# AN ANALYSIS OF LANGUAGE CONTENT IN THE SYLLABUS FOR ESP COURSE USING ESP APPROACH THE SECRETARY AND MANAGEMENT PROGRAM BUSINESS TRAINING CENTER (BTC) JEMBER IN ACADEMIC YEAR OF 2000 / 2001

Proposed to Fulfill of the Requirements to obtain the Degree of S1 at the English Education Language and Arts, Department Teacher Training and Education Faculty, The University of Jember

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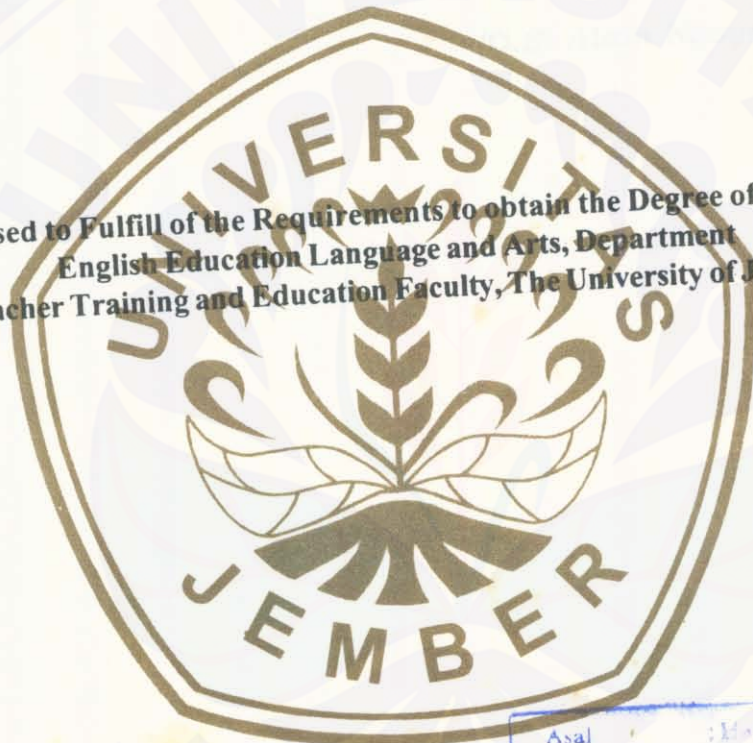
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DEDICATION

I dedicate this thesis to:

* ❖ My father and mother who always encourage me in finishing this study, and nothing compared to your endless love for me
* ❖ My beloved brother and sisters, especially my sister in law "Yana", thanks for inspiring me with hope and confidence
* ❖ My Almamater
* ❖ My teachers
* ❖ My very sweet honey " Nanang K." without you I do not think I can finish this thesis earlier
* ❖ My apple of my life Endang, Dita, Tedy, Iskandar, you make my life more colorful
* ❖ Nana and Nining, and all my boarding house friends thanks for beautiful friendship

CONSULTANT APPROVAL

AN ANALYSIS OF LANGUAGE CONTENT IN THE SYLLABUS FOR ESP COURSE USING ESP APPROACH AT THE SECRETARY AND MANAGEMENT PROGRAM BUSINESS TRAINING CENTER (BTC) JEMBER IN ACADEMIC YEAR OF 2000/2001

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APPROVAL

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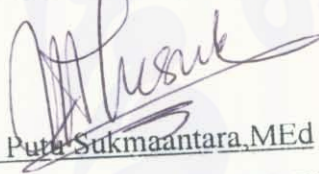
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I express my gratitude to Allah SWT, because of His only mercy I accomplish my thesis with ease.

I would like to appreciate the following people:

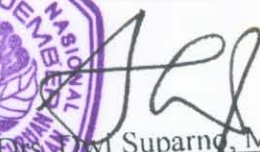1. The Dean of the Teacher Training and Education Faculty, Jember University;
2. The chief of Language and Arts Education Department of the Teacher and Education Faculty;
3. The chief of the English Education Program of The Teacher Training and Education Faculty;
4. The first and the second consultants who have sacrificed some of their time to help me finish this thesis;
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7. The BTC personnel who have assisted me in exploring the data;
8. All my friends who supported me to accomplish the thesis.

Jember, Nopember 2000

Sufiati

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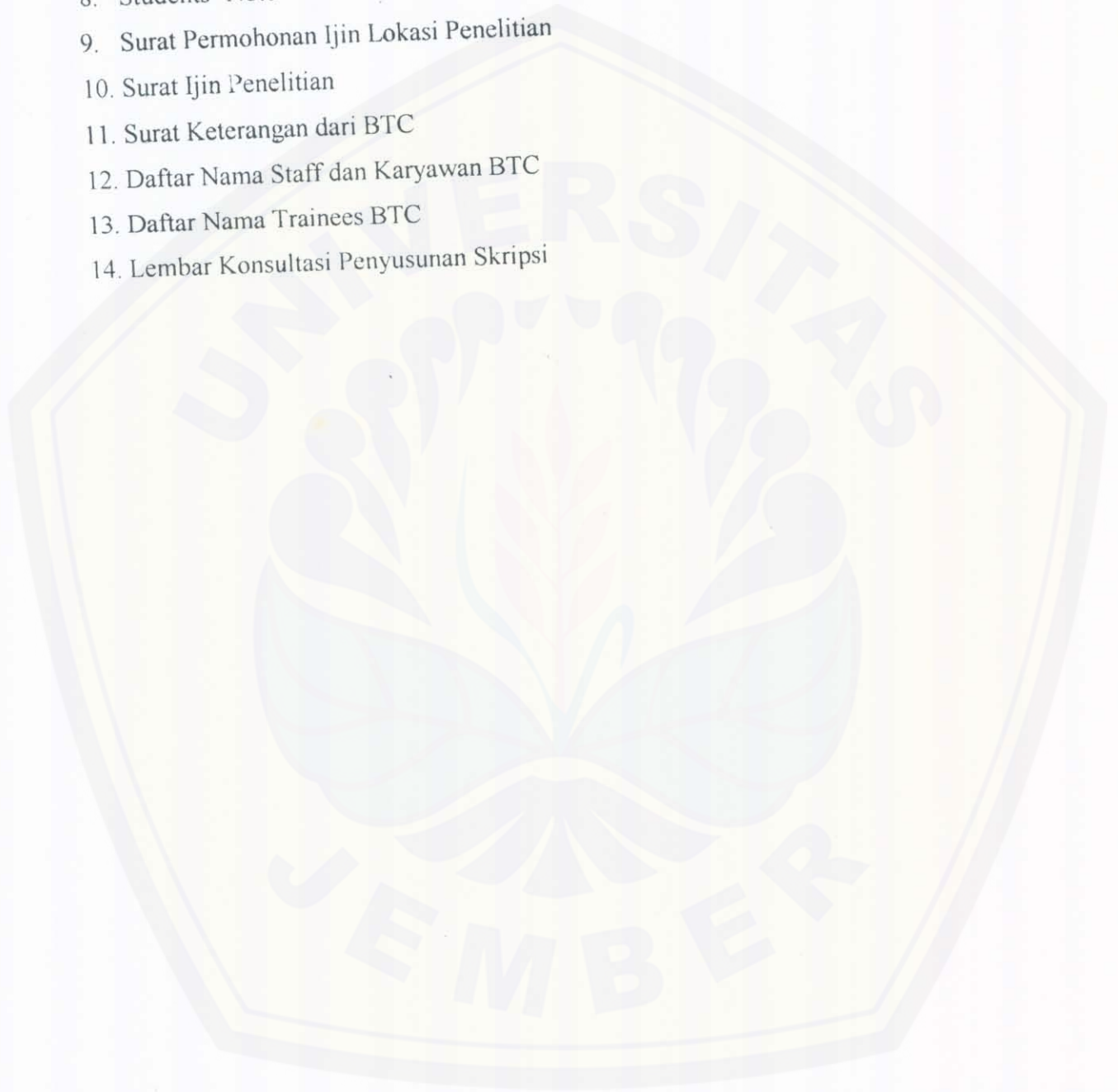
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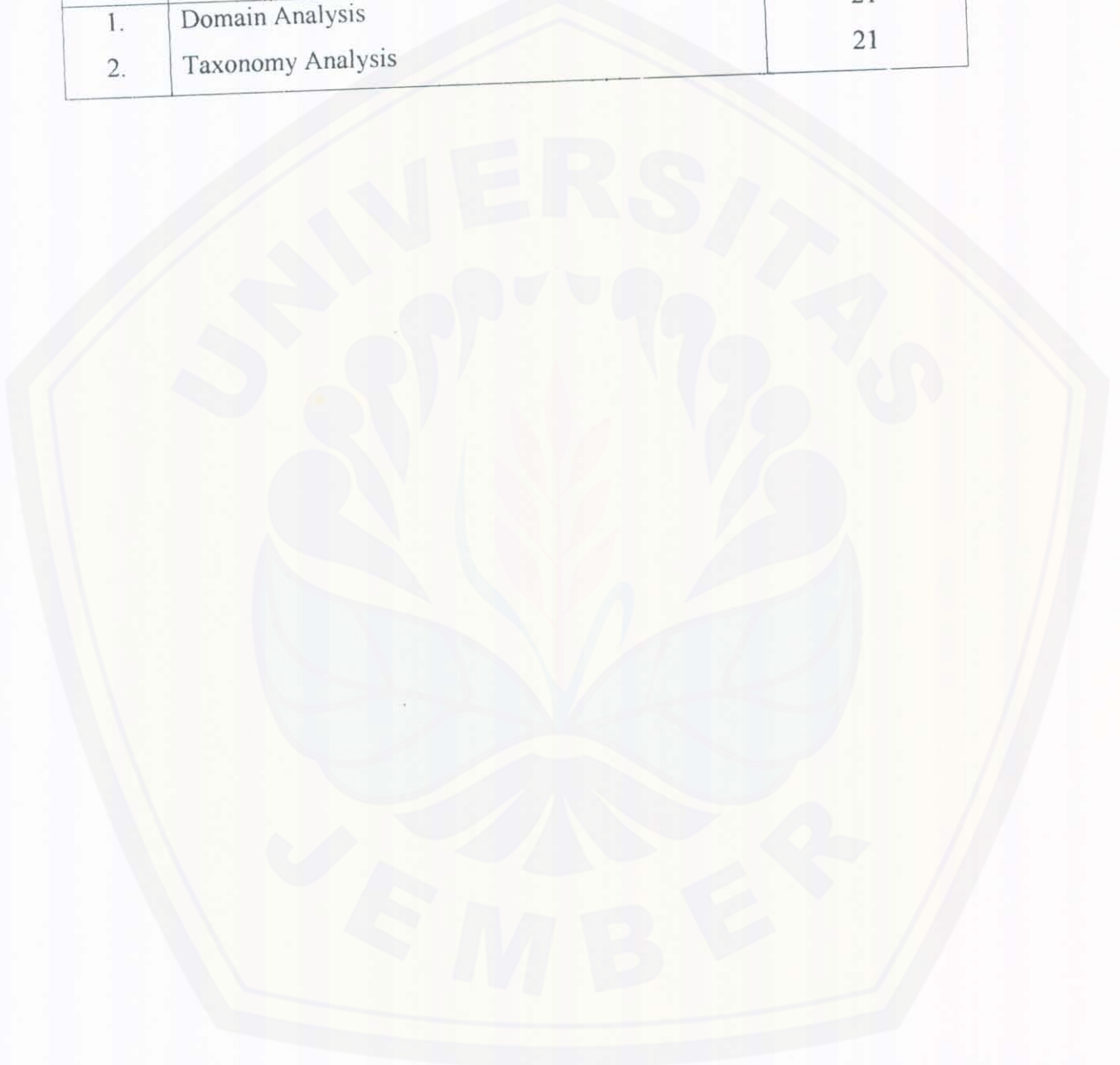
ABSTRACT

Sufiati, November 2000, **An Analysis of Language Content Syllabus for ESP Course using ESP Approach at Secretary and Management Program Business Training Center (BTC) Jember in Academic Year 2000/2001**

Thesis, English Education Program, Language and Arts Education Department, Teacher Training and Education Faculty, the University of Jember.

