide your customers with options to participate in the solution.
7. Once you have a solution, confirm whether this is acceptable to the customer. This will show them that you also value their happiness and help you regain their hearts and trust.
8. Grasp the growth opportunity, which will aid in advancing the case of your business and its process. You can look into the complaints that would help discover the root causes and prevent such problems from arising again in the future.

c) Aspects to Consider in Dealing with Customer's Complaints

While managing face-to-face complaints, bear in mind the following key points:

1. Respond quickly: You should tell them customer feedback is important and their concerns are taken seriously.
2. Apologize: Take responsibility by saying sorry. This can help fix the issue for the customer and make them happy again, thereby improving your brand image.

3. **Gather facts:** You should stay calm and professional while understanding the customer's point of view to understand their complaint and respond accurately and empathetically.
4. **Keep the customer informed:** Keep them informed of the status, especially for complex problems, to make them aware of progress and the expected time frame for resolution.
5. **Accept ownership:** You must treat customer complaints as if they were your problem and work to resolve them.
6. **Three primary outcomes:** Ensure that the customers feel heard and respected and receive a fair solution to the customer's complaints. It is about a win-win situation.
7. **Make complaining easy:** Encourage feedback by allowing customers to express their concerns. Fewer angry customers will develop.

d) How to Prevent Customer Complaints

To minimize customer complaints, it's important to take a proactive approach. This includes providing yourself with regular product and service training, communication and customer service training that aligns with your business expectations, and clear policies, procedures, work instructions, and complaint-handling processes. Additionally, it's essential to understand your customers' rights and responsibilities, such as guarantees, warranties, and refunds. You should also determine which incentives or strategies (such as discounts, refunds, or price-matching guarantees) will be part of your customer complaint process and which staff members are authorized to offer them. By implementing these measures, you can prevent many customer complaints before they occur.

II. Handling Complaints by Phone

Please watch the video about handling complaints role-play and answer the following questions.



1. From all those scenes, how do you think the agent handles the customer's complaints?
2. How can active listening in call centre role play help calm customer complaints?
3. What strategies in the role play show empathy and concern for customer issues?
4. How does the role-play show the importance of providing customer solutions for a positive outcome?

a) Definition

Handling complaints by phone is discussing and resolving consumer issues over the phone.

b) Important Features in Handling Customer's Complaint over the Phone.

Here are the primary steps to be followed when handling telephone complaints:

1. Preparation: While attending a call, ensure you have all the necessary aids, customer records, company policy, and tools.
2. Greeting and introduction: You may start the call with a professional formal greeting of the customer, followed by introducing yourself.
3. Active listening: You must allow the customers to explain their problems without interruptions, show interest, and fully understand the context.
4. Empathy: You can state empathy for the case by saying, "I understand how that can be frustrating."
5. Clarify and confirm: You can find and throw relevant questions to establish a clear understanding of the problem, then summarise what you have heard to confirm this with the customer.
6. Apologise and take responsibility: You should take responsibility for what happens. You can also apologise for the inconvenience, although it wasn't your fault.
7. Resolve and offer solutions: You may need to provide direct solutions to address the problem. If more than one solution is provided, you can give the customer a choice so they can choose the best solution for themselves.
8. Take action: Execute this solution quickly. If an approximate time factor is involved, set expectations for what will happen and when.
9. Confirm satisfaction: Before closing the call, you must check whether the customer is satisfied with the given solution and whether the customer requires further assistance.
10. Follow-up: After both of you have reached a particular solution for a problem, it is good to call the customer back to ensure they are fully satisfied.
11. Documentation: You can save the records into the complaint log, including the steps leading to the resolution and follow-up. This will be useful for improving in the future.
12. Reflect and learn: Evaluate the effectiveness and communication of what worked and how. Turn the customer's complaints into process, product, or service improvement suggestions.

III. Handling Complaints through Emails

Read the following example and answer the questions:

1. Is it a good example of handling a complaint by e-mail? Why or why not?
2. Based on your opinion, is the content understandable?
3. What elements must be included in an email about handling complaints?

Example:

To: claudia.jackson@gmail.com
From: ABC Outlet
Subject: Our Apologies for Your Delayed Delivery
Dear Ms. Jackson,
I hope this email finds you well. We apologise for the delay in shipping your order. We always try as much as possible to deliver customers' orders on time, and we regret this delay happened to you. We checked with the shipping company and found that there had been an error in their system, which is the cause of the delay. I want to reassure you that we have shipped your order today and that it will reach you by Friday, April 8. In addition, we would gladly provide a 20% discount on your next order as an apology. I appreciate your patience. If you do not receive your order by April 8, please email or call me at 111-2222-333-444. Warm regards, Jane Smith Customer Service Team

a) Definition

Complaint handling via email is the process of processing and resolving customer complaints or issues via electronic means. It is a system applied by organisations with a customer service or support department that keeps constant contact with clients from a distance to handle and resolve complaints efficiently.

b) Responding to Complaints via Email

Handling complaints via email can become difficult since it needs a very careful and gentle approach to deal with the customer's problem. So here are the key tips:

1. Responding to customer complaints: You can start by accepting the customer's problem and assuring them that their complaint has been heard. Personalising the response by showing empathy and understanding toward their situation is also important.
2. Addressing technical complaints: To resolve this, you should apologise, offer a solution, and emphasise improvements or refunds made to resolve the situation.
3. Empathize: Showing empathy can be done by acknowledging the emotional aspect of the complaint. You can thank the customer for bringing the issue to your attention and assure them that their comment or feedback is very important in improving services.