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In designing syllabus, the need of analysis as the focus in the teaching of English Specific Purpose (ESP) should operate some language contents in the syllabus in order to help students acquire the language skills as well as students' specialist study optimally. This research was meant to describe language contents that are covered in the syllabus for ESP at Secretary and Management Program using ESP approach . The problems set up were how ESP teacher conducts ESP course, to what extent ESP teacher plans language content in syllabus for ESP course using ESP approach and to what extent the ESP teacher implements language content in the classroom of Secretary and Management Program Business Training Centre (BTC) Jember in the academic year 2000/2001. The objectives of this research were to analyze the teacher's procedures in conducting ESP course, the language content covered in the syllabus for Secretary and Management Program, to analyze whether the ESP teacher has implemented the language content in teaching learning process in the classroom. This research was conducted in BTC Jember. The respondent was the ESP teacher of Secretary and Management Program. The qualitative method was used to conduct the research. The data were taken by using interview, documention, and observation. The results were analyzed by using domain and taxonomy analysis. The results demonstrated that the teacher's procedures in conducting ESP course followed six steps, six language contents covered in the syllabus are structure, topic, notion, four language skills, function, and task based and those have been implemented in the classroom eventhough it is taught separately with ESP subject. To make the students acquire the skills optimally, the ESP teacher is suggested to implement the language contents covered in the syllabus integratedly.

Keywords: Language Content Syllabus, ESP Approach

I. INTRODUCTION

1.1 Background of Study

Nowadays, English as an international language has a very important role in a country's development. It is also used as a means of communication by the people throughout the world. Because of this reason, English as the foreign language in Indonesia is considered as a compulsory subject from junior high schools up to university level. The objective of learning English both formal and informal school is to make students able to communicate in English both in spoken and written forms. Moreover, in this global information era, the mastery of international language is essential. Therefore, in recent time, to people throughout the world, including Indonesia English has indirectly become a requirement to master many aspects of our life especially in acquiring new knowledge and new information.

In addition, the learners can know the development of many countries in any field as well such as: business, science, technology, and culture. As stated in the 1994 Curriculum that English as a foreign language in Indonesia has a very important role for the purpose of obtaining and developing science, technology and culture and to get in touch with other countries (Departemen Pendidikan dan Kebudayaan, 1993:1). That is why we have to learn English, because we do not want to be left behind by other countries.

To adjust with the needs of these developments in many sectors, there must be several changes in curriculum, system, and procedure such as methodology, material, and technique that have been periodically conducted in teaching. The English teacher is expected to develop communicative orientation toward educational objective which refers to the need of learners in studying the language (Richards and Rogers, 1991:5). In this case, the role of the teacher is regarded as the primary source of language and

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as guidance and context for class content called syllabus before the teaching learning process begins.

It has been stated that EBE (English for Business and Economics) is one of the three large categories, meanwhile English for Secretary and Management is part of EBE and it is offered in BTC. In addition, the writer tries to focus on Secretary and Management program only because the writer has a desire to know ESP course that is implemented at Secretary and Management of BTC Jember using ESP approach.

Considering that background of the study stated above, the title chosen is **An Analysis of Language Content in Syllabus for ESP course using ESP Approach at the Secretary and Management program Business Training Center (BTC) Jember in Academic Year of 2000/2001.**

1.2 Problem Formulation of the study

Based on the background above, the problem of study can be formulated as follow:

1. How does English teacher conduct ESP course at the Secretary and Management Program?
2. To what extent does English teacher plan language content in syllabus for ESP course using ESP Approach at the Secretary and Management Program?
3. To what extent does the English teacher implement language content in the syllabus for ESP in the classroom?

1.3 Operational Definition of the Variables

1.3.1 Language Content for ESP course

Language content for ESP course in this research means structures, topics, functions, learning tasks, notion, and four language skills which are included by the English teacher in his/her syllabus (Richards, 1991:24-25). In this case, those contents are closely related to term of syllabus. All of them must be covered in the syllabus in order to gain the learners' need in learning English.

of language learning which is responsible for determining the content of what is taught. The role of the teacher will ultimately reflect the objective of the learning since the success of learning language depends on the teacher. For example, he/she can provides the content (i.e., syllabus) or create the condition for successful language learning. ESP course consists of content of language that must be taught and achieved by the teacher to fulfill the objective of learning (learners' need) as well as target situation.

ESP as one of English courses offers a great number of subject fields that are needed by many people especially learners who study for jobs. Hutchinson and Waters (1987:6) classify ESP course in the three large categories. They are EST (English for Science and Technology), EBE (English for Business and Economics), ESS (English for the Social Science).

Business Training Center (BTC) is one of the informal schools in Jember which offers three ESP programs, Money and Banking, Tourism and Hotel, and Secretary and Management. Those programs are conducted in one-year education (D1) and focussed on the target level needs (target situation). Besides teaching activities, BTC also conducts on the job training at any kind of institution such as bank, hotel, and restaurant.

Secretary and Management program can be seen as the most favorite program. The number of the students enroll every year could prove it. There are about one hundred students in every year, therefore, Secretary and Management program is regarded as the big class. Secretary and Management program has four classes. The aim of the ESP course in this program is to enable the learners to gain the target situation (learners' need) in which the learners will use the language they are learning for their job to be. Furthermore, the ESP course may be preparing the students for a further training course. For example, students should have job training in some institution such as bank, company, hotel, restaurant, etc. that closely related to their fields of study. In the process of giving ESP course, ESP teacher uses a plan of work

1.3.2 ESP Approach

ESP approach in this study is an approach to language teaching which is directed by specific and apparent for learning, and all decisions of content and method are based on the implementation of the design into methodology procedure in detail. Therefore, it will affect the teacher's activities and involvement in designing ESP course (language teaching).

In carrying out ESP course, the teacher should involve the procedures as follows:
1. Identify learners
2. Analyze learning situation and target situation together with theoretical views of language.
3. Identify: a. wants/potential of learners
   b. Needs/potential/constraint of learning/ teaching situation
   c. Skills and knowledge needed to get function in the target situation
4. Write syllabus to exploit the potential of learning situation in acquisition of the skills and knowledge acquired by the target situation.
                          (Hutchinson and Waters, 1987:74)

Besides those procedures, the teachers should pay attention to the preparation of lesson and creating good atmosphere in the class as well such as time-consuming, good technique and so on. It is due to the fact that students are not only learning English through the particular concepts and vocabulary or rhetoric of their fields of study, but also being gradually initiated into what "being a professional" in their own field involved.

1.4 Objectives of the Study

The objectives of the study are as follows:
1. To analyze the procedure of the English teacher at BTC Jember in conducting ESP course
2. To analyze the language content syllabus planned by the English teacher at BTC Jember in the syllabus for ESP course
3. To analyze the language content syllabus implemented by the teacher in the classroom

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1.5 Significance of the Study

a. The English teacher

The results of this research are useful for the English teacher as information or input to know the chronological procedure in design ESP course, so they can decide what good methodology, materials, and what parts of the syllabus need further attention.

b. The students

The results of the research are useful for the students to know that there is a plan of work in English course, so they know how the individual lesson fits together in gaining their need.

c. Others researchers

The results of this research are useful for other researchers as information or input to conduct further researchers dealing with similar problem, but focusing on the other areas, for example, English for Biology, Medicine, Mathematics, etc.

II. REVIEW OF RELATED LITERATURE

2.1 The Definition of ESP

Before discussing the ESP project itself, it is necessary to define what is meant by the ESP. ESP is not only as a specialist discipline but also as part of larger world of language teaching. It is supported by Robinson (1991:1) that ESP is a major discipline and activity in English language teaching around the world today. She also defines ESP as an enterprise involving education training and practice which are drawing upon three major realms of knowledge: language, pedagogy and students' or participants specialist area of interest.

There are many approaches to language teaching that are defined in ESP, but ESP simply means "English for Specific Purpose". It would imply that the term "specific" refers to one concern of field of study as well as the learners' specific attention of study.

There are many types of ESP. ESP is often classified according to the field of the target activity, the two major subclasses being English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). This statement is supported by Hutchinson and Waters (1987:16) that ESP is divided into two main types differentiated according to whether the learner requires English for Academic Study (EAP : English for Academic Purpose) or for work/training (EOP/EVP/VESL=English for Occupational Purpose/ English for Vocational Purpose/ Vocational English as a second language). They, further, differentiate ESP by general nature of learner's specialism. Three large categories are EST (English for Science and Technology), EBE (English for Business and Economics) and ESS (English for the Social Science).

Regardless of those division, Hutchinson and Waters (1987:5) also offer three criteria of what ESP isn't in order to get closer to a definition of ESP. First is ESP is "not a matter of teaching 'specialised varieties' of English". It means that the term of

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language that is used for a specific purpose is the same with the other kinds of language, eventhough, the ESP has some particular features which can be identified as a "typical" of a particular context of use to meet the learners' need. Second ESP is "not just a matter of science words and grammar for scientist, hotel words and grammar for hotel staff and so on (Hutchinson and Waters, 1987:18). It means that there was a close relationship between particular words and grammar of particular fields study with structure. They should support each other. Third is ESP is "not different in kind from any other form of language teaching (Hutchinson and Waters, 1987:19). It means that there is no differences between methodology in ESP and General English but the most important thing is how to make the methodology more effective and efficient in learning. Based on these statements, it can be concluded that ESP must be seen as an approach not a product. Hutchinson and Water, furthermore, conclude that ESP is " an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (1987:19).

2.2 ESP Course/Program

From the previous section, it has been argued that ESP is an approach to language teaching in which the concern and the aim are simply to meet the learning needs and target situation. Munby, furthermore, argues ESP course as:

> those where the syllabus and materials are determined in all essential by the prior analysis of the communication needs of the learners, rather than by non learner-centered criteria such as the teacher's or institution's predetermined preferences for general English or for treating English as part of general education (Munby, 1978:2).

From the statement above, it can be concluded that all content of ESP course should be determined by the learners' need in studying the language. That is why, it should be important to distinguish the English course for learners who need English for study or for work. Munby, similarly, supports two major categories of ESP: [A] where the participants needs English to perform part of all his occupational duties,

e.g. working in civilaviation or tourist hotel management (appropriately labeled English for Occupational Purposes-ESP); and [B] where the participant needs English for educational purpose, to pursue part or all of studies (referred to as English for Academic Purpose-EAP) (1978:2). ESP course, therefore, should not only focus on the learner's reason to learning but also the purposes for which he/she requires the target language (Robinson, 1991:2). Furthermore, she supports that students study English not because they are interested in the English language (or English language culture) but since they need English for study or work.

Peter Strevens (in John and Dudley-Evans, 1991:298), furthermore, offers four characteristics of ESP course as follows:

ESP consists of English language teaching which is
- designed to specified need of the learners
- related in content (i.e., in its themes and topics) to particular disciplines, occupations and activities
- centered on the language appropriate to their activities in syntax, Lexis, discourse, semantics, etc.
- in contrast with general English

From those characterictics above, it can be conculded that ESP may concern with time period, scheduling of the English language classes, and course objective, therefore, the teachers and institution should coordinate and create those content departments in order to produce syllabus in which to meet the learners' need.

In addition, Robinson (1991:3) claims that the students on an ESP course should be adult or junior high school students which at least have mastered the basic of English rather than children. Blackie (1979:263), moreover, suggests that ESP should be reserved for students who have mastered "basic English" and that there was little point in teaching at lower level any language which was "technical" or "advanced". Those ESP characteristics, therefore, exist in ESP course in order to satisfy a particular educational needs that students engage in. In addition, ESP course should involve specialist language and content related to their need.

2.3 Methodology in ESP

Hutchinson and Waters argue that there is nothing specific in the methodology of ESP (1987:142). The most important thing, however, is how to make the classroom livelier, more enjoyable and more effective environment for both learners and practitioners in communicative acts. They, furthermore, suggest that ESP course should be based on the language skills which learners require cope with target situation.

Robinson (1991:46), on the other hand, argues that methodology refers to what goes on in the classroom, to what the students have to do and it is also simply what teacher has to do. ESP teacher can learn about methodology in general of teaching ESP from General English practice. The teacher who comes to ESP from General English do not need to learn new methodology because classroom skill and techniques acquired in General English teaching can be usefully employed in the ESP classroom (Hutchinson and Waters, 1987:142). They, however, mention five basic methods in ESP such as tasks, role play and simulation, case studies, projects and oral presentation.

In addition, Robinson (1987:46) supports that ESP methodology should involve basic learning features such as learners' interest, enjoyment, creativity and involvement. It means that the teacher must consider whether the goals that are set were authentic with regard to student's real-world roles and whether activities that take place in the learning situation are authentic. In addition, the most important thing is how such authentic goals and methodology should be selected and realised within the teaching of language in the classroom.

2.4 Syllabus in ESP

A syllabus is a plan of work and is thus essential for the teacher, as a guideline and context for class content (Robinson, 1991:34). In this case, syllabus is regarded as a document which says what will (at least) be learnt.

Robinson (1991:83) argues that language is a complex entity. It cannot be learnt in one go. We have to have some ways of breaking down the complex into manageable units. That is why the syllabus, defined as the constituent part of language knowledge, should provide a practical basis for the division of skills, textbooks, learning time, etc. as the basic thing in syllabus content. Hutchinson and Waters (1991:84), furthermore, suggest that syllabus should not be used as a means of selecting text or what to put in the exercise.

For many ESP courses, the specialist content is utilized as an organizing plan (or carrier content) for the syllabus, in order to motivate the students and as a basis for the real syllabus of language form, functions or whatever the course designers wish to focus on . Swan (in Robinson, 1991:41), however, suggests that the problem is not which syllabus to put first, but how to integrate eight or so syllabuses (functional, notional, topic, phonological, lexical, structural, skills) into a sensible teaching program. In this case, those things that will imply to the syllabus type or types to employ should result from a juicious consideration of the students' need and the objective of the course.

2.5 Language Content

Any ESP enterprise involves three realms of knowledge: language, pedagogy, and content (the content of the student's specialism disciplines) (Robinson, 1991:18). ESP course, furthermore, depends on the views of the course designers concerning the description of language, syllabus design and methods of learning and teaching language.

Whether an ESP course contains a conscious focus or not, the course designers must be operating some sort of theory of language, and its relationship to the objective of the course (Robinson, 1991:18). Furthermore, she said that many theories of language and of its descriptions are available and ESP has benefited greatly from work done in theoretical of language. In general, language content consists of language components and language skills. Dulay (1982:146) supports that

language components include phonology (pronunciation), syntax, and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Bloor (1984:18), however, claims that the language skills simply refer to listening, speaking, reading, and writing.

In addition, linguistic work has been done under the need of ESP, often as part of needs analysis and the participant of course syllabus and materials. On the other hand, writer only focuses on language content in the syllabus with the reason to meet the learners' target need. The syllabus comprises defined linguistic content in terms of language elements such as structures, topics, notions, functions, or in some cases in term of learning task and also four language skills (Richards and Rogers, 1991:24). In addition, it is necessary to point out the language content in the syllabus as presented below.

2.5.1 Structure

Willis (1990:363) argues that words, sentences with different meanings, patterns, tenses are analyzed as a number of structure. Robinson (1991:25), furthermore, defines structure as a typical means of grammar. It can be concluded that structure is an element of language which is related to how to patternize statements (sentence), types of sentence in different meaning, tense, or more relevant to the language form.

2.5.2 Topics

Topics in syllabus refer to the title of intention of the course that is related to the setting and also a kind of discipline need or learners' specialist study, for example, in a business setting, the topics may follow the chronological order 'workweek'. Robinson (1991:36), furthermore, argues that topic in syllabus should deploy the content of the students' work or specialist study.

2.5.3 Notions

The definition of notion and function in syllabus is considered as the same thing, but notion more emphasizes on the grammar and lexis element (Richards and Rogers, 1991:17). Hutchinson and Waters (1987:31), furthermore, classify notion into lexis elements such as time, duration, location, quality, and number.

2.5.4 Functions

Hutchinson and Waters (1987:31) support that functions are concerned with social behavior and present the intention of the speaker or writer, such as advising, warning, treating, describing, etc. Those are considered as the communicative acts that are carried out through language. In this case, function is regarded as further implementation of structure that is related to the context. Hutchinson and Waters (1987:32), furthermore, claim that function is the combination between structure and context, because the context of sentence is important in creating meaning. It can be said that function emphasizes more in language use. To make it clear, a kind of syllabus represented below shows the language content in syllabus in terms of material of ESP.

Content

Unit One Business Content Structure	**A Newcomer** Telephone conversation, business letter format Demonstrative pronouns: *this/that/these/those/there is* Preposition: *on, in, above, under, between, next to* Question words: *how many?*
Function Lexis	Describing location Office furniture and equipment, stationary, cardinal numbers

from *We Mean Business* (in Hutchinson and Waters, 1987:33)

2.5.5 Learning Task

Harper (1986, 321) argues that the best way to learn something is by doing it. Willis (1990:363), furthermore, argues that implementation of methodology and

syllabus should identify topic and advising syllabus should involve the task in order the communicative objective (i.e., learners' need) can be gained and the learners finally can practice the language not only in passive forms but also in active forms. The following syllabus is a task-based syllabus that covers kind of task.

Task-based syllabus
1. Making arrangements
2. Attending meetings
3. Buying and Selling
4. Dealing with forms
5. Using the telephone
6. Dealing with International payments
7. recording and decoding information
8. Travelling
9. Reporting
10. Receiving Visitors

Taken form *English for the Business and Commercial World* by Blundell (in Hutchinson and waters, 1987:87)

2.5.6 Four Language Skills

Many approaches to syllabus construction focus on skill, but since the term "skill" is used in a number of different ways in English language teaching, it is important to clarify these uses in many Communication Studies. Robinson (in Bloor, 1984:18), however, argues that skill in syllabus refers to four language skills: listening, speaking, reading, and writing. Those skills are basis for certain types of syllabus. A kind of syllabus is considered as skill syllabus which covers skill content.

Skill Syllabus
1. Organizing your studies
2. Improving your reading efficiency
3. Taking note
4. Taking part in seminars
5. Writing essay i) Research and using the library
6. Writing an essay ii) Organization
7. Writing an essay iii) Presentation
8. Assessment study techniques and examinations

from study skill English by Michael, Cambridge University Press (in Hutchinson and Waters, 1987:86)

From the explanation and example above, the most important is how to integrate the six things into syllabus (function, notion, topic, structure, task, four language skills).

2.6 Need Analysis

In previous section, the writer has concluded that ESP is an approach to language teaching which aims to meet the needs of a particular group of learners. In designing syllabus and preparing ESP course, ESP teachers should focus on the students' need as a target-centered in language teaching (Bloor,1984:16). Hutchinson and Waters (1987:21) suggest to ask wide range of questions: general and specific, theoretical and practical in order to provide a rasional basic for the subsequent process of designing the syllabus, writing the material, teaching in the classroom and evaluation. The following are the questions the teacher should know:

> **Why** does the student need to learn?
> **Who** is going to be involved in the process? This will need to cover not just teachers, sponsors, inspectors, etc.
> **Where** is the learning to take place? What potential does the place provide? What limitations does it impose?
> **When** the learning to take place? How much time is available? How will it be distributed?
> **What** does the student need to learn? What aspects of language will be needed and how will they be described? What level of proficiency must be achieved? What topic areas will be needed to be covered?
> **How** will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be involved?
> (Hutchinson and Waters, 1987:21)

The following are frameworks which consist of several questions to analyze the target needs as well as the linguisrtics features of the target situation. We can use several ways in conducting this analysis such as questionnaires, interviews, data

collection e.g. gathering texts and informal information with the learners. The following framework use to analyze the learners' need.

A framework for analyzing target situation

Why is the language needed?
- for study;
- for work;
- for training;
- for a combination of these;
- for some other purposes, e.g. status, examination, promotion

How will the language be used?
- medium: speaking, writing, reading, etc.;
- channel: e.g. telephone, face to face;
- types of text or discourse: e.g. Academic texts, lectures, informal conversation, technical manuals, catalogues.

What will the content areas be?
- level: technician, craftsman, postgraduate, secondary school
- subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;

Who will learner use the language with?
- native speakers or non-native;
- level of knowledge of receiver: e.g. expert, layman, student;
- relationship: e.g. colleague, teacher, customer, superior, subordinate

Where will the language be used?
- physical setting: e.g. Office, lecture theatre, hotel, workshop, library;
- human context: e.g. alone, meetings, demonstrations, on telephone;
- linguistic content: e.g. in own country, abroad

When will the language be used?
- concurrently with the ESP course or subsequently;
- frequently, seldom, in small amounts, in large chunks.

<div align="right">(Hutchinson and waters, 1987:59-60)</div>

The following framework is used to analyze the learning needs.

A framework for analyzing learning needs

Why are the learners taking course?
- compulsory or optional;
- apparent need or not;

III. RESEARCH METHOD

This research was conducted using the qualitative method. The following discusses research design, sites and respondent, access, data collection method, data analysis method.

3.1 Research Design

Based on the research objective, this research belongs to case study. This research was intended to investigate the teacher's procedure in conducting ESP course and describe language content planned by the English teacher in syllabus using ESP approach. According to Meriam (in Bogdan and Biklen, 1992:62), " a case study is detailed examination of one setting, or a single subject, a single depository of documents, or particular event". In addition, as Robinson (1991:13) points out, a case study is one of observations in which one individual is shadowed over period of time, so the information obtained to support the data will be more detail.

The procedure of this research included preparation, implementation, and finishing.

3.1.1 Preparation

These activities involved:

a. Finding the problem and stating the title
b. Studying the references
c. Formulating the problem
d. Choosing the research design
e. Deciding data collection method

3.1.2 Implementation

These activities involved:

a. Collecting data to find information sources, which are relevant with the research problem.

b. Analyzing data qualitatively. The technique used is descriptive qualitative, and the result is in the form of description

c. Qualificating for the appropriate procedure in conducting ESP course and characteristic of good syllabus

3.1.3 Finishing

These activities involved:

a. Arranging the concept of research report. This communicated as clear as possible the purpose and result of the research

b. Revising the research report. It was aimed to obtain the improvement of the research report

c. Duplicating the research report.

3.2 Sites and Respondent

This research was conducted at Business Training Center (BTC) which is located at Jl. Bedadung I Jember. This area was chosen because this center provides sufficient time, facilities, and data.

This research analyzed ESP course conducted by an English teacher and also language content planned by the teacher in syllabus. Therefore, the English teacher became a respondent of this research.

3.3 Access

Access refers to the researcher's acquisition of consent to go where he wants, observe what he wants, talk to whoever he wants, obtain and read whatever document

he requires, and do all of this whatever period of time he needs to satisfy this research purposes (Glesne and Peshkin, 1992:33).

The access of BTC was gained from both principal as well as the ESP teacher. At BTC, both of them were ready to help the writer collect the data needed.

3. 4 Data Collection Method

The data collected in this research were the data about the teacher's procedure in conducting ESP course and language content planned in syllabus by the English teacher.

Based on the characteristics of data, there are three methods used in collecting data, that is interview, documentation, and observation.

3.4.1 Interview

The data about teacher's procedure in conducting ESP course whether he/she implements need analysis or not before conducting ESP course were taken from the interview. According to Ali (1987:85), interview is a technique for collecting data from data sources with direct or indirect question-answer. As the researcher needs to get the valid data from the respondent, the interview technique chosen is co-interview (Faisal, 1990:63). In this technique of interview, the writer prepared some questions related to the data needed. This interview was conducted with the English teacher. This interview also used a tape-recorder as the instrument to record the interview.

3.4.2 Documentation

Documentation method is used to get data from written documents. The data about language content whether it is appropriate for the students' needs or not were taken from formal documents. Formal documents include: memos, meeting summary, formal publication, achieve, statistics, data, and other form of documents (Bogdan and Biklen, 1992:30). In this study, the formal documents intended were the teacher's syllabus/ lesson plan.

3.4.3 Observation

Hadi (1991:136) defines observation as an activity of observing and making notes systematically about the phenomena. Arikunto (1992:126), furthermore, states that observation includes a concentration activity on an object by using all the human's senses. It can be done through the sense of sight, hear, smell, taste, and touch. In other words, observation means a systematically searching by using all human's sense and making note. In relation to these ideas, the observation method is used to obtain the data about the extent of language content syllabus implented by the teacher in the classroom.

In this observation, the writer observed the teaching learning process of ESP subject in the clasroom whether the ESP teacher used the syllabus as his guide. After observation, the writer analyzed the extent of language contents which have been implemented by the teacher in the classroom through he material taught or given to the learners.

3.5 Data Analysis Method

Based on the kind of data collected, qualitative analysis is applied. The qualitative analysis techniques applied are domain analysis and taxonomy analysis. Domain analysis is used to know the general procedures the teacher applies in conducting ESP course, kinds of language content covers in teacher's syllabus, and whether the language content appropriates for the learners' need or not. Taxonomy analysis constitutes the follow-up of domain analysis. In this research, taxonomy analysis was used to gain in-depth and detailed understanding of certain categories. Because this research was focussed on language content in syllabus, this domain consisted of the kinds of language content which were appropriate for learners' needs.