4. Telling the action plan: This is related to the action you will take to address or rectify the problem and the exact timeline for fixing it. Providing concrete details reassures customers that their concerns are taken seriously.
5. Offering a discount: To rebuild their trust and maintain a positive relationship with them, you can give them a discount or a gift on the next purchase.

c) Doing Follow Up Email to the Customer

Following up with the customer after the initial email is critical to ensuring the problem is fixed to their satisfaction. Effective customer follow-up steps are outlined below:

1. You can answer through the same medium or use different options depending on the importance of a specific situation or personal needs.
2. To provide context to your interaction with the customer, refer to the first email you sent detailing their complaints.
3. Use professional language politely and respectfully to maintain professionalism.
4. Provide updates, information, or responses to their previous inquiries. Ensure that your explanations are easy enough to understand without ambiguity or confusion.
5. You can ask them if they have further questions, convey your readiness to help, and thank the consumer for their time.

IV. Types Of Customer Complaints

The following are some examples of the several types of complaints common in this industry:

1. Product or service issues: Customers can be angry when they receive an ordered product that does not work as expected, is damaged, or the service doesn't turn out as expected.
2. Long waiting period: If the customer has to wait for a response or service for long periods, it will create the impression of ignoring the customers, which is very patience-testing.
3. Personnel complaints: The rude personnel, though sounding helpful, affect the customers' experience, making them dissatisfied.
4. Online complaints: Delays in services received online and technical errors can also frustrate customers.
5. Communication issues: Ill-explained or no responsiveness makes customers feel that their voice is not heard, and their perception goes haywire.
6. Ongoing issues: Reoccurring problems in the product or service continue the feeling of vexation and disappointment.
7. Products not available: The unavailability of a product a customer wants to purchase can cause disappointment.
8. Repetitive issues: Customers feel that their problems are not being handled seriously if they have to explain them several times before help is provided.

V. The Importance of Complaints

Upon receiving complaints, businesses obtain information relevant to reviewing their performance, services, and staff conduct. Below are the importance of complaints for a company:

1. Effective complaint handling may help improve service delivery and, generally, business performance. It may also enhance a business's reputation by showing customers that it cares and is willing to help.
2. Complaints give customers a voice to raise their concerns directly and a platform for businesses to understand what is perceived about their products or services. Such feedback will largely improve businesses' offerings and change for the better. Listening to complaints and responding positively can maintain a positive brand image and promote customer loyalty.
3. Complaints also notify businesses of errors/lapses. Analysing the complaint pattern helps businesses overcome flaws in their products or services and prevents the recurrence of similar issues. Effective complaint handling also enhances customer communication and engagement by ensuring customer feedback is valued and acted upon.

VI. Complaint Log

Please see the complaint form below and answer these questions based on your preliminary understanding:

1. What is your opinion of the complaint log design presented? Do you like it? Please give a reason for that.
2. Based on the example, what information is necessary in a complaint log for proper issue tracking and resolution of customer complaints?
3. Why is a complaint log important in improving products or services?

Example:

COMPLAINTS FORM

COMPLAINTS LOG

Complaint Ref No. Cumulative No Of Complaints

COMPLAINTS DETAILS

Name.....
Phone No..... Email.....
Address.....

COMPLAINT

Mode: ☐ Phone ☐ Walk In ☐ Email ☐ Mail ☐ Other
Subject..... Date Received.....
Name Of Investigator.....

Subject

..... Date Logged.....

Action Required

..... Date Logged.....

Action Carried Out

..... Date Logged.....

a) Definition

A complaint log, complaint register, or complaint tracking system is a record-keeping instrument that organisations use to capture and manage client concerns. It serves as a one-stop shop for recording information on complaints that an organisation has received from its customers and clients.

b) The Importance of Complaint Logging

Keeping a log of complaints makes the organisation responsible and ensures that issues are dealt with properly and efficiently, improving their services and customer satisfaction. In addition, the negative feedback can be turned into positive outcomes if the business documents it. There is better customer service and increased profitability. The logs may also be used to track patterns or trends in customer feedback by regularly going through them, and hence, informed decisions are made on improvements or changes that need to be implemented.

c) Elements of a Complaint Record

Typically, the complaint log contains details like:

1. Record keeping: The details of the complaint and the time when it was lodged.
2. Customer details: Full personal details, including one's name, phone number or address, and identification number.
3. Issue description: A breakdown of the complaint presented by the customer as the basis of the request.
4. Communication method: The form of complaint that was made (e.g., telephone complaint, written complaint, or face-to-face complaint).
5. Priority label: The degree of priority or the type of complaint.
6. Assigned personnel: The staff member or the team that handles the complaint.
7. Steps taken: Everything is done to respond to or resolve the complaint.
8. Status update: The current complaint disposition, such as Pending, In Progress, Resolved, or Closed.
9. Feedback and comments: Any further comments regarding the complaint.
10. Outcome summary: This pertains to the complaint's conclusion or resolution and the actions to fix the problem or remedy paid.

d) The Complaint Register/Log Evaluation

Registering and evaluating complaints can be done monthly, quarterly, and half-yearly. When looking at the register, ensure that you're checking for patterns in the kind or nature of complaints or how they are dealt with. It will assist you in finding out more about the core issue of exerted complaints and customer service faults. It will also help you look at the light side of the complaint-handling skills of your staff and areas that need enhancement.