No.	Kind of Data	Source	Technique
1.	Teacher's procedure in conducting ESP course	ESP teacher	Co-interview
2.	Kinds of language content planned by the teacher in the syllabus	ESP teacher	

Taxonomy Analysis

No.	Kind of Data	Source	Technique	Instrument
1.	Language content	Formal document: - Syllabus/lesson plan	Document analysis	Matrix

IV. RESULTS AND ANALYSIS

This chapter explains the result and discussion. The following are the result of interview, documents, and also the result of observation, which are grouped as the primary data.

4.1 Teacher's Procedure in Conducting ESP Course

The data about the procedure in conducting ESP course and language content planned by the teacher were gained from the ESP teacher of Secretary and Management Program of Business Training Center (BTC) Jember through interview.

The teacher's procedure in conducting ESP course can be shown from the following interview conducted with the ESP teacher.

Q : Do you analyze your learners' needs before conducting ESP course directly teach the material?

I : Yes, I do.

Q : Do you also analyze your learners' wants, potentials, and skills?

I : Yes, I do. Actually there are some steps are folow. First, we identify the learners of BTC whether they choose Hotel and Tourism, Money and Banking, or Secretary and Management program as their want. Second, we give them (the trainees) several pre-tests to know their ability in English, how far they already master the English. There are two kinds of pre-test, written and oral test. The written test involves greeting, introducing personal identity, etc. After conducting the test, we divided the trainees into several classes based on their needs. The, the trainer will give the students skills and knowledge based on their specialist study. Then, I teach the materials based on the syllabus. Actually, the materials were already provided, but I think that is not enough to border their skills and knowledge because there are many things that should be known by the trainees. That's why, I made the other materials that are relevant to the trainees for sometimes. I took this from some articles and books that covered about the secretary work.

Q : Do you use the syllabus as your guide in teaching the materials?

I : Yes, of course. I use syllabus as my guideline even when I designed my materials for Secretary program.

Q : After teaching the material, do you evaluate your learners to asses whether the learners' needs/target situation have been achieved or not?

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I : Yes, of course. I give them such kind of test or evaluation to know how far they have acquired the materials. There are two kinds of tests given to the trainees, mid-semester and final test.

The results of interview informed that there are six steps to follow in conducting ESP course in Business Training Center (BTC). They are: identifying learners, analyzing target situation with theoretical views of language, identifying needs, skills and knowledge needed to get the function in the target situation, writing syllabus, teaching the materials, and evaluating the material.

a. Learners Identification

In Business Training Center (BTC), the trainees are divided into three categories: Hotel and Tourism, Money and Banking, and Secretary and Management. They can choose whatever subjects they really want. It has been represented in their registration form.

b. Target Situation with Theoretical Views of Language Analysis

In analyzing target situation with theoretical view of language, the trainer gave students several pre-test to know their ability in English and how far they have already mastered English. There were two kinds of pre-tests: written test and oral test. The written test was about structure, vocabulary and other forms of writing skill. The oral test involved greeting, introducing personal identity, etc. The aim of this analysis was to know the level of their English. After knowing their ability, then the trainer divided them into classes.

c. Needs, Skills, and knowledge needed to get function in the Target Situation Identification

After dividing the trainees into several classes, the trainer begun to give skills and knowledge needed in the class and in the job field. For Secretary and management program, the trainer gave them skills and knowledge such as how to receive telephone call, how to make appointment with relation, how to arrange the business trip, etc. These included how to make business letters, for example, letter

of ordering and confirmation, letter of apology, etc. Those give the basic things in doing job training later and also make the trainees become professional in secretarial work.

d. Writing Syllabus

The BTC had already given some skills that should be mastered by the students, however, the trainer was still allowed to add and develop the other skills and activities of learning as long as it was still related to the syllabus and student's specialization.

e. The Teaching of Material

The trainer used the syllabus as his guidance in teaching materials in the classroom. The ESP course was given in 172 hours, and each hour was 45 minutes. Every meeting needed one-half hour.

f. Material Evaluation

The evaluation was given after the trainer gives the material. The aim of evaluation was to know how far they had understood the materials or how far the instructional objective had been achieved. There were two kinds of tests given to the trainees, mid-semester test and final test.

4.2 Syllabus for ESP at BTC

As stated in the previous chapter that language is complex entity which cannot be learnt in one go. That is why, syllabus will breakdown the complex into manageable units. The aims of the materials are to give the students secretary skills and to introduce them with Secretary work, and the syllabus provides a practical basis for the division of skills, textbooks, learning time, etc.

Below is a list of contents in the syllabus for Secretary and Management program in BTC:

A. Greeting
1. Giving Personal information
2. Introduction

B. Office Routine:
1. Discussion : Routine Action and Time Tables
2. Checking the diary
3. Telephoning in the Office
4. Planning a Meeting
5. Arranging Business Trip
6. Making an Appointment
7. Learning Office Procedure and Office Management
8. The interview

(Sillabi jurusan Sekretari & Manajemen, 1998, 51)

Besides those materials above, the ESP teacher, however, made the other materials by himself for sometime with the reason materials covered in the syllabus are not enough to broader students' knowledge and skill on Secretary and Management work. He took the materials from some articles, books (one of them is English for Specific Purposes "Secretary " by Lynne Visutshic, see appendix 7) from the senior teachers of BTC, and from his experience when he worked in a hotel as long as it was still relevant to the learner's specialist study or work. This is called in-house material. The following are the examples of in-house materials that are collected by the ESP teacher.

1. A type written article:
   a. A job application for secretary
   b. Curriculum vitae
   c. A dialogue about temporal arrives
   d. A letter from the director to his secretary
2. An article (a copy) about:
   a. Securities
   b. Types of Business Organization
   c. Promotional strategy
3. A copy about:
   a. Confirming An appointment
   b. The Manager's Room
   c. The General Office
   d. Filling
   e. The office Equipment
   f. The work of the General Office
   g. Commercial Correspondence
   h. Application for A job

i.   The Sales Department

(Taken from Teachers' Notes)

Those topics above were created by the ESP teacher and given to the trainees to border the learners' knowledge as well as their skills study or work.

4.3 The Language Contents Covered in the Syllabus

From the syllabus above, it can be analyzed that these parts of syllabus have covered some language contents syllabus such as structure, topics, function, learning task, notion, and four language skills.

a. Structure Syllabus

The following are structural content that is covered in the syllabus.

1. The use of tenses (Present tense, Past tense, Present perfect tense, etc.)
2. The use of adjective, Noun and Adverb
3. The use of Form of Modal (Present, Past)
4. The use of To be+V_3 (passive form)
5. Question Tag
6. Conditional Sentence
7. Degrees of Comparison
8. Simple sentences by clauses
9. Impersonal "it"
10. etc.

All of structural contents were taught separately from ESP materials and activities.

b. Topics

The topics that are covered in the syllabus had been related to the students' specialist study or work. For example, in the office setting, the situation and topics follow the Office Routine. The topics covered in the syllabus are:

Discussion Routine Action and Time Table
Checking the diary
Receiving telephone call
Planning the meeting
Arranging Business Trip
Making an Appointment
Learning Office Procedure and Office Management

c. Function

The following are function that are covered in the syllabus:

1. Ordering equipment
2. Location (the office)
3. Discussion routine action and time tables

d. Learning Task

Learning task consists of a set of tasks or activities directed to the students' work or study with the reason that the students are able to perform English related to their study or work. The following are tasks that are covered in the syllabus.

1. Receiving telephone call (dialogue in the telephone/ telephone conversation)
2. Writing business letter
3. Leaning office procedure and office management

d. Notion

The following are notion that are covered in the syllabus:

1. Ordering equipment
2. The office equipment
3. The Manager's room

Notional syllabus was focused on the Lexis only.

f. Skill-Based (four language skills)

Principally, skill-based syllabus is focusing on one of the four traditional language skills (reading, writing, speaking, and listening). Examples of these skills are found in the activities, such as business letter writing or in oral skills for business people, and academic reading. The followings are examples of skill-based content, which were covered in the syllabus.

1. Business Letter
   a. friendly or informal letter
   b. invitation an replies
   c. letter of inquiry and acknowledgement
   d. letters about credit
   e. sample letter

2. Reading Text
   a. tourism term
   b. banking term

4.4 The Implementation of Language Content in the Classroom

The implementation of language contents in the classroom was taken from observation. It was conducted in the Secretary and Management classroom starting from September 4th, 2000 to September 25th, 2000. The following are some topics that were taught in the class during the observation.

1. Monday, September 4, 2000 ; Business Letter (Letter of Order and Confirmation) and Sample Letter
2. Wednesday, September 6, 2000 ; Business Letter (Letter of Order and Confirmation) and Sample letter
3. Monday, September 18, 2000 ; Business letter (Letter of Apology)
4. Monday, September 25, 2000 : (Office Routine: Receiving the telephone)

The following are the explanation of each points obtained from observation in the classroom. In point 1 and 2, with the same topic Business Letter (Letter of Order and Confirmation) have the same teaching procedure in the classroom begun at 07.30 in the morning. The teaching procedure that was implemented by the teacher in teaching the topic "Business Letter" followed three steps. First, the teacher prepared the material based on the syllabus, then presented the materials in the classroom by making a note for the students on the white board or gave the copies of materials. The following is an example of the lesson taught in the class with business letter as the topic (letter of order).

Dear Sir,
We are interested in office chair that you made, and should be pleased if you would send us 400 chairs in medium qualities such as pattern of good that you already sent.
We look forward to hear your news in the near future.

(from Teacher's Note)

Second, the teacher explained the materials and asked the students to translate the materials. Finally, the teacher made the conclusion. In point 2, on the other hand, was focussed more on exercises of making Letter of Order at the end of the class.

In point 3, the class begun at 07.15 in the morning with the topic Letter of Apology (how to make/write the letter of Apology). First is the teacher wrote the example of Letter of Apologize. The letter was about the delivery of typewriter that did not coming yet on the white board, and then the students copied it on their notes. The following is the example of the Letter of Apology written by the teacher.

> Dear Mr. Willbond,
> I would like to thank you for your letter dated 25th May 2000. Bringing to my attention that the fact that you had not yet received delivery of the 6 typewriters that were promised to be delivered on May 23th 2000 and that my company had not communicated with you to give you information, regarding this late delivery. I have talked to my Ware house Foreman and he assures me that he called you company on May 20th 2000 and explained that the typewriters had been held up at the dock because of docker's strike, and would now be delivered 3 weeks later than promised.
> He left this message with Mr. Chandra in your Account Department as you were out of town.
> The typewriters were shipped this morning, and I believe our dispatch department has been in touch with your administration officer regarding their delivery.
> We are very sorry for this inconvenience and break down in communication, and we hope that now the matter has been resolved satisfactorily.
>
> (taken from Teacher's Note)

Second is the teacher explained the contents of the letter and asked the students to translate the letter, then the students translated the letter word by word on their notes. Third is the teacher explained about the Letter of Apologize (when we used/wrote Letter of Apologize). Finally, the teacher made a conclusion about Letter of Apologize and asked the students to ask any questions if there were some question related to the topic.

In point 4 with the topic Office Routine (receiving the Telephone) the teacher asked the students to practice how to answer telephone calls in the office by giving examples or guide in answering the telephone through conversation. In

this activity, two students practice the telephone conversation. One student acted as secretary and the other one acted as a receptionist in a hotel. The following is a fragment of the telephone conversation obtained from the observation;

Receptionist	: Reception, Good morning. May I help you?
Secretary	: I would like to reserve a room for my director, he will come for his business meeting
R	: What date your director will come to our hotel and for long?
S	: He will come on September 30th, and he will stay for 2 days
R	: Would you mind telling me about your name?
S	: Rina …… Rina Astini, and My director's name is Mr.Edy Geol
	………………………………………………
R	: Well, I think the information is enough, do you have special request?
S	: No, I don't have it, could you send breakfast to his room, please?
R	: I think it could be arranged. Well, miss Rina, we will wait your director to our hotel and I hope you director will enjoy our service, good bye.
S	: Good bye

(from Teacher's Note)

The dialogue above was created by the ESP teacher itself. The three points that are measured in this activity are intonation, bravery, and fluency.

4.4 Discussion

The analysis of observation, documents and interview indicated that the teacher's procedure in conducting ESP course has followed the good procedures or steps. They are: identifying learners, analyzing target situation with theoretical views of language, identifying needs, skills, and knowledge needed to get function in the target situation, writing syllabus, and teaching the materials. It is in line with Hutchinson and Waters' idea in their book "English for Specific Purposes; A Leaning-Centered Approach". They said that there are six procedures in conducting ESP course. First is identifying learners. Second is analyzing learning

situation together with theoretical views of language. Then, identify wants/potentials of the learners. Next, write syllabus to exploit the potential of learning situation in the acquisition of the skills and knowledge acquired by the target situation. After that, teaching materials and evaluate the learners.

The language contents covered in the syllabus for Secretary and Management program Business Training Center (BTC) in Academic Year 2000/2001 included structure, topics, skill-based (four-language skill), function, notion, and learning task. The language contents covered in the syllabus were relevant to the secretary field or learners' needs (interest/specialist study). Structure, however, was taught separately with others (ESP itself). It was taught integratedly with General English in other time. In addition, skill-based/four language skills (i.e. speaking and listening) were not taught integratedly with others such as writing and reading. The reason was that there was no enough time to teach them. The English teacher, furthermore, said that students would have a good basic in English before they come to the English for their specialist study or ESP lesson itself.

Those language contents covered in the syllabus were implemented in teaching and learning process in the classroom. Structure, listening, and speaking were given separatedly with ESP subject. It is contradicting with Hutchinson and Waters's idea which state that it is not which syllabus (language content) to put first, but it is how to integrate structure, topic, function, notion, learning task, and four language skills into sensible teaching program. It seems that the teaching of ESP in BTC was not maximal. It can be seen in point 4 with the topic "receiving telephone". In teaching this topic, the students were asked only to practice the dialogue given by the teacher, but not to create the dialogue by themselves. It seems that the teacher didn't try to create students' skill in writing dialogue or telephone conversation. It is also found that the teaching leaning process conducted by the teacher ran slowly. The teacher took 15 minutes to write the materials on the white board and 15 minutes for the students to write the materials. Thus, there was no enough time to teach ESP in integratedly.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of data analysis obtained from interview, documents, and observation, it can be concluded that:

1. Business Training Center (BTC) in Jember has applied good procedure in conducting ESP course.

2. The kinds of language contents covered in the syllabus at Secretary and Management program in Business Training Center (BTC) Jember are topics,, function, notion, structure, and skill-based (four language skills). As the result, the syllabus is categorized as a good syllabus because at least it consists of topic, structure, function, learning task, notion, and four language skills.

3. All language contents covered in the syllabus have been implemented and given to the students in the class eventhough they are taught separetely with ESP subject. The teaching ESP course was too slowly. It means that the the teaching of ESP course in BTC is not optimum.

5.2 Suggestion

Based on the findings of this research, suggestions are addressed to the ESP teacher and other researchers.

In designing ESP material, the ESP teacher should use syllabus as the guide and should not ignore the aims of the designing material to fulfill the learners' needs. The ESP teacher should use English as the medium of communication in the teaching learning process in the classroom as well as on the job training. The ESP teacher, furthermore, should not spend more time for explanation and write the materials. Thus, the instructional objective to acknowledge the English could be achieved.

The analysis is worth being taken as input for analysis of ESP course as well as the syllabus. The writer believes that there are only a few researchers who

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have conducted this analysis. Therefore, language researchers should conduct further research with similar problems, but focussing on the other areas, for example, syllabus for biology, medicine, mathematics, etc.
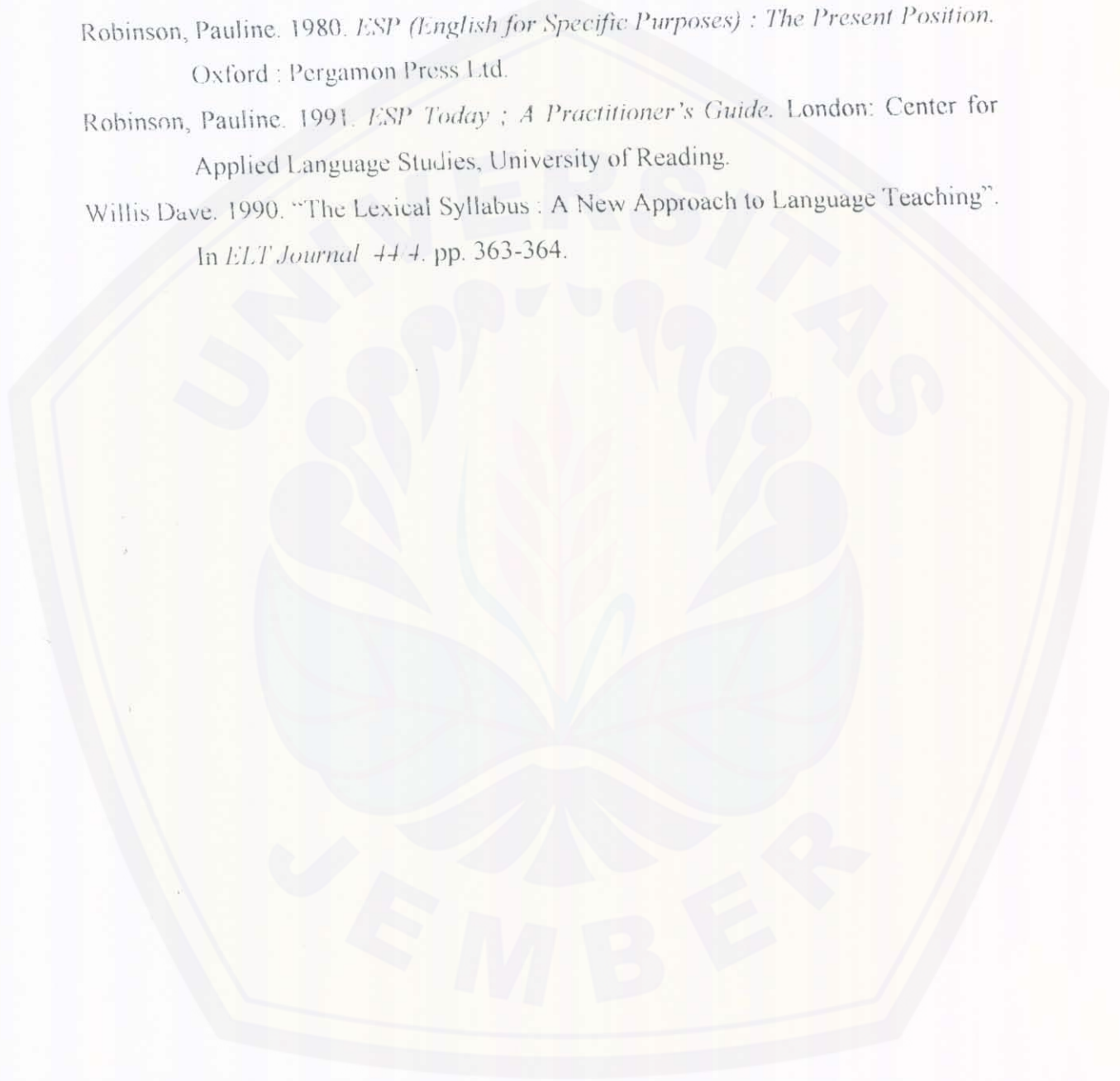
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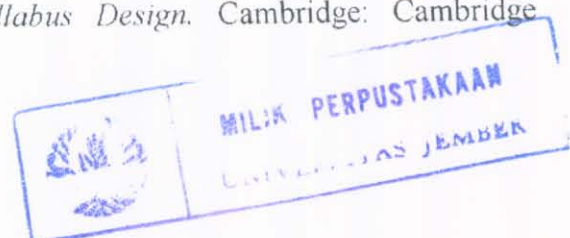
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Appendix 1

THE RESEARCH MATRIX

Title	Problem	Variables	Indicators	Resources	Research Method
An Analysis of Language Content in Syllabus for ESP Course Using ESP Approach at the Secretary and Management Program Business Training Center (BTC) Jember in Academic Year of 2000/2001	1. How do English teachers conduct ESP course at Secretary and Management classes 2. To what extent does English teacher plan language content in syllabus for ESP course using ESP Approach at Secretary and Management Program 3. To what extent does the English Teacher implented language content syllabus in the classroom	1) ESP Approach 2) Language Content Syllabus	1. ESP Approach - The learners identification - Learning situation Analysis - Needs, skills and knowledge Identification - Writing syllabus 2. The Language Content - Structures - Topics - Notions - Functions - Task-Based - Four Language Skills	1. Respondent: ESP Teacher 2. Document 3. Informant: The Head of BTC	1. Research Design Case Study 2. Setting: BTC Jember 3. Subject: Trainer BTC 4. Data collection Method: - Documentation - Interview - Observation 5. Data Analysis Qualitative - Descriptive Analysis - Taxonomy Analysis

Appendix 2

RESEARCH INSTRUMENTS

A. Interview Question (as a guide for doing domain analysis)

1. Domain: Teacher's procedure in conducting ESP course

   How is the teacher's procedure in conducting ESP course?

   a. Using need analysis

   b. Without need analysis

   c. Or directly teach the material

2. Domain: Language content planned by the teacher in the syllabus

   What the extent of language content covers in the teacher's syllabus?

   a. topics

   b. function

   c. four language skills

   d. structure

   e. notion

   f. situational

   g. phonological

   h. lexical

B. Matrix (as a guide for doing taxonomy analysis via documents)

Domain	Criteria	Question
Language content	Aim	1. Who are the learners? - Ages? - Sex? - Nationality/ies? - study or work specilism(s) (e.g. banking, secretary, etc.)?

		- status/role with respect to specialism?
		a. Trainee
		b. Student
		c. University student
		- Level Of English?
		a. Elementary
		b. Intermediate
		c. Advance
		- Educational background?
		a. Senior high school
		b. Diploma
		c. University
		2. What are the aims of the materials (e.g. to fulfill learners' need, etc.)?
	Content	1. What language points should be covered? (i.e. what particular structure, function, vocabulary areas, etc.?)
		2. What proportion of work on each macro-skill (e.g. reading) is desired? Should there be skills-integrated work?
		3. What subject-matter area(s) is/are required (e.g. banking, management, etc.)?
		4. What types of topics are needed (e.g. in secretary: secretary duties, etc.)?

C. Theoretical procedures in conducting ESP course

These procedures involve:

1. Identify learners
2. Analysis learning situation and target situation together with theoretical views of language
3. - identify wants/potential of learners
- identify needs/potential/ constraint of learning/teaching situation
- identify skills and knowledge needed to get function in target situation
4. Write syllabus to exploit the potential of learning situation in the acquisition of the skills and knowledge acquired by the target situation
5. Teaching materials
5. Materials evaluation.

<div align="right">(Taken from: Hutchinson and Waters (1987:74))</div>

D. Criteria of good syllabus

a. Appropriate for the learners' need (based on the need analysis)
b. At least consists topic, structure, function (language form), notion, learning task, four language skills

Appendix 3

Interview Questions

This interview question just emphasizes on the procedures of the English teacher in conducting ESP course and also the language content syllabus planned by the English teacher.

I. The following questions are a guide for doing domain analysis.

1. Do you analyze your learners' need before conducting ESP course or directly teach the material?

2. If the answer of question number one is "yes", do you also identify your learners' wants, potentials, and skills?

3. Do you use syllabus as your guide in teaching English material?

4. After teaching the material, do you evaluate your learners to assess whether the learners' need/ target situation has been achieved or not?

5. What do they know already about English? To know the level of English)

6. What language contents are covered in your syllabus? (e.g. topics, functions, four language skills, structures, notions, situation, phonological, lexical)

Appendix 4

Document Question

1. The following questions are a guide for doing taxonomy analysis via documents

1. Who are your learners? (ages, sex, nationality/ies, study or work specialism)

2. What are their (learners') educational backgrounds?

3. What are the aims of the materials (e.g. to fulfill learner's need, etc)?

4. What subject-matter area(s) is/are required (e.g. banking, management, etc.)?

5. What types of topics are needed (e.g. in secretary: secretary duties, etc.)?

Appendix 5

Interview Transcript

This interview just emphasizes on the procedures of the English teacher in conducting ESP course and also the language content syllabus planned by the English teacher. The interview was conducting with the ESP teacher of Secretary and Management program (Mr. Amir Faisal). The writer will be the interviewer (Q) and the ESP teacher will be the interviewee (I).

Q : Do you analyze your learners' need before you conducting ESP course or directly teach the material?

I : Yes, I do

Q : Do you also identify your learners' wants, potentials, and skills?