Example 1

Date of Complaint _____	Location of Service _____
Description of Complaint	
Desired Action (what the costumer would like)	
Customer Signature _____	

Customer Name _____	Customer phone # _____
Customer Address _____	Customer Email _____
Product or Type of Service	Date of Service _____
Service Description	

[illegible]

VII. Etiquette of Handling Complaints

Answer these questions based on your initial understanding:

1. What do you think is no.1 etiquette in handling complaints?
2. Share your experience when you received improper customer service when you complained about something. How did you feel?

It is always important to address the customers' complaints professionally and with seriousness, as it helps to maintain their loyalty. Here are key etiquette guidelines:

1. **Show Empathy**
Be polite and spend time listening to the customer's concerns. Show that you are in a position to embrace and comprehend the issues they develop.
2. **Pay Attention to What is Being Said and Be Polite**
Build the communication process with a customer, focusing on their complaint. Try to see the situation from their side; only then will it be easier to deal with it.
3. **Engage in Question-Asking**
The first step in any involvement with the customer is to ask questions that will help to fully understand the circumstances and confirm the authenticity of the customer's complaint. Do not assume things; be specific.
4. **Promise Less and Deliver More**
It is important to be truthful and practical with the customers by avoiding everything that cannot be delivered. Never agree to offer something that you cannot deliver.
5. **Learn from Every Complaint**
Understand complaints as a source of income and organisational development. Implement changes to improve customer relations, improve the operation of a company, address employees, or minimise the chances of such a situation recurring in the future. Implement changes by the feedback that has been obtained.
6. **Minimize Reasons for Complaints**
Implement ways to stop clients from making complaints by promoting a culture of improvement at the workplace. Periodically, determine the satisfaction level of customers & employees, product quality standard, and services offered.
7. **Always Respond**
Ensure that each complaint deserves a suitable reply and should be delivered soon.
8. **Listen to Your Staff**
Engage your staff in complaint management, as they will most likely receive useful customer information. Accept input from subordinates and make reasonable changes that will be acceptable to all.

9. Lead by Example

Model good complaint handling for your team to ensure that they embrace good working habits of handling the complaints. Give more concern to complaints handling, encourage good practice, and stress on customers' satisfaction.

VIII. Feedback From the Client

Now, try to answer the following questions with your initial knowledge:

1. Why should businesses always seek and listen to their clients' feedback?
2. What methods could a company use to analyse and use client feedback effectively to improve its product or service?
3. What are some typical issues a business might encounter while collecting and analysing client feedback, and how are they overcome?

a) Definition

Client feedback involves clients' or consumers' views, comments, and observations concerning a product, service, or experience. Feedback is gathered through questionnaires, reviews, one-on-one communication, and social media websites. It helps the enterprise determine the degree of customer satisfaction and what matters should be improved and changed to satisfy the consumers' wants and expectations.

b) Gathering Client Feedback

The following are some common strategies for collecting client feedback.

1. Surveys: Questionnaires are good instruments for creating the surveys
2. Feedback forms: Include a feedback form on your website, product, or service so users can share comments based on their context.
3. Interviews: One-on-one interviews with clients can be beneficial for discussing some of the things they went through.
4. Social media: This can be defined as monitoring the posts, comments, and ratings of your company present on different social networking sites.
5. Customer support interactions: This can be customer feedback through different departments, such as Customer Support through mail, live chat, and phone calls. Evaluate the main trends in concerns or problems discussed by clients.

c) Analysing Client Feedback

Evaluating clients' opinions is significant for gaining essential information to influence business decisions and develop changes. Here are some tips for efficiently analysing customer feedback:

1. Gather feedback: Some feedback that should be considered includes survey and review responses, emails and social media comments, and client

discussions. Make sure you get many comments to possess complete information.

2. **Categorize feedback:** Categorize the feedback based on the themes or subject matter you find repeated most of the time. For example, feedback can be divided by product characteristics, service delivery, cost, and ease of use. This stage helps identify recurring issues or patterns in the problem.
3. **Prioritize issues:** Prioritize the matters or the concepts that need more consideration.
4. **Identify trends:** Look for a pattern or an upward/downward trend in the feedback.
5. **Analysis:** Analyse the data that you obtain.
6. **Root cause analysis:** Try to understand the feedback's fundamental cause as much as possible.
7. **Feedback integration:** The conclusions from your customers' feedback analysis can be implemented in your product innovation or service improvement initiatives.
8. **Communication and Action:** Discuss your results and activities with the staff and the clients. How you present, manage, and work on the feedback you receive builds confidence and demonstrates your commitment to the client's satisfaction.
9. **Continuous Improvement:** You should always review and assess the feedback to determine improvement trends and the efficiency of your problem-solving activities.

IX. Useful Phrases for Handling Complaints

The following are some useful words for handling complaints professionally and emphatically:

1. Acknowledging the Complaint:

- a. "We appreciate your informing us of this matter."
- b. "I hear what you are saying and am sorry for any inconvenience we've caused."
- c. "I was sorry to hear that you experienced this particular problem."
- d. "Dear [Name], I received your message about this matter, and I would like to let you know that we are investigating this matter and will respond to you with a solution as soon as possible." (Email Response)
- e. "I am sorry to hear about your experience. This is not the kind of service I'd like to put out there. Rest assured; I am on it." (Email Response)
- f. "I understand that satisfaction is guaranteed at this business, but we have failed you in this area. Can I have your permission to respond to this?"