I : Yes, I do. Actually there are some steps are follow. First, we identify the learners of BTC whether they choose Hotel and Tourism, Money and Banking, or Secretary and Management program as their want. Second, we give them (the trainees) several pre-test to know their ability in English, how far they already master the English. There are two kinds of pre-test, written and oral test. The writer test involves structure, vocabulary, and other forms of written skill. The oral test involves greeting, introduce personal identity, etc. After conducting the test, we divided the trainee into several classes based on their need. Then, the trainer will give the students skills and knowledge based on their specialist study. Then, I teach the materials based on the syllabus. Actually, The materials were already provided, but I think that this is not enough to broader their skill and knowledge because there are many things that should know by the trainee. That's why, I made the other materials that are relevant to the trainee for sometimes. I took this from some articles and books that covered about the Secretary work.

Q : Do you use syllabus as your guide in teaching material?

I : Yes, of course. I used syllabus as my guideline even when I designed my materials for Secretary class

Q : After teaching the material, do you evaluate your learners to asses whether the learners' need / target situation has been achieved or not?

I : Yes, of course. I give them such kind of test or evaluation to know how far they have acknowledged the materials. There are two kinds of test give to the trainee, mid-semester test and final test.

Q : What do they already know about English?

I : As you know that the trainees have already graduated from Senior High school, some were graduated from Diploma even University. Their reasons choose BTC, as their department to study is BTC offers more job training in the field. The English that they already master is still minimum such as tenses, little bit of vocabularies, and how to read the English text.

Q : What language contents are covered in your syllabus? For examples are topics, function, four-language skill, notion, situation, phonological, lexical.

I : Oh yes.....of course topic, for language skills, structure.

Q : How about lexical (vocabulary)?

I : Actually lexical or vocabulary is not taught directly here. I asked the trainee to translate the material into Indonesia, for example, business letter. So, I think this is become their knowledge of new words.

Q : How about phonological?

I : I don't teach phonological separately with the ESP course. So, when I am teaching and there are some words that are wrong in pronouncing, I directly correct the wrong words. Actually, the lesson such as reading, structure, speaking, listening, and writing are taught separately with ESP.

SILABI SEMESTER II
JURUSAN SEKRETARI DAN MANAJEMEN
BUSINESS TRAINING CENTER
1998

1	Materi Training 2	Pokok Bahasan 3	Sub Pokok Bahasan 4	Meeting 5	Sks 6
01.	S. OBSERVASI & C. SEMINAR	1.1 Observasi Lapangan	1.1.1 Dunia Perkantoran dan Industri	-	3
		1.2 Seminar		27	
02	KOMPUTER II				
	2.2 OPERATOR FOR WINDOWS				
	2.2.1 MICROSOFT WORD	2.2.1.1 Pengenalan Winword	- Memulai Winword		
			- Fasilitas ClipBoard (Icons)		
			- Menggerakkan Kursor		
			- Menghapus, Menyisipkan dan Menimpa		
			- Menyimpan, menutup, membuka File		
			- Keluar dari Winword		
		2.2.1.2 Pengaturan Paragraf	- Penentuan Batas pengetikan		
			- Perubahan Paragraf		
			- Perubahan Spasi		
			- Penomoran Paragraf & Bullet		
			- Penomoran Multilevel		
			- Penentuan Tabulasi		
		2.2.1.3 Spesial Efek Teks, Tabel dan Kolom Koran	- Fontasi		
			- Spasi Karakter		
			- Border dan Shading		
			- Pembuatan Tabel & Grafik		

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1	Materi Training 2	Pokok Bahasan 3	Sub Pokok Bahasan 4	Meeting 5	Sks 6
			7.2.5 Mutasi, Promosi dan Demosi		
			7.2.6 Motivasi, Penilaian Pegawai		
08.	ENGLISH FOR SECRETARY	8.1 Greetings	8.1.1 Giving Personal Information	16	2
			8.1.2 Introduction		
		8.2 Office Routine	8.2.1 Discussion Routine Action and Time Tables		
			8.2.2 Checking the Diary		
			8.2.3 Telephoning in the Office		
			8.2.4 Planning a Meeting		
			8.2.5 Arranging Business Trip		
			8.2.6 Making an Appointment		
			8.2.7 Learning Office Procedure and Office Management		
			8.2.8 The Interview		
		8.3 Final Exam.			
09.	INTERNET	9.1 Exploring Internet	9.1.1 Exploring	5	1
			9.1.2 Browsing		
		9.2 Up and Running with E-mail	9.2.1 Creating E-mail		
			9.2.2 Writing and Sending E-mail		
			9.2.3 Reading E-mail		
		9.3 Exploring Job Vacancy			
		9.4 E-mail for Job Application	9.4.1 Writing Application Letters		

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3. tergantung pada pengucapan: dengan suatu nomina tunggal yang berakhiran dengan "s", **Nomina + 's**, misalnya **boss's** (diucapkan **"bosses"**)

Bentuk kepunyaan (tanpa "s") digunakan untuk nomina jamak yang berakhiran dengan "s", misalnya **"two buyers' orders"** (pesanan-pesanan dua pembeli).

Bentuk kepunyaan dapat digunakan tanpa diikuti oleh nomina, misalnya

• **She's gone to the doctor's.**
Ia telah pergi ke dokter.

Ungkapan **"let's"** adalah bentuk ringkas dari **"let us"**.

PROVERB - PERIBAHASA

"No news is good news" berarti sementara Anda tidak mendengar berita apa-apa tentang sesuatu atau seseorang, Anda dapat bersikap optimistik tentang hal/orang itu.

ANTONYMS - LAWAN KATA

Lawan kata **To agree** adalah **To disagree** (tidak setuju)

E. EXERCISES (Latihan)

Terjemahkan ke dalam bahasa Inggris

1. Teleponis baru belum lagi tiba.
2. Sudah Anda dengar sesuatu mengenai gempa bumi di Jawa Timur?
3. Belum, tapi kata orang "tak ada berita berarti berita baik".
4. Pak Smith, ini Emmy Sofia, teleponis baru.
5. Akan saya perlukan lima kursi tambahan untuk rapat sore ini.
6. Jika paket tidak sampai dalam kiriman pos sore ini, kita harus mulai bertanya-tanya di kantor pos.

UNIT - V
ON THE PHONE

Di telepon

A. USEFUL EXPRESSIONS (Ungkapan-ungkapan berguna)

1. **Miss. Pierce speaking.**
Nona Pierce di sini.
• **This is Miss. Pierce.**
Cara lain mengatakannya:
Ini Nona Pierce.

2. **Can I help you?**
Dapat saya bantu?
• **May I help you?**
Cara lain mengatakannya:
Bisa saya bantu?

3. **I would like to speak to Mr. Nixon**
Saya ingin berbicara dengan Pak Nixon.
• **I'd like to talk to Mr. Nixon**
Cara lain mengatakannya:
Saya ingin berbicara dengan Pak Nixon.

4. **Just a moment I will see if he is still in his office.**
Sebentar. Akan saya lihat apakah ia masih ada di ruang kantornya.
• **Can you hold a moment, please, while I check if he is still in his office.**
Cara lain mengatakannya:
Dapat Anda tunggu sementara sementara saya periksa apakah ia masih ada di ruang kantornya?

5. **Who shall I say is calling?**
Siapakah ini yang menelepon?
Cara lain mengatakannya:
• **Who is calling please?**
Siapa yang menelepon?

6. **Please hold the line a minute.**
Tolong tunggu sebentar tanpa memutus hubungan telepon.
Cara lain mengatakannya:
• **Can you hold on a moment, please?**
Dapatkah Anda tunggu sebentar tanpa memutus hubungan telepon?

7. **Is it a long distance call?**
Apakah ini sambungan telepon jarak jauh?

8. **Put him through.**
Hubungkanlah dia dengan saya.
Cara lain mengatakannya:
• **I'll speak to him.**
Saya akan berbicara dengannya.

9. **I have Mr. Nixon on the line.**
Ada Pak Nixon di telepon.
Cara lain mengatakannya:
• **Mr. Nixon is on the phone.**
Pak Nixon di telepon.

10. **I'm putting you through.**
Saya menghubungkan Anda.
Cara lain mengatakannya:
• **I'm connecting you now.**
Saya menghubungkan Anda sekarang.

D. **DIALOGUE** *(Percakapan)*

Caroline ada di ruang kantornya ketika telepon berdering. Caroline (seorang Kanada yang berada di kota ini untuk menghadiri Pameran)

B = **Mr. Belanger**

C = **Caroline** (Sekretaris) T = **Mr. Thwaite** S = **Mr. Smith**

C: **Good morning, Mr. Smith's office, Miss. Pierce speaking. Can I help you.**
Selamat pagi. Kantor Pak Smith, di sini Nona Pierce. Bisa saya bantu?

B: **I would like to speak to Mr. Nixon: I believe he is visiting your company this week.**
Saya ingin berbicara dengan Pak Nixon. Saya yakin ia mengunjungi perusahaan Anda minggu ini.

C: **Just a moment, I will see if he is still in the office. Who shall I say is calling?**
Tunggu sebentar, akan saya lihat apakah ia masih ada di kantor. Siapakah ini yang menelepon?

B: **Mr. Gerard Belanger.**
Gerard Belanger.

C: **And the name of your company, please?**
Dan nama perusahaan Bapak?

B: **Montreal Meubles. I'm in town from Canada, and I am an old friend of Mr. Nixon's, and he told me I could contact him through your company.**
Montreal Meubles. Saya dari Kanada dan saya teman lama Pak Nixon dan ia memberitahu saya saya dapat menghubunginya lewat perusahaan Anda.

C: **I see. Please hold the line one moment.**
Oh begitu. Tolong jangan putus hubungan telepon sebentar saja.

S: **Yes?**
Ya?

C: There is a Mr. Gerard Belanger of Montreal Meubles on the line for Mr. Nixon.
Ada Pak Gerard Belanger dari Montreal Meubles di telepon ingin berbicara dengan Pak Nixon.

S: Is this a long distance call?
Apakah sambungan telepon jarak jauh?

C: No. Mr. Belanger is in London for the Exhibition.
Bukan. Pak Belanger ada di London untuk menghadiri Pameran.

S: OK, put him through.
Baiklah, hubungkanlah dia.

C: Mr. Belanger, I have Mr. Nixon on the line, I'm putting you through.
Pak Belanger, ini Pak Nixon di telepon, saya menghubungkan Bapak.

B: Thank you.
Terima kasih.

C: Good morning. Mr. Smith's office, may I help you?
Selamat pagi. Kantor Pak Smith. Bisa saya bantu?

T: Good morning to you. This is Mr. Thwaite of the Businessmen's Association - I'd like to talk to Mr. Smith.
Selamat pagi. Ini Thwaite dari Asosiasi Pengusaha - saya ingin berbicara dengan Pak Smith.

C: I'm sorry, Mr. Thwaite - Mr. Smith's line is busy right now. Would you like to leave a message or will you hold?
Maaf, Pak Thwaite - telepon Pak Smith sedang dipakai. Bapak akan meninggalkan pesan atau Bapak akan menunggu tanpa memutus hubungan telepon?

T: I'll hold for a few minutes.
Akan saya tunggu beberapa menit.

■ 32 ■

Caroline memutar hubungan telepon itu ke 'hold" (tunggu-tetapi setelah dua menit telepon Pak Smith masih dipakai maka ia berbicara lagi dengan Pak Thwaite

C: Mr. Thwaite, Mr. Smith is still busy. Do you want to leave a message?
Pak Thwaite, Pak Smith masih sibuk. Bapak ingin meninggalkan pesan?
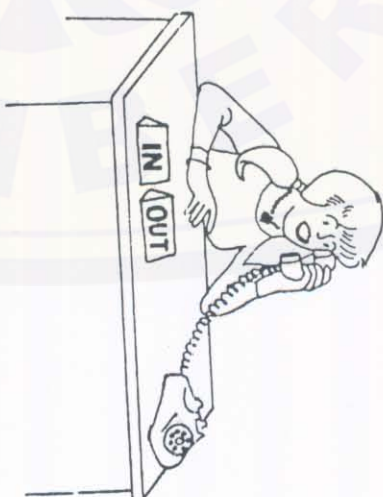
T: Can you ask him to call me back? My number is 511-1115, extension 61.
Bisa Anda minta Pak Smith menelepon saya? Nomor saya 511-1115, pesawat 61.

C: Mr. Smith, I am sorry to disturb you, but Mr. Thwaite called you, and he wants you to call him back either at home or in his office tomorrow morning.
Pak Smith, maaf mengganggu Bapak, tapi Pak Thwaite tadi menelepon dan ia ingin Bapak meneleponnya baik di rumah maupun di kantornya esok pagi.

S: Caroline, I am very busy at the moment, call him and find out what he wants.
Caroline, saat ini saya sangat sibuk. Telepon Pak Thwaite dan cari tahu apa yang diinginkannya.

■ 33 ■

Caroline lalu menelepon Pak Thwaite

C: Extension 61, please.
   Tolong pesawat 61.

T: Thwaite speaking.
   Ini Thwaite.

C: Mr. Thwaite, this is Miss. Pierce, Mr. Smith's secretary. Mr. Smith is going to be tied up in a meeting most of the day, he has asked me to see if I can help you or take a message.
   Pak Thwaite, ini Nona Pierce, sekretaris Pak Smith. Pak Smith akan sibuk di rapat hampir sepanjang hari. Ia telah meminta saya apa yang dapat saya bantu atau pesan apa yang dapat saya peroleh.

T: Yes, can you give him the following message: he is on the short-list for the position of president of the Businessmen's Association and the date of the election has been set for the first of May.
   Ya, dapatkah Anda menyampaikan kepadanya pesan berikut ini: ia ada dalam daftar pilihan untuk kedudukan Ketua Asosiasi Pengusaha dan tanggal pemilihan telah ditetapkan tanggal 1 Mei.

C: Yes, certainly. Where can he reach you, if he needs to call you?
   Ya, tentu. Di mana Bapak dapat ia hubungi, jika Pak Smith perlu menelepon Bapak?

T: He can call me at home tonight, or in my office tomorrow. He has my home number.
   Ia dapat menelepon saya di rumah malam ini, atau di kantor saya esok. Ia mempunyai nomor telepon saya.

C: Thank you Mr. Thwaite - I'll pass your message to Mr. Smith as soon as he is free.
   Terima kasih, Pak Thwaite - akan saya sampaikan pesan Bapak kepada Pak Smith segera setelah ia tidak sibuk lagi.

T: Thank you.
   Terima kasih.

C. WORD LIST (Daftar kata)

association	=	asosiasi/perhimpunan
businessman	=	pengusaha
to connect	=	menghubungkan
extension	=	pesawat telepon yang ada pada tiap bagian dalam suatu kantor dan biasanya diberi nomor hingga orang cukup memutar nomor telepon perusahaan dan kemudian menyebutkan nomor pesawat yang dikehendaki.
to hold	=	menunggu tanpa memutus hubungan telepon.
to hold the line	=	menunggu tanpa memutus hubungan telepon.
message	=	pesan
president	=	ketua, direktur
to put through	=	menghubungkan (telepon)
to return a call	=	menelepon kembali
short list	=	daftar orang-orang yang sudah diseleksi dan terpilih.
to take a message	=	mengambil pesan
who's calling?	=	Siapa yang menelepon

D. NOTES (Catatan)

TELEPHONE TALK - PERCAKAPAN DI TELEPON

Terdapat banyak idiom yang digunakan dalam percakapan telepon. Ungkapan yang paling dipakai adalah verba **To hold** (Tidak memutus hubungan telepon) dan **To put through**

(menghubungkan). Berikut ini adalah ungkapan-ungkapan yang menggunakan **To hold** dan **To put through. To hold** tidak dapat digunakan dalam bentuk pasif dalam percakapan telepon, tetapi **To put through** dapat.
Contoh:

- **Can you hold the line please?**
  Dapatkah Anda tidak memutus hubungan telepon?

- **I'm putting you through.**
  Saya menghubungkan Anda.

- **; was put through, but nobody answered.**
  Saya sudah dihubungkan tapi tak ada yang menja-wab.

Dua idiom lain yang digunakan dalam Percakapan telepon adalah: **Ring** dan **Call** (menelepon/panggilan telepon) arti sama tetapi tidak selalu dapat dipertukarkan.
To call/a call dan **To ring/a ring** sebagai idiom mempunyai
Contoh:

- **I'll call you next week/ I'll ring you next week.**
  Saya akan menelepon Anda minggu depan.

- **Give me a ring/ Give me a call.**
  Teleponlah saya.

- **Did I hear the telephone ring?/Is the telephone ringing?**
  Apakah saya dengar telepon berdering?/ apakah tele-pon berdering?

tetapi " I would like to make a telephone call", bukan "I would like to make a telephone ring."

Bukan **"Did I hear the telephone call?/Is the telephone calling?** Apakah saya dengar telepon memanggil?/Apakah telepon sedang memanggil?

6. Jika
harus

IDIOMS - IDIOM
All tied up (To be tied up) sebagai ungkapan idiomatik berarti sangat sibuk.

A short-list sebagai ungkapan idiomatik berarti beberapa calon terakhir, yang dipilih dari daftar yang panjang, dan salah satunya akan dipilih untuk mengisi suatu jabatan.

To be in town adalah ungkapan idiomatik yang berarti bahwa si pembicara akan berada di kota tempat si penerima telepon berada pada saat dilakukannya percakapan. Lawannya adalah **To be out of town** (di luar kota).

NB. Perbedaan arti antara **old friend dan friend who is old.** Lawan dari **old friend** (teman lama) adalah **new friend** (teman baru) sedangkan lawan dari **a friend who is old** (teman yang tua) adalah **young friend** (teman yang muda)

E. EXERCISES (*Latihan*)

Terjemahkan ke dalam bahasa Inggris

1. Dapatkah Anda minta Pak Thwaite menelepon saya minggu depan?
2. Tolong jawab telepon bila berdering.
3. Saya ingin menelepon ke New York.
4. Saya ingin meninggalkan pesan untuk Pak Smith.
5. Nona Jones akan berada di kota ini minggu depan, dan ia akan membuat janji pertemuan untuk bertemu dengan Anda.

4. Pukul berapa Anda mulai bekerja di perusahaan Anda?

5. Dapatkah Anda kirimkan bon tagihan ke bagian rekening kantor pusat kami?

UNIT - XIII
MAKING AN APPOINTMENT

Membuat janji pertemuan

A. USEFUL EXPRESSIONS (Ungkapan-ungkapan berguna)

1. **I should've called you sooner.**
   Seharusnya saya menelepon Anda lebih awal. (biasa)
   Cara yang lebih formal menyatakannya adalah:
   - **I should have telephoned sooner.**
     Seharusnya saya menelepon lebih awal.

2. **I've got to call.**
   Saya harus menelepon. (biasa)
   Cara yang lebih formal menyatakannya adalah:
   - **I have to telephone**
     Saya harus menelepon.

3. **Bye. Talk to you later.**
   Selamat tinggal. Nanti berbicara lagi dengan Anda.
   Cara yang lebih formal menyatakannya:
   - **Goodbye. I hope to talk to you again sometime.**
     Selamat tinggal. Saya berharap dapat berbicara lagi dengan Anda nanti.

4. **He forgot who he was supposed to give the bill to.**
   Ia lupa kepada siapa seharusnya dia berikan bon itu.
   Cara yang lebih formal mengatakannya adalah:
   - **He forgot to whom he was supposed to give the bill.**
     Ia lupa kepada siapa ia seharusnya memberikan bon itu.

Caroline pergi ke kantor pagi-pagi karena ia tahu hari itu akan sibuk. Ia harus menunjukkan gadis yang bekerja sementara apa yang harus dikerjakan dan ia juga harus mengatur perjalanan majikannya ke Amerika bulan depan. Tapi hal terpenting yang harus dikerjakannya pagi ini adalah menelepon ke Singapura untuk memastikan janji pertemuan untuk majikannya. Dalam perjalanan ke kantor ia singgah di Giorgio's Catering.

C = Caroline   G = Giorgio   L = Lee

C: Morning Giorgio - one black coffee and a doughnut, please.
Selamat pagi, Giorgio - satu kopi pahit dan satu donat.

G: Hi, Caroline. You're early this morning, just in time to try this new chocolate-flavoured doughnut.
Hai, Caroline. Anda pagi-pagi sekali hari ini, waktunya tepat untuk mencoba donat dengan rasa coklat yang baru ini.

always taste better before eight oclock.
Saya datang pagi-pagi karena kopi dan donat Anda selalu rasanya lebih enak sebelum pukul delapan.

G: That's right, the early bird catches the worm! I'll tell you a secret, my coffee and doughnuts taste better before eight o'clock because they're still fresh.
Benar sekali, yang datang awal akan memperoleh yang enak! Saya beritahu sebuah rahasia: kopi dan donat saya terasa lebih enak sebelum pukul delapan karena masih segar.

C: Well, actually I'm early because I've to call Singapore and, owing to the time difference, I've got to do it before eight o'clock.
Ah, sebenarnya saya datang pagi-pagi karena saya harus menelepon ke Singapura dan karena perbedaan waktu, saya harus melakukannya sebelum pukul delapan.

G: I see, by the way, how was the lunch I sent over on Monday?
Oh begitu, omong-omong, bagaimana dengan makan siang yang saya kirimkan pada hari Senin?

C: Great. I should've called you sooner to thank you. I'm sorry about the short notice.
Enak sekali. Seharusnya saya menelepon Anda lebih awal untuk mengucapkan terima kasih. Maaf mengenai pemberitahuan yang mendadak.

G: You were lucky, if you'd called five minutes later you would've missed the boat.
Anda beruntung, jika saja Anda menelepon lima menit lebih lambat, Anda akan ketinggalan.

C: Mr. Smith is always changing his mind at the last minute.
Pak Smith selalu saja berubah fikiran hingga saat terakhir.

Ottawa, June 23rd, 2000

Personnel Manager
Smith and Son
3567 Dolphine Street, Seatle
New York

Dear sir,

Herewith I would like to apply to be one of secretary in your office.
I am 23 years old, with pleasant personality and a good health.
I graduated from Lakefield Secretarial College in 1988.
I am able to enter and distribute incoming mail, typing letters and reports, answering telephone calls, making appointments and travel arrangements and reception when necessary.
I was working at Joseph and James Insurance as secretary to the Director. As my personal date, educational background, I would like to refer my curriculum Vitae and recent photograph.
I am eagerly to receave your prompt reply either by letter or telephone in 5531 - 123541 0756

Your faithfully,

Angela Allen

CURRICULUM VITAE (Daftar Riwayat Hidup)

CURRICULUM VITAE

Name : Angela Allen
Date of Birth : 24 June 1969
Address : Apt 2A,3521 Bird Street, Ottawa
Marital Status : Unmarried
Religion : Moslim
Nationality : Indonesia

Education : 1987 Graduated from Lakefield High School
1988 Graduated from Lakefield Secretarial College

Work Experience :
1988-90
Position held : Joseph and James Insurance
: Junior Secretary
Duties : Entering and distributing incoming mail; Typing letters and reports for four insurance salesmen; answering telephone calls; relieving on switchboard and reception when necessary.

1990 - 92
Position held : Joseph and James Insurance
: Secretary to the Director
Duties : Answering routine mail; typing letters and reports for the Director; making an appointment and travels arrangements; managing pettycash; supervising telephonist, receptionist and typist.

1992 to present : Temporary Office Help Agency
Assignments : 6
Duties : Various clerical and typing as required.

TEMP ARRIVES (Tenaga sementara tiba)

Sekretaris baru yang bekerja untuk sementara tiba dikantor pada pukul 10.00 lusi memberitahukanya jalan ke ruang caroline.

A = Angela Allen   C = Caroline

A : Excuse me, are you Miss,Pierce.The receptionist told me to come through to your office.

C : Yes, I'm Caroline Pierce, and you must be Miss, Allen.

A : Thank you. Please call me Angela. I'm really sorry I'm late.

C : Did you have trouble finding the company parking space ?

A : I'm afraid so.

C : I thought so! I know there would be problems as soon as I saw that Mr. Wood was on duty in the parking lot. He isn't very helpful, is he ?

A : No, is he so rude ?

C : Yes, but usually he only does weekend duty, so you probably won't see him again.

A : I hope not.

C : So Miss Angela, did Miss. Bulmer tell you what we wanted you to do?

A : More or less. Some typing, some reception and some telephone relief.

C : That's right. We have some staff absent and a new telephonist has just started. Our assistant accountant is leaving on friday and a new girl should be starting on monday. With all this staff problems we are getting a little behind.

A : Do you think you will need me for more longer than a week ?

C : I expect so. Is that going tobe a problem ?