2. Expressing Empathy:

- a. "I do understand how irritable that must make you."
- b. "I realise how critical it is for you to get what you want from our service."
- c. "We would like to thank you for sharing your opinion; we consider your complaint important."
- d. "This has been a hassle for you. Let us know if you have any difficulty that we can help you with regarding this issue."
- e. "We appreciate your feedback, and it seems that it has caused a series of stress to you, which we have noted." (Email Response)
- f. "I was very sorry to read what happened to you. Understandably, you still feel this way as your complaint has not been met satisfactorily, and we are seriously considering your feedback as we look for a solution." (Email Response)

3. Offering Assistance:

- a. "Let me try and fix this for you."
- b. "May I have more information to respond to this efficiently?"
- c. "I shall ensure that I forward this concern to the other department for prompt follow-up."
- d. "I am trying my best to help you sort out this matter. Could you elaborate on how it happens?" (Email Response)
- e. "We have promised to correct this. Kindly, could you please provide your contact details, including the suitable time we can communicate to hear more on this?" (Email Response)

4. Taking Responsibility:

- a. "On this negligence aspect, they should take full responsibility and ensure that it is corrected in the shortest time possible."
- b. "We want to assure you that this problem will not repeat itself in the future."
- c. "Let me assure you we shall do all we can to correct this mistake."
- d. "This is our bad; I request another chance to sort this out."
- e. "I understand your frustration; I am responsible for it and will fix it soon."

5. Providing Solutions:

- a. "The following options would greatly address this matter."
- b. "Which options would you like: a refund, a new product, or another alternative?"
- c. "Let's discuss this to get a suitable solution for you."
- d. "An alternative is [state the first solution]. The other is [state the second solution]."
- e. "It is [optional clause] either [option 1] or [option 2]; take your pick at which is most convenient for you."
- f. "If I may, please let me know if [the proposed solution] satisfies you."

6. Follow-up and Assurance:

- a. "Let me take care of this, and I ensure you that you will be satisfied with the way it is handled"
- b. "If you have further concerns, kindly contact me."
- c. "Thank you for your information; your contribution lets us know how we can serve you better."
- d. "I have ensured that all your complaints have been dealt with fully to your satisfaction. Kindly let me know if there is anything else I can assist you with."
- e. "We have done all we can to address those concerns. Is there anything we have not cleared that you wish to bring to our notice or any other comment you might wish to make?"
- f. "Here are our efforts to remedy the situation you described; I would appreciate it if you let us know whether they proved satisfactory to you."

B. TASK

1. Task 1: Complaints Handling by Email

Your task is to draft an appropriate email response to a customer complaint. The complaint concerns a faulty product/service that the customer purchased from your company. The complaint is generated due to dissatisfaction with the quality of the product/service. Here are these scenarios to look at, and choose any of them you prefer.

1) Scenarios

a. Shipping Delay Complaint

You work for ABC Electronics, an online store that sells electronics and gadgets. A buyer has lodged an email complaint because his bought product has not been delivered.

b. Service Dissatisfaction Complaint

You are employed with "TravelNow", a virtual travel agency that helps clients make flight and accommodation reservations and offers vacation and holiday packages. A client has sent an email protesting the hotel accommodation arranged by your agency. They have a negative impression of the facility and what is offered as services in the hotel. Your assignment is to answer this complaint politely and offer solutions.

c. Billing Discrepancy Complaint

You work at the customer service of HealthWise Pharmacy, a chain of pharmacies selling medical equipment and medicines. A customer has submitted a complaint in an email that she has been overcharged. She argued that she was charged a lot for a recently bought item and demanded an explanation and a refund.

d. Product Defect Complaint

Suppose you are a customer care person at the online clothing company "FashionTrends", with a good reputation for its fashionable clothing sales. A customer emailed complaining that the piece of clothing they ordered from your

website had a defect. Regarding the product, they consider the quality of the product low, and they want help to deal with that issue.

- 2) After you have developed your message in response to a specific email, review the final message for accuracy and results. Also, provide the completed e-mail response by the guidelines in the form of .pdf or .doc.
- 3) Refer to the given assessment rubric.

Complaints Handling by Email Evaluation Rubric

	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Clarity and Conciseness	Emails are easy to read, concise, and clear	Most emails are concise and easy to read	Emails can be understood in general, but they are not always concise	Emails are frequently too wordy or ambiguous	Emails are hard to understand and might be confusing
Professionalism	Throughout, use a formal tone and vocabulary	Tone and language are primarily professional	Sometimes, language or tone lacks professionalism	Language or tone frequently lacks professionalism	Throughout, there is a clear lack of professionalism
Understanding and Empathy	Shows comprehension of the issue raised by the customer	Mostly sympathetic and perceptive	Shows some comprehension but not enough empathy	Lacks compassion or knowledge of the issues raised by customers	Disregards the viewpoint of the customer completely
Resolution	Resolving complaints in an effective and efficient manner	Most complaints are handled satisfactorily	Some complaints are addressed, some others are not	Many issues have been partially or not at all resolved.	Most complaints are still unsolved
Adaptability and Flexibility	Has capacity to modify responses in light of changing client needs	Shows adaptability in response	Rigidly reacts, disregarding the demands of the customer	Struggles to modify answers in light of various circumstances	Responds with total inflexibility
Language Accuracy	The language is error-free and grammatically correct	Mostly linguistically accurate with a few little mistakes	Although language is typically accurate, there may be some obvious mistakes	Language mistakes are common and obscure meaning	Language use is frequently ambiguous or inaccurate

2. Task 2: Complaint Handling by Phone Roleplay

- 1) In this task, you will roleplay as a customer service representative for a fictional company. Your role will involve addressing customer complaints received over the phone.

- 2) Pair up with a classmate, designating one person as the customer and the other as the customer service representative. If possible, use a phone or simulate a phone conversation. Then, choose your scenarios.
- 3) Each pair should engage in the roleplay for a predetermined duration in front of the class (e.g., 5-10 minutes) to allow sufficient time for the customer and the customer service representative to communicate the points effectively. Other students can give some comments on their friends' performance.
- 4) Reflect on the assessment rubric provided.

Complaint Handling by Phone Speaking Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Professional Greeting	Extends a cordial and expert greeting	The greeting is kind and inviting.	Although polite, the greeting lacks warmth.	The greeting seems hurried or unprofessional.	The greeting is impolite or sudden.
Active Listening	Throughout the call, demonstrated active listening skills	Pays close attention, repeats important details	Mostly listens without interjecting or assuming anything	Occasionally cuts off or overlooks important details	Frequently cuts someone off or doesn't listen
Empathy and Understanding	Genuinely sympathises with and comprehends the circumstances of the customer.	Demonstrates compassion and understanding	It shows some empathy. However, it can be fleeting	Lacks compassion or comprehension of the issues raised by the client	Lacks comprehension or empathy during the entire call
Problem Solving and Resolution	Efficiently determines and resolves the problem for the client	Mostly finds satisfactory solutions to problems	Addresses certain problems, yet the resolutions might not be sufficient	Unable to adequately address problems or offer comprehensive answers	Ineffectively handles complaints from customers
Tone and Professionalism	Has a courteous and professional demeanour the entire call	Primarily keeps a professional tone	Although usually professional, the tone can occasionally be uneven	The tone is improper or unprofessional.	The tone is invariably offensive or unprofessional.
Language fluency	Speech is fluent and easily understood.	Mostly fluent, with minor pauses.	Fluent but with obvious hesitations or stumbles.	Speech is frequently hesitant and difficult to follow.	Speech is fragmented and difficult to understand.

Language accuracy	Language is grammatically correct and error-free.	It is mostly linguistically correct, with minor errors.	The language is mostly correct but may have significant errors.	Language faults occur frequently and impede clarity.	Language use is constantly wrong or imprecise.

C. POST-TASK

1. Practice 1: Where do complaints usually take place? (At least five places)

PLACE	REASON / CAUSE	ABOUT WHO/WHAT
RESTAURANT (EXAMPLE)	SERVICE	WAITER
	FOOD	QUALITY/FLAVOR
Public Transportation (Example)	Service	Punctuality
	Staff behaviour	Staff/Driver

2. Practice 2: Where do these complaints take place?

- Example: Excuse me, but there's a hair in my salad... (Restaurant) (Food)
- I'm sorry to bother you, but my hotel room doesn't have clean towels... () ()
- Could you please inform me about the delay for the flight from New York?... () ()
- I'm experiencing issues with my internet connection. The streaming service keeps buffering... () ()
- Excuse me, but I think there's a mistake in my medical prescription. It says to take this medication twice a day, but it should only be once... () ()
- Mr. Smith, I'm sorry, but you've skipped ahead in the queue. Please move back... () ()
- I hate to bring this up, but this shirt I bought from your store has a hole in it... () ()
- Excuse me, Professor, but I believe my exam score doesn't accurately reflect my performance... () ()
- I have the following complaint concerning my electricity bill. Self-reported rates also appear to be elevated, although they are hard-pressed to say whether it is much higher than expected. () ()
- Hello there, I have a question concerning my new laptop. The screen keeps flickering. () ()

3. Practice 3: How to respond to those complaints

Write responses to those complaints in practice 2. Your responses should include the following elements: 1. apology, 2. empathy, 3. assurance, and 4. solution offer.

4. Practice 4: Complaints

In this section, you will listen to several customer service conversations in which customers express dissatisfaction or complaints. You must also identify the complaint type and analyse the customer service representative's response following the provided format.



The complaint :

The follow up :

D. QUIZ

Answer the following quiz related to handling complaints from the QR code provided!



E. DISCUSSIONS

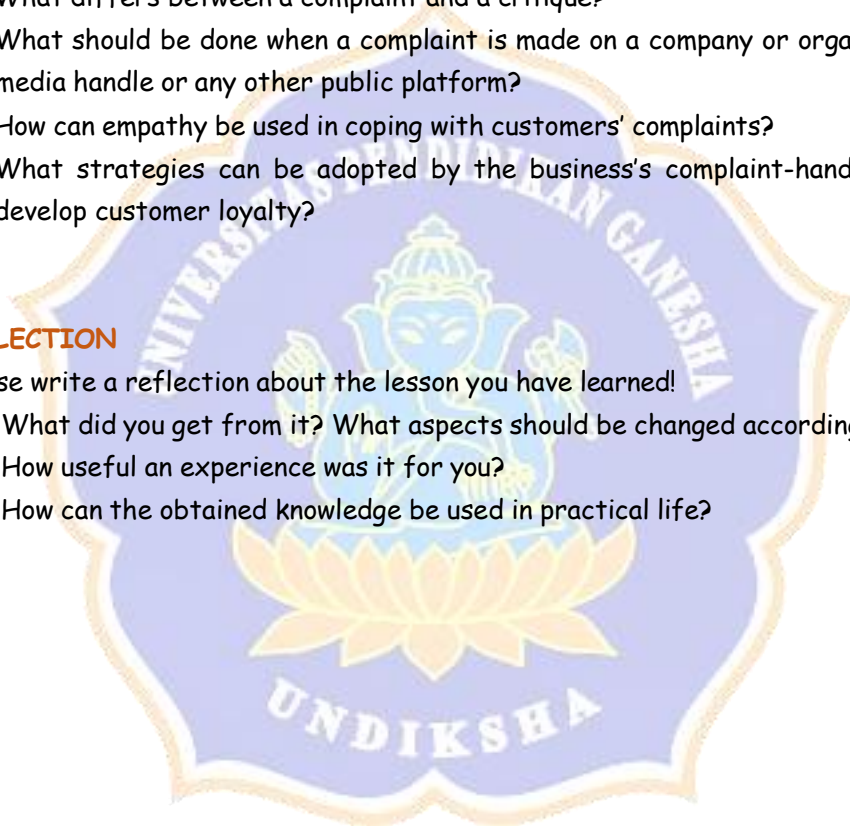
Discuss these questions with your lecturer and friends!

1. How can a customer complaint be managed in a business environment, and what is the procedure?
2. What measures should be put in place when registering a complaint by a customer?
3. An apology and an explanation are two approaches to dealing with a complaint, but they are different. What do you think is the difference?
4. After a complaint has been resolved in a business, the next appropriate step is to follow up with the customer. What are you going to do to follow up with the customer?
5. What is the role of active listening when responding to a customer complaint?
6. How could a business decline or complaints be considered an opportunity to enhance the business products and services?
7. What differs between a complaint and a critique?
8. What should be done when a complaint is made on a company or organisation's social media handle or any other public platform?
9. How can empathy be used in coping with customers' complaints?
10. What strategies can be adopted by the business's complaint-handling process to develop customer loyalty?

F. REFLECTION

Please write a reflection about the lesson you have learned!

1. What did you get from it? What aspects should be changed according to you?
2. How useful an experience was it for you?
3. How can the obtained knowledge be used in practical life?



GLOSSARY

accountability (noun): the fact or condition of being accountable; responsibility. (e.g., managers must take accountability for their teams' performance and handle any concerns as soon as they arise.)

acknowledge (verb): to accept or admit the existence or truth of a complaint; to recognise the validity of a grievance. (e.g., the company acknowledged the customer's feedback and took steps to improve.)

apology (noun): an expression of regret or sorrow for having wronged or caused inconvenience. (e.g., an apology was made to the customer for the inconvenience caused.)

assurance (noun): a positive declaration intended to give confidence, a promise. (e.g., the corporation gave assurance that actions would be taken to avoid similar problems in the future.)

compensation (noun): something, typically money, awarded to someone in recognition of loss, suffering, or injury. (e.g., as a courtesy, the airline paid compensation to passengers impacted by the aircraft delay.)

complaint (noun): it incorporates and signifies an individual's or group's quibble or official complaint against something or even an individual. (e.g., I filed a complaint with this company about their product's quality.)

conciliation (noun): the action of stopping someone from being angry; placation. (e.g., the mediator fostered conciliation between the two sides, resulting in a mutually agreeable conclusion.)

conciliatory (adjective): intended or likely to placate or pacify. (e.g., the management used a conciliatory approach to resolve the disagreement peacefully.)

customer satisfaction (noun): the measure of how products and services a company supplies meet or surpass customer expectations. (e.g., the company aims to ensure client satisfaction by continually providing high-quality items and great service.)

dialogue (noun): a conversation or negotiation between two or more parties to resolve a complaint. (e.g., an open dialogue among management and staff promotes a positive working environment.)

dispute resolution (noun): the process of resolving a dispute or a conflict by meeting at least some of each side's needs and addressing their interests. (e.g., the legal team specialises in dispute resolution and negotiation.)

dissatisfaction (noun): the feeling of not being satisfied or pleased with a situation or outcome. (e.g., the customer's dissatisfaction was rectified by providing a refund.)

empathy (noun): the ability to understand and share the feelings of another. (e.g., empathy for clients' concerns can help foster trust and loyalty.)

escalate (verb): to forward a complaint to a higher authority to further with the complaint. (e.g., the customer's grievance was escalated to a higher authority for resolution.)

feedback (noun): information about reactions to a product, a person's performance, or situation management. (e.g., we got good feedback from our normal clients.)

feedback loop (noun): a system of receiving and responding to opinions or complaints, leading to improvements or changes. (e.g., establishing a feedback loop enables ongoing improvement based on client input.)

follow-through (noun): the act of continuing an action or task to its conclusion. (e.g., it's important to follow through on promises made to customers to maintain their trust and loyalty.)

follow-up (noun): a continuation or repeat of something already started or done to ensure its resolution. (e.g., the customer support agent promised a follow-up contact to ensure the problem was fixed properly.)

goodwill (noun): the friendly intention shown towards one's customers or the public. (e.g., offering a discount as a goodwill gesture can help restore customer trust and loyalty.)

grievance (noun): a protest based on which there could be a wrong done to another. (e.g., after several months of dealing with unresolved issues, the employees submitted a formal grievance to the human resources department.)

implement (verb): to put into effect a plan, agreement, or decision. (e.g., the IT department intends to implement new software to address the ongoing technical challenges.)

issue resolution (noun): the process of solving a problem or dispute. (e.g., the company prioritises timely issue resolution to ensure customer satisfaction.)

mediate (verb): to intervene in a dispute in order to bring about an agreement or reconciliation. (e.g., the HR staff was tasked to mediate the issue between the two coworkers.)

mitigate (verb): to make it less severe, serious, or painful. (e.g., steps were taken to mitigate the effect of the manufacturing delay on customer orders.)

negotiate (verb): to try to reach an agreement or compromise by discussion with others. (e.g., the contract dispute

parties agreed to negotiate conditions until they reached a mutually advantageous arrangement.)

objection (noun): an expression or feeling of disapproval or opposition; a reason for disagreeing. (e.g., the consumer raised objections to the proposed contract terms revisions.)

patience (noun): the capacity to accept or tolerate delay, problems, or suffering without becoming annoyed or anxious. (e.g., handling consumer complaints needs patience and empathy.)

rectify (verb): to correct something or make something right. (e.g., his first job was to rectify the database.)

redress (verb/noun): to set right an undesirable or unfair situation (verb); remedy or compensation for a wrong or grievance (noun). (e.g., the company offered redress in the form of a refund and a discount voucher to compensate for the inconvenience caused.)

reimbursement (noun): the act of compensating someone for an expense. (e.g., the employees received their reimbursement for business-related travel expenses.)

resolve (verb): in conflict seeking; to solve a problem, dispute, or contentious issue. (e.g., the company resolved the issue by offering a replacement product.)

responsive (adjective): reacting quickly and positively. (e.g., the customer service personnel were lauded for being responsive and resolving difficulties quickly.)

service recovery (noun): actions taken by an organisation to correct a problem following a service failure. (e.g., following the guest's negative experience, the hotel extended a complimentary stay as part of its service recovery efforts.)

transparency (noun): the conditions for being transparent are openness, communication, and accountability. (e.g.,

the company appreciates transparency and always gives transparent explanations for its decisions.)

APPENDIX

1. Video Transcription of handling face-to-face complaint

- Guest : I just hope they have great food here. I'm starving. I need to eat something. And where's the waiter? I have been waiting here for more than five minutes and nobody has come. Is there anybody who can take my order here? Waiter! Waiter!
- Waiter : Good afternoon, sir. I'm sorry for the delay. We have a lot of customers today. My name is Sebastian and I will be your waiter. What would you like to order, sir?
- Guest : What would I like to order? You haven't brought the menu yet. How could I know?
- Waiter : Oh, I'm really sorry, sir. I'll bring you the menu right now. Just give me a second, please.
- Guest : Sure. I have been waiting for more than 10 minutes now. Take your time.
- Waiter : Here it is, sir. I'll give you some minutes so you can decide what to order. Is that okay?
- Guest : No, no. Don't go anywhere. I'll decide right now. I'm really hungry.
- Waiter : Of course, sir. Can I recommend you the house special? It is really tasty.
- Guest : If you say so, just bring me that and also a glass of water or something to drink.
- Waiter : Yes, sir. I'll be right back with your order in some minutes. Don't worry.
- Guest : I hope so. I'm starving and you're taking too much time for a simple order. Hey, but take this menu with you. Why are these people so slow here?
- Waiter : Oh, I'm sorry, sir. Sure, I'll take the menu, and I'll be right back with your order. Now I have to wait another what, 10 minutes? If only they were more efficient...
- Waiter : Here's your order, sir. I hope you enjoy it. And if you need anything else, I'm here for you.
- Guest : What the hell is this? Is this supposed to be a joke or something like that?
- Waiter : I don't understand, sir. Is there any problem with the house special? Isn't that okay?
- Guest : Of course, it's not okay. What the hell is this? A soup cream? I didn't ask for this.

Waiter : That is the house special, sir. It's a tomato soup with garlic, pepper, onions, and rice.

Guest : You never told me what the special was. I don't want it. It looks horrible.

Waiter : I'm really sorry, sir. I will take that soup and I will bring you the menu again.

Guest : Yeah, but do it fast. I have been here for more than 20 minutes and I have eaten nothing. I suppose I will have to wait again. This restaurant is horrible.

Waiter : Oh my God. Here's the menu again, sir. Do you want me to give you some minutes to choose?

Guest : No, you wait here. I don't want to lose more time. Let me see what you have here. What the hell is the rolled chicken stew? I have never heard such a ridiculous name.

Waiter : Oh, it's fried with fine herbs, pepper, some Arabic sauce, rolled with chicken, and then baked.

Guest : I don't like chicken. And what is this German meat? Does it have pepper in it?

Waiter : No, sir. It doesn't have any pepper in it. It's German meat baked with potatoes.

Guest : Fine, some meat will be good for now. Bring me that dish.

Waiter : Of course, sir. I recommend you a cup of white wine to accompany the meat. We have the best wine.

Guest : Didn't you hear what I told you before? I want water. Just water.

Waiter : Oh, sure. I'm really sorry. I'll bring you the German meat and your water.

Guest : What the hell is going on with this restaurant? Are they stupid or what?

Waiter : Oh my God. Here's your German meat, sir. I hope you enjoy it. I'll be right back with your water.

Guest : Yeah, sure. Don't take too long. I will be thirsty after this German meat. What the heck? It tastes horrible. Hey, waiter! Waiter, come here.

Waiter : Yes, sir. How can I help you? Is everything okay with your dish?

Guest : Of course, there is a problem. This German meat is just horrible, too salty.

Waiter : I'm sorry about that, sir. But I see you have just tried the vegetables.

Guest : Obviously, that is enough to know that all the rest of the dish is horrible. It's salty.

Waiter : I understand, but I'm sure that if you try the meat, you will realize that it is not salty.

Guest : Do you mean I lie? I told you it is salty. That must be enough to ask for another dish.

Waiter : Don't worry, sir. I will bring you the menu again so you can choose any other dish.

Guest : No, just bring me Fried Chicken. Any kind of fried chicken you have and that will be all.

Waiter : Sure, we have the traditional fried chicken with french fries and salad. It's our secret recipe. I can also bring some mayonnaise, ketchup, or any other cream.

Guest : Shut up, please. Just bring me the Fried Chicken. I'm really hungry. Hurry up.

Waiter : Of course, sir. I will take that meat and I'll be right back with your Fried Chicken.

Guest : I think I will leave this place. I have never been in such a terrible restaurant.

Waiter : Here is your Fried Chicken, sir. I'll bring you the water right now. I hope you like it.

Guest : Well, at least this chicken is not that bad. I just hope he can bring the water soon. Why do they have to be so inefficient? If I were his boss, I would fire him right away.

2. Listening Section Transcript

Instruction:

Listening section. In this section, you will listen to several customer service conversations in which customers express dissatisfaction or complaints about something. You must also identify the complaint type and analyse the customer service representative's response by following the format provided.

Conversation 1:

Customer : Hello. Elimu here. I am calling upon receiving a defective laptop with a cracked screen.

Representative : It is very disappointing to hear that, sir. I am going to arrange to have a new one shipped out to you as soon as possible, free of charge, and I would also like to offer to reimburse the cost of returning the damaged laptop.

Conversation 2:

Customer : I placed an order for your company's products two weeks ago, and I have not received my order yet.

Representative : I got your message, and I totally understand how you feel right now. I will contact the shipping department and make sure that your products' shipping has been initiated already. You will receive an update from me within the next 24 hours.

Conversation 3:

Customer : "I have been user-charged twice for the same service. I need this corrected as soon as possible."

Representative : "Thank you very much for pointing it out to me. I was not aware that I had charged you extra. I have credited the amount to your account, which should reflect in the next three working days."

Conversation 4:

Customer : "I recently placed an order for a set of office chairs; however, when they were delivered, there were only four chairs, while I had requested six."

Representative : "I do apologise for that mistake I made. I will personally ensure that the missing chairs are shipped to you as soon as possible. Also, I'll include a discount coupon for your next purchase as an apology for the inconvenience."

Conversation 5:

Customer : 'The hotel room that I booked does not correspond with what you provided on your website. The size of the room was much smaller than what I expected, and the view as well.'

Representative : "I am sorry for the inconvenience. Let me try to speak with the hotel management on your behalf so that we can sort out the issue. Here, you have two choices: either being moved to better rooms for the remaining part of your stay, or being given a refund for the inconvenience."

Conversation 6:

Customer : "I tried to talk to one of the representatives for several days regarding a technical matter and nobody replied to my letters."

Representative : "I apologise for the lateness of this response. We are actually under high demand now. I shall pass your technical problem to the appropriate department, where you should receive help with it within the next few hours."

Closing : This is the end of listening section.

Authors' Biography



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Ni Made Ratminingsih, a professor in ELT, earned her Master's at Deakin University, Australia in 1997 and her Doctorate at Jakarta State University in 2011. She also won a Sandwich program grant to attend a short course at Indiana University, Bloomington, USA in 2009 while working on her dissertation. She teaches TEFL, TEYL, Research Methods in Language and Teaching, and Microteaching at the Undergraduate Program as well as other courses-New Direction in ELT, Research Methods, Writing for International Publication, and Literacy and Language Learning Pedagogy-at Postgraduate Programs at Undiksha, Bali. She writes for international reputable journals and is honoured to be a reviewer for several Scopus-indexed Journal, including Q1 journals such as the International Journal of Instruction (IJI) based in Turkey, Studies in

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Ni Luh Putu Sri Adnyani was born in Karangasem, Bali. She initially pursued her Bachelor's degree at IKIP Negeri Singaraja and continued her Master's and Doctoral studies at Udayana University in Denpasar. She has served as the Head of the Language Services Unit at the Universitas Pendidikan Ganesha. Actively engaged in research on child language acquisition, she has authored several books, and her scholarly work is extensively published in both national and internationally recognised academic journals. Some of her published books include *Apa Kabar?: Bahasa Indonesia bagi Penutur Asing Pemula*, *Selamat Datang: Bahasa Indonesia bagi Penutur Asing*, *A Course in English Phonetics and Phonology for Indonesian Students*, *Anak Bilingual: Perkembangan Fonologi dan Kata*, *Kamus Trilingual SIBI, ASL, dan Kata Kolok*, *Kamus Trilingual Bahasa Indonesia, Bali, Inggris (Untuk Kelas 1 Sekolah Dasar)*, *Language in Social Contexts*, and *Suplemen Bahan Ajar American Sign Language (ASL) untuk Siswa SLB-B*.

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