A : I don't think so. But I might need a day off if you hire me more than 2 weeks

C : are you familiar with Word Perfect and Lotus 123 ?

A : yes, certainly.

C : Good, I'll give you a sample of letter to use for layout.

A : Thank you very much, Caroline.

Ini adalah surat yang diberikan Caroline kepada Angela sbg contoh bagaimana Pak Smith ingin surat-surat ditata.

Smith and Son
Specialist in Office Equipments
3567 Dolphine Street, Seattle
NEW YORK

Fax : 5542 - 879856 0725
Tel : 5542 - 321768 1678

Dear Sir,

Thank you for your order No: AB 1234 date April 5th, 2000. Unfortunately we are out of stock of the chairs that you ordered, and we do not expect delivery of new stock until early june. We have an identical chair made by the better office chair Co., that we can recommended. It cost slightly more.

We look forward to hearing from you in the near future.

Your faithfully

Fred Smith

Dialogue

Rina : Secretary
Budi : Hotel Receptionist.

B : Reception, Good morning (Budi Speaking), may I help you?
R : I would like to reserve a room for my director, he will come for his business meeting
B : What date your director will come to our hotel and for how long?
R : He will come on September 30th, and he will stay for 3 days.
B : Would you mind telling me about your name?
R : Rina... Rina Astini
B : Well miss Rina, we provide you with those types of room. They are suite room, superior, and standard room. Can you tell me what kind of room do you want?
R : How much for suite room, please and tell me about the facilities?
B : It is Rp 500.000, there is living room, garage, TV, Air conditioner, telephone, mini bar and bath room with bathtup
R : Well, I think suite room will be better.
B : For how many person miss Rina?
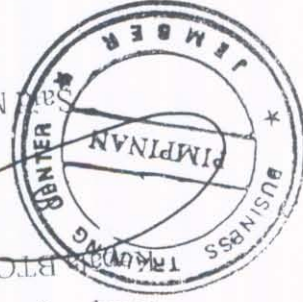R : Just for one person
B : I suggested you to take double bed

Jember, 12 September 2000

Kepada

Yth. Bapak Kepala BTC

Cabang Jember

di Jember

Perihal : Permohonan Ijin Lokasi Penelitian

Dengan hormat,

Sehubungan dengan tugas saya untuk menyelesaikan tugas akhir (skripsi) maka saya menentukan institusi bapak sebagai lokasi penelitian. Oleh karena itu saya mohon bapak berkenan memberikan ijin untuk kepentingan tersebut.

Selanjutnya pihak FKIP Universitas Jember akan menerbitkan surat ijin penelitian untuk saya. Demikian surat permohonan saya dan untuk persetujuannya saya sampaikan terimakasih.

Hormat saya,

Sutati

Menyetujui

BTC Cabang Jember

Saji Mawardi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp. (0331) 334988

Nomor   : 2811   /I25.1.5/PL5/2000

Lampiran : Proposal

Perihal : Ijin Penelitian

12 SEP 2000

Kepada   : Yth. Sdr. Pimpinan BTC
           Cabang Jember

           di.
               Jember

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember

menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a   : Sufiati

N i m   : 960210401025

Program/Jurusan : Pend. Bahasa Inggris / P. Bahasa dan Seni

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud

melaksanakan penelitian dengan Judul :

An Analysis of Language Content Syllabus for ESP Course

Using ESP Approah Secretary and Management Classes

Business Training Center (BTC) Jember in Academic Year

2000/2001

Pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara

berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I

Drs. DJOKO SUHUD
NIP 130 355 407

BUSINESS TRAINING CENTER
J E M B E R

Kampus . Jl. Bedadung No. 1 Jember (Depan Jember Klinik)
Telp. 0331 - 421631

SURAT KETERANGAN
No. 132/BTC/X/2000

Yang bertanda tangan di bawah ini :

Nama	: Said Mawardi
Jabatan	: Pimpinan Cabang Business Training Center Jember
Alamat	: Jl. Bedadung No. 01 Jember ℗ 0331 – 421631

Menyatakan dengan sesungguhnya bahwa :

Nama	: Sufiati
NIM	: 960210401025
Fakultas	: Keguruan & Ilmu Pendidikan
Jurusan	: Pendidikan Bahasa dan Seni
Program	: Bahasa Inggris

tersebut diatas adalah benar – benar telah melakukan penelitian di **Business Training Center (BTC)** Jember pada tanggal 04 – 25 September 2000. Judul penelitian tersebut adalah An Analysis Of Language Content Syllabus For ESP Course Using ESP Approach Secretary And Management Classes Business Training Center (BTC) Jember in Academic Year 2000/2001.

Demikian surat keterangan ini dibuat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Jember, 23 Oktober 2000
Business Training Center

Said Mawardi
Pimpinan

Program Pelatihan :
- Keuangan dan Perbankan
- Pariwisata dan Perhotelan
- Sekretari dan Manajemen
- Komputer for Windows
- Bahasa Inggris

PARIWISATA & PERHOTELAN

NO	NIT	NAMA
1	97256	Yusi Ernawati
2	97257	Rina Sunarni
3	97259	Lina Wati
4	97260	Novi Anggriani
5	97261	Yogi Eriiani
6	97262	Aries Siregar
7	97263	Estandari
8	97264	Dewi Rochaniningsih
9	97266	Gunawan Indrabayu
10	97267	Wahyuni Baiti Sabilah
11	97268	Ervina Indriagni
12	97269	Erma Yuliyanti
13	97270	Desti Hidayati
14	97271	Rizal Nurdin
15	97272	Yuliani
16	97273	Slamet Pramono
17	97275	Erna Amalia
18	97276	Deddy Hamzah R.
19	97277	Diana Rosyidah

SEKRETARI & MANAJEMEN

NO	NIT	NAMA
1	98385	Yessy Yuli Agustin
2	98386	Titis Setiyowati
3	98387	Rulia Damayanti
4	98388	Wiwik Hidayati
5	98389	Mas'uda
6	98391	Femina Sucin Irinani
7	98392	Dina Noviata Sari
8	98393	Mutiah
9	98394	Ita Pebru Wati
10	98395	Udayanti Prasetyowati
11	98396	Anita Dwi Arisandi
12	98397	Titing Martha Irdiyanti
13	98399	Nani Arminingtyas
14	98401	Fitri Yulianti
15	98403	Risdawati Solot Laot
16	98405	Sumiatiningsih
17	98407	Sari Nurulita
18	98409	Tri Wahyuni
19	98411	Hendi Subambang
20	98413	Nurul Hasanah
21	98408	Edwin Gia Bastoro
22	98409	Indriyani Susilowati
23	98410	Sri Wijiastutik
24	98411	Sri Wahyuningsih
25	98412	Rusmiati
26	98413	Diyah Retno Palupi
27	98414	Sri Hartini
28	98415	Stephen Yawabadi
29	98416	Ita Novia Rismawati
30	98417	Nurul Aini
31	98418	Ermin Sus Rini
32	98419	Anang Mahmudi

KEUANGAN & PERBANKAN

NO	NIT	NAMA
1	99468	Ayu Setyaningsih
2	99469	Nurul Hidayah
3	99470	Noviana Eka F.
4	99471	Supriyana
5	99472	Pipin Sri Idayani
6	99475	Lilik Wahzuni
7	99476	Nanin Setyowatik
8	99477	Robby Haryo D. W.
9	99478	Sri Wulandari
10	99479	Maria Ulfa
11	99480	Linggawati
12	99481	Dwi Indah Widyawati
13	99483	Desita Sulistyowati
14	99484	Sulissilowati
15	99485	Sholeh Basori
16	99486	Lusiana Dwi Susanti
17	99487	Ninik Osiani

Daftar Nama Staff dan Karyawan
BTC Jember
Jl. Bedadung 01 Telp. 0331 - 421631

No.	Nama	Jenis Kelamin	Tempat Tanggal Lahir	Alamat
1	Said Mawardi	Pria	Pamekasan, 25 Januari 1970	Jl. Bedadung 01 Jember
2	Yuli Astutik	Wanita	Banyuwangi, 24 April 1978	Jl. Bedadung 01 Jember
3	Tutuk Sumartini	Wanita	Jember, 28 Maret 1977	Jl. Bedadung 01 Jember
4	Sutentrem	Wanita	Lumajang, 01 Januari 1962	Jl. Bedadung 01 Jember
5	Muklish Efendi	Pria	Pamekasan, 12 April 1978	Jl. Bedadung 01 Jember
6	Arif Budiman	Pria	Gresik, 11 April 1977	Jl. Bedadung 01 Jember
7	Bekti Sawiji	Pria	Lumajang, 15 Nopember 1975	Jl. Ampel Gading Lumajang
8	Amir Faisal, S.Pd	Pria	Jember, 21 Januari 1971	Jl. KH. Wahid Hasyim VI / 18 Jember
9	Eko Susilo Santoso	Pria	Lumajang, 24 April 1975	Jl. Kalimantan I / 62 Jember
10	Ach. Susilo	Pria	25 Tahun	Surabaya
11	Ika Wijaya, S.E.	Pria	Bondowoso, 09 September 1974	Jl. Jawa 19 Jember
12	Dwi Margono, S.Pd	Pria	Solo, 06 Oktober 1965	Jl. Lumba - Lumba I / 12 Jember
13	Drs. Soetardjo	Pria	Kediri, 01 Desember 1943	Jl. Kartini 8 Jember
14	Dra. Dyah Rukmini	Wanita	Sragen, 02 Juni 1949	Jl. Kartini 8 Jember
15	Didie Slamet Hariyadi	Pria	Pekalongan, 22 Maret 1961	Jl. Letjen Suprapto - Jember
16	Ari Kusuma Widyastuti, A.Md	Wanita	24 Tahun	Perum Baratan No. 11 Jember
17	Wahyu April Afandi	Pria	Kediri, 17 April 1977	Jl. Kalimantan I Jember
18	Masrurin Lailiyah	Wanita	Pasuruan, 22 Maret 1978	Jl. Jawa VI A/4 Jember 68121
19	Siti Aisyiyah, S.Pd	Wanita	Lumajang, 27 April 1977	Jl. Semeru 6 No. 11 Jember
20	Alfi Andarini	Wanita	25 Tahun	Jl. Mastrip - Jember
21	Yuyun Suryono	Pria	28 Tahun	Jl. Ahmad Yani - Jember
22	Wartono Salam	Pria	32 Tahun	Perum Kodim 0824 Jubung - Jember
23	Drs. Sutrisno Latip	Pria	35 Tahun	Jl. Sriwijaya I Blok b No. 03 Jember

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Sufiati
NIM/Angkatan : 960210401025/1996
Jurusan/Program Studi : Pendidikan Bahsa dan Seni/Bahasa Inggris
Judul Skripsi : An Analysis of Language Content Syllabus for ESP Course
Using ESP Approach Secretary and Management Program Business
Training Centre (BTC) Jember in Academic Year 2000/2001

Pembimbing I : Drs. Budi Setyono, MA.
Pembimbing II :

KEGIATAN KONSULTASI

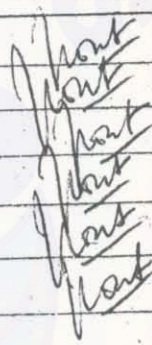| No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin, 29 - 5 - 2000	BaB I & Matrix	
2.	Senin, 12 - 6 - 2000	BaB I & BaB II	
3.	Senin, 19 - 6 - 2000	BaB II	
4.	Sabtu, 19 - 8 - 2000	BaB II & Lampiran	
5.	Sabtu, 14 - 10 - 2000	BaB IV & V	
6.	Selasa, 21 - 11 - 2000	Abstract	
7.			
8.			
9.			
10.			
11.			
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14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Sufiati

NIM/Angkatan : 960210401025/1996

Jurusan/Program Studi : PBS/ Bahasa Inggris

Judul Skripsi : An Analysis of Language Content Syllabus For ESP Course Using ESP Approach at Secretary and Management Program Business Training Centre (BTC) Jember in Academic Year 2000/2001

Pembimbing I :

Pembimbing II : Drs. I Putu Sukmaantara, MEd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Rabu, 23 - Agustus 2000	Bab I, II, III	
2.	Kamis, 14 - 8 - 2000	Bab I, II, III	
3.	Senin, 13 - 11 - 2000	Bab IV & V	
4.	Selasa, 28 - 11 - 2000	Bab IV & V	
5.	Senin, 4 - 12 - 2000	Bab IV & V	
6.	Selasa, 5 - 12 - 2000	Abstract	
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15.			

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2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi