



**THE ROLE OF UPT BS-PB JEMBER UNIVERSITY
IN IMPROVING THE STUDENT ENGLISH LANGUAGE
PROFICIENCY**

THE JOB TRAINING REPORT

Presented to the Diploma III Program of English Department,
Faculty of Letters, Jember University
As one of the Requirements to get

The Ahli Madya Degree
in English Studies

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By

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**DIPLOMA III PROGRAM OF ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY**

2009

MOTTO

- “Knowledge is the life of Islam and the pillar of faith. And whoever which teach it, Allah will perfect his/her merit, and whoever which learning and then put it to the society, Allah will give more knowledge”

(HR Abu Syaikh)

- “Without knowledge all is in vain”

(Edinburgh Napier University)

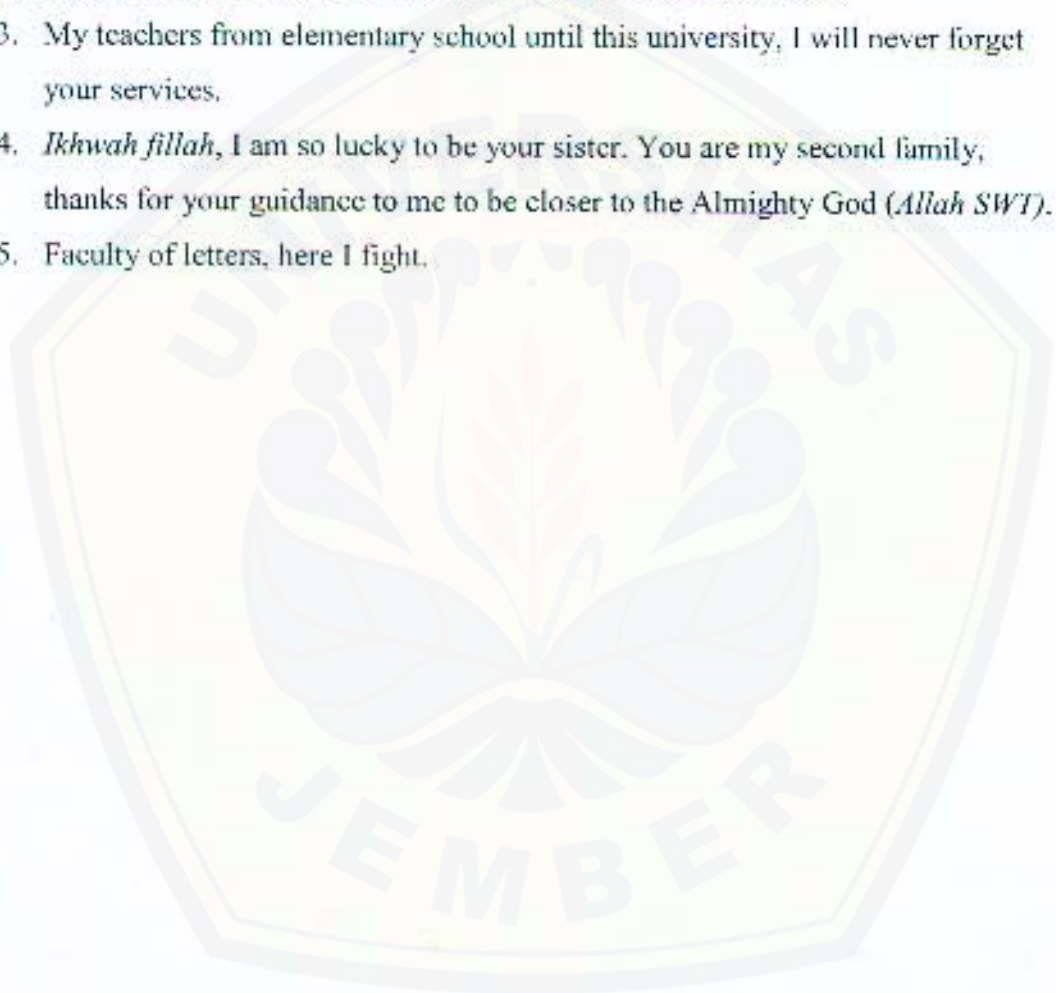
- “There is no knowledge that is not power”

(Midway)

DEDICATION

I dedicate this report to:

1. My beloved mother, I always feel your prayer in deeply my heart.
2. My brothers and sister. Thanks for praying and supporting me.
3. My teachers from elementary school until this university, I will never forget your services.
4. *Ikhwah fillah*, I am so lucky to be your sister. You are my second family, thanks for your guidance to me to be closer to the Almighty God (*Allah SWT*).
5. Faculty of letters, here I fight.



STATEMENT

I who signed on this paper:

Name : Mu'rifah

Student number : 0601030101006

Seriously declare that this report entitled: the role of UPT BS-PB Jember University in improving the student English language proficiency is really my own work, except if I included the sources of the quotation. I am responsible for the correctness of this report.

That is my statement that I make honestly.

Jember, 18th Maret 2009

The statement maker



Mu'rifah

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ACKNOWLEDGEMENT

Alhamdulillah, I am deeply grateful to the Almighty God (*Allah SWT*) for his blessing, mercy and guidance, so I was able to finish the job training report entitled "THE ROLE OF UPT BS-PB JEMBER UNIVERSITY IN IMPROVING THE STUDENT ENGLISH LANGUAGE PROFICIENCY".

I realize that this report is still far from being perfect. So that, some criticisms and suggestions are greatly needed for better writing in the future.

In the writing process, certainly, there are so many guidance, instructions and suggestions that help me until the end of writing process. So, in this opportunity, I would like to say thanks to:

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6. All of staff of UPT BS-PB, for giving me some duties and guidance during job training activity. It is very useful for me as a new experience.

I am grateful for the valuable help and support. I hope that the Almighty God (*Allah SWT*) gives you more than what you have given to me.

Jember, January 2009

the Writer

TABLE OF CONTENTS

	PAGE NUMBER
FRONTIS PIECE	i
DEDICATION	ii
MOTTO	iii
STATEMENT	iv
APPROVAL SHEET	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
APPENDIX LIST	x
CHAPTER 1 INTRODUCTION	1
1.1 The Background of the Problem	1
1.2 The Problem to Discuss	2
1.3 The goal of the Job Training	2
1.4 The significances of the Job Training	2
1.5 The Period of the Job Training	2
1.6 The Procedure of the Job Training	3
1.7 The Scope of the Study	3
1.8 The organization of the Report	3
CHAPTER 2 REFERENCES	5
2.1 The Definitions of Learning	5
2.2 Understanding Learning Strategies	6
2.2.1 Taking English Course.....	6
2.2.2 Self Learning/ Independent Learning.....	6
2.3 TOEFL Test.....	7

CHAPTER 3 THE ILLUSTRATION OF INSTITUTION	8
3.1 The History of UPT BS-PB Jember University.....	8
3.2 The Location of UPT BS-PB Jember University.....	9
3.3 The Facilities of UPT BS-PB Jember University.....	10
3.4 The Program of UPT BS-PB Jember University.....	10
3.5 The Financing of UPT BS-PB Jember University.....	10
3.6 The Organizational Structure and Job Description of UPT BS-PB Jember University.....	10
3.6.1 The Organization Structure	10
3.6.2 Job Description	11
3.7 The Achievement of UPT BS-PB Jember University.....	13
CHAPTER 4 THE ROLE OF UPT BS-PB IN IMPROVING THE STUDENT ENGLISH LANGUAGE PROFICIENCY.....	14
4.1 English Course.....	14
4.1.1 The Importance of English Course to improve the student's English Proficiency.....	14
4.1.2 The Programs of English Course in UPT BS-PB Jember University	14
4.1.3 The facilities of English course in UPT BS-PB Jember university.....	17
4.1.4 The procedure to take the English Course in UPT BS-PB Jember University.....	18
4.2 Self Access Centre.....	18
4.2.1 The Illustration of Self Access Centre (SAC)	18
4.2.2 The Functions of Self Access Centre	19
4.2.3 The materials of SAC	20
4.2.4 The material arrangement and development	21
4.2.5 The role of English materials to support the students	

in learning English.....	22
4.2.6 The Functions of Media (Audio Media, Visual Media and Audio Visual Media) in SAC.....	23
4.2.6.1 The Audio Media	23
4.2.6.2 The Visual Media	23
4.2.6.3 The Audio Visual Media.....	24
4.2.7 The Mechanism to Use SAC.....	24
4.2.7.1 The User of SAC	24
4.2.7.2 How to Use the Facilities of SAC?	25
4.3 TOEFL Test.....	25
4.3.1 Generally Test as an Evaluation of Study	25
4.3.2 TOEFL Test as an international standard of English proficiency.....	25
4.3.3 The Procedure to take the TOEFL Test in UPT BS-PB Jember University	26
CHAPTER 5 CONCLUSION AND SUGGESTION.....	27
5.1 Conclusion.....	27
5.2 Suggestion	27
5.2.1 Suggestion for the institution.....	27
5.2.2 Suggestion for the Student.....	28
5.2.3 Suggestion for the faculty	28
BIBLIOGRAPHY	29
APPENDIX	

APPENDIX LIST

1. The history and development of UPT BS-PB Jember University
2. The supporting decrees of UPT BS-PB Jember University
3. The brochure of English course
4. The example of the form for General English course
5. The example of the form for Conversation course
6. The example of the form for TOEFL preparation course
7. The SAC level classification
8. The Job Training Activity report
9. The example of the material in SAC

CHAPTER 1 INTRODUCTION



1.1 The Background of the Problem

Language has an important role in our life. We live in the world together with the other people. So, automatically, we communicate each other. If someone has a good language competency, he or she can communicate with the other people well and fluently. In this case, the purpose of communication is the delivery of the message can be effectively reached.

In more specific context about the language, English language is the international language. English is used by each country in the world for communicating with the other country. We are forced to master English language in order to be able to communicate well. The good communication will create good relation. That is very important for us and our country development.

In Indonesia, English language has been given from elementary school until University. However, most of English learners still feel difficult in learning. Learning English only from the teacher or lecturer is not enough, it must be supported by the other ways, namely, course, independent learning (self learning), using Medias etc.

UPT BS-PB of Jember University is a language service provider which facilitates either the student or the public in learning the foreign languages, especially English. The complete and good conditions facilities available in UPT BS-PB are able to support the learners in learning process.

UPT BS-PB is intended especially for students of Jember University. However, the public is possible. To use it, that is a pity, that those facilities have not been maximally used by the students. That is because of less awareness of the students to use the facilities of UPT BS-PB and less interest of the students to improve their English language proficiency.

On the basis of the brief explanation above, the writer takes a title: "THE ROLE OF UPT BS-PB JEMBER UNIVERSITY IN IMPROVING THE STUDENT ENGLISH LANGUAGE PROFICIENCY"

1.2 The Problem to Discuss

According to the explanation above and considering the process of the writer's study during the job training activity, this report aims to know the following problems:

1. What the importance of supporting learning out of learning in the class (formal class with the teacher or the lecturer) is.
2. What the role of UPT BS-PB to improve the student English language proficiency is.

1.3 The Goal of the Job Training

1. Understanding the importance of supporting learning out of class that is usually accompanied by the teacher or lecturer.
2. Understanding the role of UPT BS-PB to improve the student English language proficiency.

1.4 The Significances of the Job Training

1. Enhance the knowledge about the programs of UPT BS-PB to serve the student in improving knowledge.
2. As a medium to apply the knowledge gotten from learning at the faculty of letters.
3. Enrich the knowledge and skill before entering the job-world

1.5 The Period of the Job Training

The job training schedule is arranged by the DIII program of English Department of Faculty of Letters, Jember University. It took about six weeks, started on July 1st until August 16th 2008. The schedule of the job training is adapted with work time of the institution. The schedule is:

Monday – Thursday	: 7.30 am. – 4.00 pm.
Friday	: 7.30 am. – 3.00 pm.
Saturday – Sunday	: Holiday

1.6 The Procedure of the Job Training

There are some steps that must be programmed before having the job training, namely:

1. Registration by completing the registration sheet that consists of name, address and phone number of the institution,
2. Completing the job training sheet, containing the personal data of the student,
3. Submitting the job training sheet to the student section of the Faculty of Letters of Jember University,
4. Giving the application letter of the job training gotten from the Diploma III Program to the institution,
5. After receiving agreement letter from the institution, then go to the head of Diploma III Program of English Department by bringing the receipt of the job training payment and the other qualifications including the copy of the scoring list and copy of the PKL certificate,
6. Waiting for having advisory meeting from Diploma III Program of English Department.

1.7 The Scope of the Study

It is necessary for the writer to limit the scope of the discussion to avoid excessive topic of discussion. This report only talks about the role of UPT BS-PB in improving the student English language proficiency.

1.8 The organization of the Report

This report is organized into five chapters, so that the reader can be easier to understand the discussion.

Chapter 1: Introduction

It consists of the background of the problem, the problems to discuss, the goal of the job training, the significances of the job training, the period of the job training and the organization of the report.

Chapter 2: References

This chapter contains of the definitions of learning, understanding learning strategies, understanding about self access centre, English Course and TOEFL Test.

Chapter 3: The Illustration of the Institution

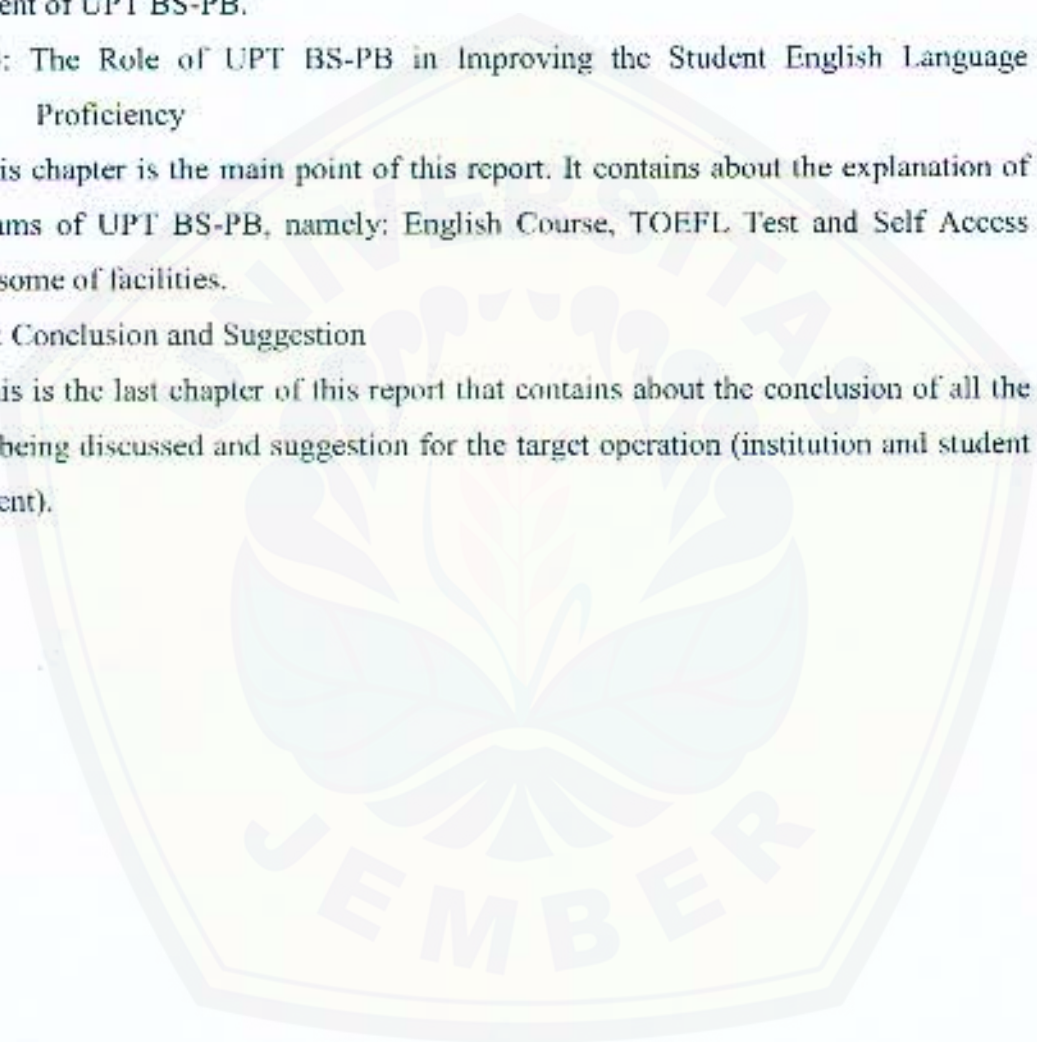
It contains about the history, the location, the programs, the facilities, the financing, the organizational structure and Job Description of UPT BS-PB and The Achievement of UPT BS-PB.

Chapter 4: The Role of UPT BS-PB in Improving the Student English Language Proficiency

This chapter is the main point of this report. It contains about the explanation of the programs of UPT BS-PB, namely: English Course, TOEFL Test and Self Access Centre as some of facilities.

Chapter 5: Conclusion and Suggestion

This is the last chapter of this report that contains about the conclusion of all the problems being discussed and suggestion for the target operation (institution and student development).



CHAPTER 2

REFERENCES

2.1 The Definition of Learning

Rebecca L. Oxford (1990:4) states that learning is conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived from formal instruction. The definitions of learning are involved in progress, more over until now there is no accurate definition for all points of view yet. According to (www.htinternet.com) there are some theories which state about learning:

1. 19th century theory

This theory defines that learning is as the acquisition of knowledge by study.

2. Behaviorist theory

This theory has larger appreciation that learning is a permanent change in behavior brought about experience.

3. Discovery learning

This theory states that learning is the sudden or slow acquisition of insight into the roles governing certain relationships in the environment.

4. Fundamental / active learning

Fundamental / active theory is the learning theory which has been applied by developing countries. Learning is the discovery of new facts and relating them to those already known. This definition shows that every new discovery and understanding is learning. This means that learning is not only subjects we study on school but also in life.

5. Pronunciation: motor muscular activity

This theory gives more complete understanding, that behavior involving purposeful use of motor muscular activity (a skill) can not be learned without practice. The more practice, the more successful what is learned.

2.2 Understanding Learning Strategies

"Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (Rebecca L. Oxford, 1990:8). Because of it the roles of learning strategies for effective learning will be very helpful for the students.

There are many ways to implement learning strategies such as by taking course, and independent learning, etc. Those ways help the learners to study easier, faster and more enjoyable.

2.2.1 Taking English Course

"A course is a unit of teaching that typically lasts one academic term. It is led by one or more instructors (teachers or professors). It has a fixed roster of students, and gives each student a grade and academic credit" (http://en.wikipedia.org/wiki/Course_of_study). English course is the course to improve the ability in English language.

For the English student, it is usual to learn English language, but usually, the English students still find it difficult to study English. Moreover, there are some students who behind left from their friends. So, it is very necessary for them to find the other way to solve that problem, and taking course is a correct way in this case. "One of the ways to improve the English learning skill is by join an English course (and attends regularly)" (www.zozanga.com/englishlearningskills.htm).

2.2.2 Self Learning (Independent Learning)

The English students are usually shy to study in the class because they are afraid of making mistakes or maybe there is someone that prefers to study by him/herself. SAC is one of the solutions for that problem. According to www.freecenglishnow.com that, "Self access language learning promotes the approach where students study independently choosing from among different resources that are available. The theory behind this style of learning is that students, especially foreign language students, learn better if they have said in how they learn".

With self learning, the students will never be shy or afraid to make mistakes, and they will more pleasant to study because they study by themselves. Each of them studies according to what subject and level they want to study.

2.3 TOEFL Test

“The Test of English as a Foreign Language, or TOEFL, measures the ability of individuals whose native language is not English, typically, applicants take the TOEFL sometimes after their junior year of high school before applying to colleges or universities or graduate programs where English is the principal language”. (www.studytips.org/toefl_test.htm).

Moreover, nowadays, we should use the certificate of TOEFL Test to continue the study, to determine academic readiness and make admissions decisions for international applicants, etc. In Jember University TOEFL Test has been one of the requirements of some faculties to graduate the students. But, some students think it is very difficult to achieve a TOEFL score that is high enough for admission to a good university or college. In reality, any good student can achieve acceptable TOEFL score, with the help of a good test preparation course. So it is very important to follow TOEFL Preparation Course before taking TOEFL test in order to get high score of the test.

CHAPTER 3

THE ILLUSTRATION OF THE INSTITUTION

3.1 The history of UPT BS-PB of Jember University

The history and the development of UPT BS-PB Jember University for 1995 – 2003:

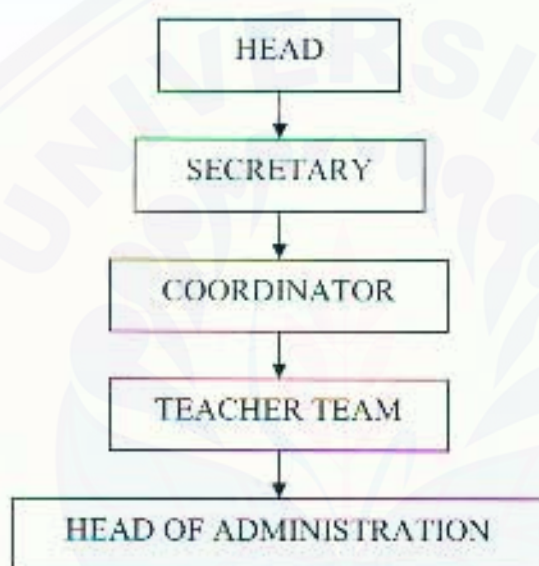
1. UPT BS-PB was built at 1995. Its function is as a language service provider and named *laboratorium bahasa* Jember University. It is responsible to the head of Jember University directly, behind the responsible of the head (Drs. Gunawan Hupoyo) with an administration staff and a technician.
2. In 1980, *laboratorium bahasa* was led by Drs. Ridak Yunus. Its function and responsibility did not change.
3. In 1986, the head position was replaced by Drs. Suparmin, M.A. with unchanged function and responsibility.
4. In 1987, the head position replaced by Dra. Sri Kustriati until 2003. While in 1990 *Laboratorium Bahasa* changed to be *Badan Pengembangan dan penelitian Bahasa (Bapelat Bahasa)* Jember University by the head of University decree: 625/PT.32.H/SK/C.13'90, as a nonstructural organization.

The organization structure of *Bapelat Bahasa* by the head of Jember University decree: 5599/PT.32.SK/O/C.13'1981 is:



5. In 1994 *Badan pengembangan dan pelatihan bahasa* changed its name to be *Unit Pelaksana Teknis Pelatihan dan Pengembangan Bahasa* (UPT P2B) by the head of Jember University decree, numbered: 306/PT.32.H/SK/C.13'94.
6. In 1997, by the head of Jember University decree: 7552/PT.32.H/SK/L.7'97, based on Jember University statutes point 30th. UPT P2B changed its name again to be *Unit Pelaksana Teknis Bidang Studi Pusat Bahasa* (UPT BS-PB) Jember University. The points included were about the basic duty, the organization structure fiction, man power and the finances.

This is the organization structure of UPT BS-PB:



3.2 The Location of UPT BS-PB Jember University

In 1989 the location of *laboratorium bahasa* moves from Jln.veteran.3 Jember to the part of centre library building of Jember University at Jln. Kalimantan Jember. In this case, the financial is gotten from funding the International Development Program (IDP) Australia in 1996. By ADP HEP loan, UPT P2B had its own building located across the Faculty of Economic. In 1997, UPT P2B was changed its name to be UPT BS-PB at Kalimantan 37 street, Jember.

3.3 The Facilities of UPT BS-PB Jember University

UPT BS-PB is located at the area 1350 m², this building has two floors that consist of 5 class rooms, 2 laboratories, 2 workshop rooms, 1 studio, 1 technician room, 1 administration room, 1 head room, 1 secretary room and coordinator, 1 lecturer room, 1 SAC room, 1 room for developing the material and test, 1 room for English for children, 1 dining room, 1 hall, 1 mosque, and 6 bath rooms.

3.4 The Program of UPT BS-PB Jember University

UPT BS-PS has some programs; they are the foreign language training, English for young learner and English for foreign speaker. There are six training programs in foreign language training; those are English, Japanese, mandarin, Korea, French, and Germany.

3.5 The Financing of UPT BS-PB

The financial of UPT BS-PB is gotten from the ordinary financial, DIP (*Dana Isian Proyek*), DIKS (*Dana Isian Proyek Suplemen*) and RGA (Revenue Generating Activities) that is realized and organized in a unit as a public financial in Jember University.

3.6 The Organization Structure and Job Description of UPT BS-PB

3.6.1 The Organization Structure

The organization structure is a schematic illustration about the relationship of the teamwork. UPT BS-PB is led by a leader and a secretary and four coordinators who are responsible for developing curricular program, non curricular program, Self Access Centre (SAC), and English for children. The administration function is done by the leader of administration.

UPT BS-PB has 19 administration staff. Five of them are full time staff, and 3 of them are technicians, and 11 more are contracting staff of university. The administration staff is full time staff, and the teachers are part time staff.

3.6.2 Job Description

These are the job descriptions of each division:

- a. The Head of UPT BS-PB
 1. To arrange the annual program,
 2. To organize the implementation, completeness of the instrument and infrastructure in connection with his or her authority,
 3. To attend the meeting, seminar, workshop, etc, either intra campus or extra campus,
 4. To lead the meeting in the circle of UPT BS-PB,
 5. To keep the teamwork relationship in the circle of Jember University with either internal institute (domestic institute) or external institute (foreign institute) in connection with his or her authority,
 6. To account all reports of UPT BS-PB to Jember University and the institute needed,
 7. To increase and develop the ability of human resources,
 8. To observe the discipline of the staff,
 9. To coordinate the teacher team in teaching in the class,
 10. To reinforce the staff.
- b. The secretary of UPT BS-PB
 1. To help the head in preparing the concept of the program,
 2. To help the head in evaluating the training and the developing realization,
 3. To analyze data and information of the activity of UPT BS-PB,
 4. To execute the program,
 5. To handle the internal activity of UPT BS-PB,
 6. To represent the head if he or she is not present.
- c. The coordinator of SAC
 1. To plan the activity of SAC,
 2. To handle and divide the SAC staff's function,
 3. To manage and evaluate the development of SAC,
 4. To promote the SAC to the students,

5. To report of all activities of SAC.
- d. Coordinator of extra curricular
1. To plan the activity of non curricular sector,
 2. To handle the teaching in non curricular sector,
 3. To divide the duties in arranging the syllabus and innovation of teaching in non curricular sector,
 4. To prepare the resources and everything for marketing, and information about the teaching service in non curricular sector,
 5. To manage and evaluate the realization of teamwork in cooperate with extra institute,
 6. To report all activities of non curricular sector to the head of UPT BS-PB.
- e. Head of administration
1. To arrange the planning and the program of UPT BS-PB,
 2. To prepare the concept of the program and development,
 3. To divide the duties in administration serving (correspondence, personnel, equipment, household affairs, financial and training) and guide the subordinates to do that,
 4. To build and develop subordinates career,
 5. To investigate ,to check, to correct and to control the administration duties,
 6. To prepare the sub division report.
- f. Teacher team
1. To arrange the English obligation material to SAC. 2 materials each month and revise depends on the SAC program planning,
 2. To be a tutor for the SAC user for English subject according to the schedule,
 3. To serve the registration for SAC member which depends on the regulation,
 4. To reorganize the SAC material package including to rewind the cassette used by the user,

5. To teach the course for students, lecturers and public,
 6. To do the other duties that is recommended.
- g. Administration staff
1. To inventory the books and the facilities of SAC including to encode the material,
 2. To distribute the information about the obligation of the SAC, either in form as the explanation or the warning for the users,
 3. To inventory all the facilities of SAC those need to be repaired.

3.7 The Achievement of UPT BS-PB

UPT BS-PB has conducted the following activities:

- a. Conducted the national workshop cooperated with IDP Australia,
- b. Succeeded in preparing English for the lecturers to S2 and S3 study to either in country or abroad,
- c. Conducted the bridging program of ADP HEP Loan project,
- d. Conducted the research financed from ADP HEP Loan,
- e. Joined the national conference and south east Asia (Thailand, Malaysia, Singapore) about ELT either as participant or as the presenter,
- f. Cooperated with IDP Australia, the British council and territory education official,
- g. At 2001-2003, UPT BS-PB was to be the secretary of NUESP (network of university English service provider) that is a cooperation of university language centre in Indonesia,
- h. Got the TPSDP grant 2002-2006,
- i. Delegated teachers team to UPT BS-PB development training to Singapore and Australia,
- j. Delegated the administration staff to local network training and develop making home page to UPT BS-PB.

CHAPTER 5

CONCLUSION AND SUGGESTION

This is the last chapter presenting some conclusions related to the result of the job training. Some suggestions are given for the company, for the student and also for the faculty.

5.1 Conclusion

Based on the job training which has been done in UPT BS-PB Jember University and based on the explanation on the chapter before, I take some conclusion that in learning English, especially for the English student, it is not enough to study English only by learning in the class (formal class). It is very necessary for student to find the supporting learning out of the class to more improve the English proficiency. For example; join the English course, join the Independent Learning, etc.

UPT BS-PB Jember University is available especially for the student of Jember University beside of it is also available for the other student, lecturer, staff and public. UPT BS-PB has some programs completed with the facilities that can support the learner to improve the English proficiency. So it is deeply regretted if the students have not maximally took advantages of it.

5.2 Suggestion

The writer gives some suggestions for institution, for students and for the faculty. All of them have the aim to improve the English language proficiency.

5.2.1 Suggestion for the institution

Based on the knowledge of the writer gotten from job training activity, the writer suggest to UPT BS-PB:

1. To promote more about the importance of UPT BS-PB for English learners, either for the student of Jember University itself or the lecturer, the staff, the public.
2. To upgrade the facilities of UPT BS-PB.
3. To give the treatment for the facilities available.
4. To upgrade the services.

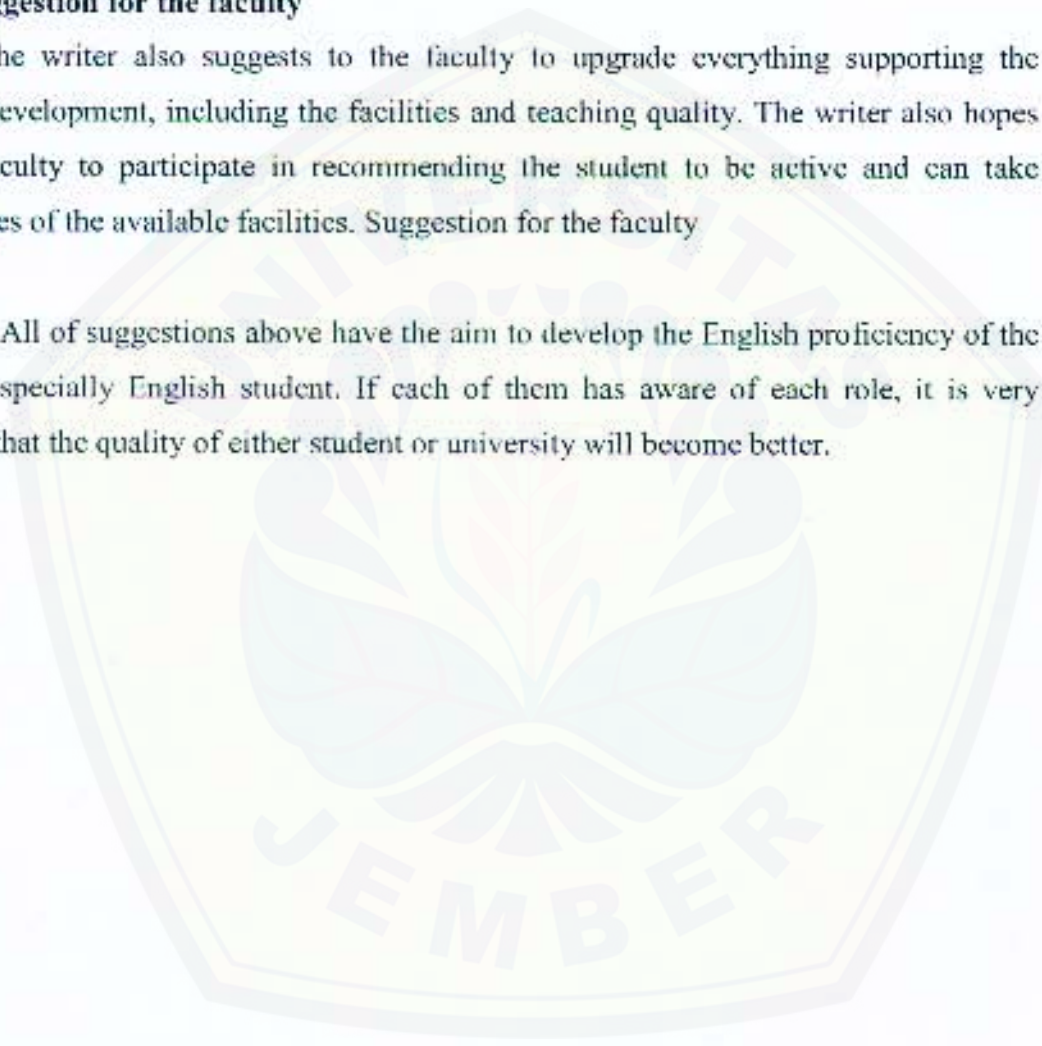
5.2.2 Suggestion for the Student

The writer suggests to the students, especially to the English students to be more active in learning English by always looking for the information about everything that can support the study, and take the advantages from the facilities that available in this University.

5.2.3 Suggestion for the faculty

The writer also suggests to the faculty to upgrade everything supporting the student development, including the facilities and teaching quality. The writer also hopes to the faculty to participate in recommending the student to be active and can take advantages of the available facilities. Suggestion for the faculty

All of suggestions above have the aim to develop the English proficiency of the student especially English student. If each of them has aware of each role, it is very possible that the quality of either student or university will become better.



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www.freeenglishnow.com

www.learn4good.com

Sejarah dan Pengembangan
Unit Pelaksana Teknis Bidang Studi – Pusat Bahasa
(UPT BS-PB) Universitas Jember

Periode 1978-2002

1. Pusat Bahasa Universitas Jember didirikan th. 1978, berfungsi sebagai unit pelayanan bahasa (*language service provider*) dan berstatus Laboratorium Bahasa Universitas Negeri Jember, bertanggung jawab langsung kepada Rektor; dibawah tanggungjawab seorang Kepala (Dra. Gunawan Hupoyo), dibantu oleh seorang staf administrasi dan seorang teknis.
2. Tahun 1980 Laboratorium Bahasa ini diliputi oleh Dr. Riuk Yama memiliki fungsi dan pertanggungjawaban yang tidak berubah.
3. Tahun 1986 Jabatan Kepala Laboratorium Bahasa diserahkan kepada Dra. Soeparnah, M.A dengan fungsi dan pertanggungjawaban yang sama juga.
4. Tahun 1987 Jabatan Kepala Laboratorium Bahasa kemudian diserahkan kepada Dra. Sri Kusudi sampai tahun 2003. Sementara itu pada tahun 1990 dengan SK Rektor: 652/PT.32.10/50/C.13/90 nama Laboratorium Bahasa diubah menjadi Badan Pengembangan dan Pelatihan Bahasa (B-pelat Bahasa) Universitas Jember, sebagai badan Non Struktural dengan Struktur Organisasi (SK Rektor: 3599/PT.32.5K/O/C.13/1991) sebagai berikut:

Kepala
Sekretaris
Tim Pengajar
Kepala Tata Usaha

5. Tahun 1994 diterbitkan SK. Rektor No: 346/PT.32.14/50/5K/C.13/94 tentang perubahan nama Badan Pengembangan dan Pelatihan Bahasa menjadi Unit Pelaksana Teknis Pelatihan dan Pengembangan Bahasa (UPT P2B).
6. Tahun 1997 SK Rektor No: 7552/PT.32.11/50/5K/A.7/97 dan mengacu surat Universitas Jember postel 30 mengubah nama Unit Pelaksana Teknis Pengembangan dan Pelatihan Bahasa menjadi Unit Pelaksana Teknis Bidang Studi-Pusat Bahasa (UPT BS-PB) Universitas Jember. Pasal-Pasal yang dicantumkan di dalamnya adalah tentang: tugas pokok, fungsi, susunan organisasi, ketenagaan dan keuangan. Struktur organisasinya adalah:

Ketua
Sekretaris
Koordinator
Tim Pengajar
Kepala Sub Bagian Tata Usaha

Lokasi

Tahun 1989 lokasi Laboratorium Bahasa berpindah dari Jl. Meteran 7 Jember ke sebagian gedung Perpustakaan Pusat Universitas Jember di Jl. Kalimantan Jember Untuk keperluan ini dana diperoleh dari bantuan International Development Programme (IDP) Australia.

Tahun 1996 dengan dana dari ADB HEP Loan, UPT P2B memiliki gedung sendiri yang berlokasi bersebelahan dengan gedung Fakultas Ekonomi, seluas 1300 m² dengan 2 lantai.

Fasilitas Ruang dan Peralatan

Pada permulaan pembentukannya, Laboratorium Bahasa Universitas Jember memiliki 1 (satu) ruang kelas sekaligus ruang kantor dan 1 ruang laboratorium bahasa sekaligus ruang teknis. Dengan berpindahnya ke gedung Perpustakaan Pusat, Departemen Bahasa menempati 6 ruang untuk ruang kantor, ruang kelas dan ruang teknis, ruang kelas dan ruang Self Access Centre (SAC) ber-AC, 2 ruang Laboratorium Bahasa dan 1 ruang workshop ber-AC.

Dari Revenue Generation (RG) yang diperoleh dengan melayani pelatihan bahasa asing utamanya bahasa Inggris untuk dosen, mahasiswa di lingkungan Universitas Jember serta instansi di luar Universitas Jember, Bapelat Bahasa dapat menambah peralatan-peralatan Self Access Centre (SAC) utamanya alat untuk audio-visual dan audio, serta mengembangkan materi SAC.

Gedung UPT BS-PB yang sampai saat ini ditempati memiliki 5 ruang kelas, 2 Laboratorium Bahasa yang juga berfungsi sebagai ruang kelas atau ruang ujian TOEFL, 2 ruang workshop, 1 ruang teknis, 1 ruang studio, 1 ruang administrasi, 1 ruang staf pengajar, 1 ruang pimpinan, 1 ruang koordinator, 1 ruang Bahasa Inggris untuk Anak-anak, 1 ruang dapur, 2 ruang gudang dan 6 kamar mandi-toilet. Ruang SAC terdiri dari ; ruang Computer Assisted Language Learning (CALL) dengan fasilitas 4 CALL, ruang untuk audio (12 booth), audio visual (6 set TV+video players), materi, referensi serta majalah, journal, prospectus sebanyak 546 paket.)

Untuk kepentingan administrasi dan pengujian masalah sudah tersedia komputer (4 komputer) di masing-masing ruang (administrasi, staf pengajar, koordinator, SAC) dan satu internet, serta fax. Untuk kepentingan pengumpulan materi tersedia 2 mesin fotocopy dengan kapasitas 175 lembar per hari.

Staff

Di dalam SK Rektor dan statuta Universitas untuk UPT BSPB disebutkan bahwa UPT BS-PB memungkinan mengangkat tenaga pengajarnya sendiri, namun kenyataannya tidak mungkin. Selama ini staff pengajar non permanen berasal dari Fakultas Sastra, FKIP dan Fakultas Hukum.

Untuk mengatasi kebutuhan staf pengajar dan administrasi yang full-time perlu diangkat dan ditambah staf kontrak, sampai saat ini UPT BS-PB memiliki 2 staff kontrak terdiri dari 2 orang staf pengajar bahasa Inggris, 2 orang staf pengajar bahasa Jepang dan 5 orang staf administrasi

Pendanaan

Dana berasal dari Rutin, DIP, DIKS Universitas dan RGA yang kemudian direalisasi sebagai dana masyarakat di universitas.

S.K. PENDUKUNG BS PB

1. S.K. Rektor Nomor : 5599/PT.32.SK.0/C 13 1981 tanggal 1 Juli 1981 tentang Struktur Organisasi Universitas Jember (S.K. Pendukung tidak ada).
2. S.K. Rektor Nomor : 652/PT.32.H/SK/C 13 '90 tanggal 18 Januari 1990 tentang Perubahan Surat Keputusan Rektor Universitas Jember Nomor : 5599/PT.32.SK.0/C 13 1981 tentang Struktur Organisasi Universitas Jember
 - Pada Pasal 1
 - Laboratorium Bahasa adalah Badan Non Struktural yang terdiri dari
 - Kepala
 - Sekretaris
 - Tim Pengani
 - Kepala Tata Usaha
3. S.K. Rektor Nomor : 7975/PT.32.H.SK/C 13 1990 tanggal 3 September 1990 tentang Perubahan nama Laboratorium Bahasa Universitas Jember menjadi Badan Pengembangan dan Pelatihan Bahasa Universitas Jember. (**Perubahan Bapelat**)
4. S.K. Rektor Nomor : 306/PT.32.H/SK/C 13 1994 tanggal 13 Januari 1994 tentang Perubahan nama Badan Pengembangan dan Pelatihan Bahasa Universitas Jember menjadi Unit Pelaksanaan Teknis Pelatihan dan Pengembangan Bahasa Universitas Jember (**Perubahan UPT-P2B**)
5. S.K. Rektor Nomor : 154/PT.32.H/SK/C 13 '97 tanggal 4 Desember 1997 tentang Perubahan Status Organisasi dan Tata Kerja Unit Pelaksana Teknis Pelatihan dan Pengembangan Bahasa (UPT-P2B) Universitas Jember. (**Perubahan UPT BS PB**)

KEPUTUSAN REKTOR UNIVERSITAS JEMBER
NOMOR : 652/PT.32.H/SK/C13'1990

tentang :

PERUBAHAN SURAT KEPUTUSAN REKTOR UNIVERSITAS JEMBER
NOMOR: 5599/PT.32.SK.O/C13'1981 TANGGAL 1 JULI 1981
TENTANG STRUKTUR ORGANISASI UNIVERSITAS JEMBER
REKTOR UNIVERSITAS JEMBER

- ALASAN : a. bahwa dalam rangka pengembangan Universitas Jember dipandang perlu mengadakan perubahan SK. Rektor Universitas Jember No. 5599/PT.32.SK.O/C13'1981 tanggal 1 Juli 1981 tentang Struktur Organisasi Universitas Jember.
b. bahwa untuk merealisasikan maksud sub. a tersebut diatas, perlu diterbitkan Keputusan Rektor.

- DAFTAR : 1. Undang-Undang Nomor 8 tahun 1974;
2. Undang-Undang Nomor 2 tahun 1989;
3. Peraturan Pemerintah Nomor 5 tahun 1980;
4. Peraturan Pemerintah Nomor 27 tahun 1981;
5. Keputusan Presiden RI. Nomor 234/M/1986 tgl. 19-11-1986;
6. Keputusan Menteri Pendidikan dan Kebudayaan RI. :
a. Nomor 151 tahun 1964 tanggal 9-11-1964;
b. Nomor 0147/O/1983 tanggal 5-3-1983;
7. Keputusan Rektor Universitas Jember Nomor 5599/PT.32.SK.O/C13'1981 tanggal 1-7-1981.

M E M U T U S K A N :

- KEPUTUSAN : Keputusan Rektor Universitas Jember tentang perubahan Keputusan Rektor Universitas Jember Nomor 5599/PT.32.SK.O/C13'1981 tanggal 1-7-1981 tentang Struktur Organisasi Universitas Jember.

Pasal : 1

Mengubah pasal 66 Keputusan Rektor Universitas Jember Nomor 5599/PT.32.SK.O/C13'1981 tanggal 1-7-1981 tentang Struktur Organisasi Universitas Jember sehingga berbunyi sebagai berikut :

- Laboratorium T. Sama adalah Badan Non Struktural yang terdiri dari :
a. Kepala
b. Sekretaris
c. Tim Pengajar
d. Kepala Tata Usaha

Pasal : 2

Mengubah pasal 66 ayat (2) Keputusan Rektor Universitas Jember Nomor 5599/PT.32.SK.O/C13'1981 tanggal 1-7-1981 tentang Struktur Organisasi Universitas Jember sehingga berbunyi sebagai berikut :

Poliklinik dan Keluarga Berencana adalah Badan Non Struk-

- 2 -

Pasal : 3

Badan Perencanaan dan Pengembangan Universitas Jember adalah Badan Non Struktural yang terdiri dari :

- a. Kepala
- b. Sekretaris
- c. Anggota Tim
- d. Kepala Tata Usaha

Pasal : 4

Keputusan ini mulai berlaku sejak tanggal ditetapkan.

Ditetapkan di : JEMBER

Pada tanggal : 18 Januari 1990

REKTOR UNIVERSITAS JEMBER,



KEPUSATAN disampaikan kepada Yth. REKTOR PROF. DR. SIMANHADI WIDYAPRAKOSA
NIP : 130 048 961

Sekretaris Jenderal Depdikbud di-
Jakarta;
Inspektur Jenderal Depdikbud di Jakarta;
Direktur Jenderal Pendidikan Tinggi
Depdikbud di Jakarta;
Dekan Fakultas I, II, dan III Univ. Jember;
Semua Dekan diluar-kampus Univ. Jember;
Ketua Badan dan Unit dilingkungan UJ.;
Kepala KEM. Bondowoso.

-- Kndt/Rat --

KEPUTUSAN REKTOR UNIVERSITAS JEMBER
NOMOR : 7975/PT.32.H/SK/C13/1990

Tentang

PERUBAHAN NAMA LABORATORIUM BAHASA UNIVERSITAS JEMBER
MENJADI B.DAN PENGEMBANGAN DAN PELATIHAN BAHASA
UNIVERSITAS JEMBER

REKTOR UNIVERSITAS JEMBER

a. bahwa dalam rangka usaha pengembangan Universitas Jember
dipandang perlu mengadakan perubahan nama Laboratorium
Bahasa Universitas Jember menjadi Badan Pengembangan dan
Pelatihan Bahasa Universitas Jember.

b. bahwa untuk merealisasikan maksud tersebut di atas,
perlu diterbitkan Keputusan Rektor.

1. Undang-Undang Nomor 8 tahun 1974;

2. Undang-Undang Nomor 2 tahun 1989;

3. Peraturan Pemerintah :

a. Nomor 20 tahun 1975;

b. Nomor 3 tahun 1980;

c. Nomor 27 tahun 1981;

d. Nomor 30 tahun 1990;

4. Keputusan Presiden Nomor 61 tahun 1982;

5. Keputusan Presiden Nomor 234/M/1986;

6. Keputusan Menteri Pendidikan dan Kebudayaan :

a. Nomor 0147/O/1983;

b. Nomor 031/P/1984 dan Nomor 032/P/1984;

c. Nomor 0147/O/1985.

Surat Keputusan Rektor Universitas Jember No. 692/PT.32.H/
SK/C13/90 tgl. 10 Januari 1990 tentang Perubahan Surat Ke-
putusan Rektor Universitas Jember No. 5599/PT.32.SK.O/C13/
181 tgl. 1 Juli 1981 tentang Struktur Organisasi Universi-
tas Jember.

KEPUTUSAN

1. Mengubah pasal 1 Keputusan Rektor Universitas Jember Nomor
692/PT.32.H/SK/C13/90 tgl. 10 Januari 1990 tentang Struktur
Organisasi Universitas Jember yang berbunyi Laboratorium
Bahasa menjadi Badan Pengembangan dan Pelatihan Bahasa -
Universitas Jember.

(Badan Pengembangan dan Pelatihan Bahasa Universitas Jember)
adalah Badan Non Struktural yang terdiri dari :

- a. Kepala;
- b. Sekretaris;
- c. Tim Pengajar;
- d. Kepala Tata Usaha.

2. Keputusan ini berlaku sejak tanggal ditetapkan.

Ditetapkan di : Jember
pada tanggal : 13 September 1990



Salin disampaikan kepada Yth. :
Ejen Depdikbud di Jakarta;
Dan Depdikbud di Jakarta;
Dan Depdikbud di Jakarta;

WIDYAPR. KOS.

KEPUTUSAN
REKTOR UNIVERSITAS JEMBER
NOMOR : 306/PT32.H/SK/C13'94

Tentang

PERUBAHAN NAMA BADAN PENGEMBANGAN DAN PELATIHAN BAHASA
UNIVERSITAS JEMBER MENJADI UNIT PELAKSANA TEKNIS
PELATIHAN DAN PENGEMBANGAN BAHASA
UNIVERSITAS JEMBER

Rektor Universitas Jember

- mbaca : Surat Kepala Bapelat Bahasa Universitas Jember nomor
0963/PT32.Bapelat/D13'93, tanggal 29 Desember perihal
Struktur Organisasi Bapelat.
- imbang : a. Bahwa dengan adanya Keputusan Menteri Pendidikan dan
Kebudayaan Republik Indonesia nomor 0102/D/93, telah
ditetapkan Organisasi dan Tata Kerja Universitas
Jember;
b. Bahwa sehubungan dengan adanya perkembangan organisa
si dan tata kerja di lingkungan Universitas Jember
seperti tersebut dalam Keputusan Menteri Pendidikan
dan Kebudayaan Republik Indonesia No. 0102/D/93, di-
pandang perlu perubahan nama Badan Pengembangan dan
Pelatihan Bahasa Universitas Jember menjadi Unit Pe-
laksana Teknis Pelatihan dan Pengembangan Bahasa Uni-
versitas Jember;
c. Bahwa untuk merealisasi sub a dan b di atas, perlu
diterbitkan keputusan untuk perubahan nama tersebut.
- ngingat : 1. Undang-Undang RI nomor 8 tahun 1974;
2. Undang-Undang RI nomor 2 tahun 1989;
3. Peraturan Pemerintah RI :
a. Nomor 20 tahun 1975; c. Nomor 30 tahun 1990;
b. Nomor 3 tahun 1980; d. Nomor 15 tahun 1993;
4. Keputusan Presiden RI :
a. Nomor 5/M tahun 1991;
b. Nomor 62 tahun 1993;
5. Keputusan Mendikbud RI :
a. Nomor 031/P/1984 dan 032/P/1984;
b. Nomor 0102/D/1993.

M E M U T U S K A N

Keputusan Rektor nomor 7975/PT32.H/SK/C13'90 tanggal 3
September dinyatakan tidak berlaku.

- etapkan :
utama : Mengubah nama Badan Pengembangan dan Pelatihan Bahasa
Universitas Jember sesuai Keputusan Rektor nomor 7975/
PT32.H/SK/C13'90 tanggal 3 September 1990 menjadi Unit
Pelaksana Teknis Pelatihan dan Pengembangan Bahasa
Universitas Jember dengan singkatan UPT P2E Universitas
Jember;
Unit Pelaksana Teknis Pelatihan dan Pengembangan Bahasa
Universitas Jember atau UPT P2B Universitas Jember yang
terdiri dari :

- 2 -

- a. Kepala
- b. Kepala Sub Bagian Tata Usaha
- c. Team Bidang Pelatihan
- d. Team Bidang Pengembangan terdiri dari :
 - a. Sub Bidang Peterjemah
 - b. Sub Bidang Self Access Center (SAC)

dua : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila dikemudian hari ternyata terdapat kekeliruan dalam keputusan ini, akan diadakan perbaikan sebagaimana mestinya;

Ditetapkan di : Jember
Tanggal : 13 Januari 1994



ambusan kepada Yth :
Sekretaris Jenderal Depdikbud
di Jakarta;
Inspektur Jenderal Depdikbud
di Jakarta;
Direktur Jenderal Dikti Dep-
dikbud di Jakarta;
Pembantu Rektor I, II dan III
Universitas Jember;
Para Dekan di lingkungan UNEJ;
Kepala Biro di lingkungan
Universitas Jember;
Kepala PKN Jember;
Yang bersangkutan.

-----up/hrs/ric-----

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER

Jl. Kalimantan Kampus Bumi Tegalboto Jember

SURAT KEPUTUSAN REKTOR UNIVERSITAS JEMBER
Nomor : 7552/PT32.H/SK/I.7'97

tentang :

PERUBAHAN STATUS, ORGANISASI DAN TATA KERJA
UNIT PELAKSANA TEKNIS PELATIHAN DAN
PENGEMBANGAN BAHASA (UPT-P2B)
UNIVERSITAS JEMBER

REKTOR UNIVERSITAS JEMBER

MEMPERHATIKAN

1. Peraturan Pemerintah nomor:30 tahun 1990 tanggal 10 Juli 1990, Pasal 27 dan Pasal 34.
2. Keputusan Mendikbud RI nomor: 0445/O/1992 tanggal 18 Nopember 1992 tentang Statuta Universitas Jember pasal 30 menyebutkan untuk kelompok mata kuliah yang tidak sesuai dengan jurusan atau Fakultas yang ada, dapat dibentuk Unit Pelaksana Teknis Bidang Studi dan dimungkinkan mempunyai tenaga pengajar tetap.
3. Surat Edaran Direktur Pembinaan Sarana Akademis Ditjen Dikti Depdikbud nomor: 44/D2/1993 tanggal 6 Januari 1993 perihal : Pusat atau Unit Bahasa Inggris pada Perguruan Tinggi.
4. Surat Keputusan Rektor Universitas Jember nomor: 306/PT32.H/Sk/C13'94 tanggal 13 Januari 1994, Unit Pelaksana Teknis Pelatihan dan Pengembangan Bahasa (UPT-P2B) merupakan salah satu UPT di lingkungan Universitas Jember.

MENIMBANG

1. bahwa dalam usaha pengembangan dan meningkatkan mutu lulusan sesuai dengan perkembangan IPTEK serta kebutuhan masyarakat dan pembangunan, perlu diadakan Perubahan Status, Tugas Pokok dan Fungsi UPT.P2B Universitas Jember;
2. bahwa demi efisiensi dan efektifitas pengelolaan proses belajar mengajar untuk kelompok mata kuliah yang tidak sesuai dengan Jurusan di Fakultas yang ada, maka perlu dibentuk Unit Pelaksana Teknis Bidang Studi Bahasa di lingkungan Universitas Jember;
3. bahwa demi tertib dan lancarnya Unit Pelaksana Teknis Bidang Studi Pusat Bahasa di lingkungan Universitas Jember perlu Organisasi dan Tata Kerja pengelolaannya ;
4. Sehubungan dengan maksud tersebut pada ad. 1, 2, dan 3 di atas perlu diterbitkan Surat Keputusan Rektor Universitas Jember untuk penetapannya.

MENGINGAT

1. Undang-undang nomor : 8 Tahun 1974 tentang Pokok-pokok Kepegawaian;
2. Undang-undang nomor : 2 Tahun 1989 tanggal 27 Maret 1989, tentang Sistem Pendidikan Nasional;
3. Peraturan Pemerintah nomor : 30 Tahun 1990 tanggal 10 Juli 1990, tentang Pendidikan Tinggi;
4. Keputusan Presiden RI nomor : 144/M/1995 Tanggal 5 Mei 1995, tentang Pengangkatan Rektor Universitas Jember periode 1995-1999;
5. Surat Keputusan Menteri PTIP nomor : 151 Tahun 1964 tanggal 9 Nopember 1964, tentang Pendirian Universitas Jember ;
6. Surat Keputusan Menteri Pendidikan dan Kebudayaan:
 - a. Nomor : 0686/U/1991 tanggal 30 Desember 1991 tentang Pedoman Pendirian Perguruan Tinggi;
 - b. Nomor : 0445/U/1992 tanggal 18 Nopember 1992, tentang Statuta Universitas Jember;
 - c. Nomor : 055/U/1994 tanggal 19 Maret 1994, tentang Pedoman Penyusunan Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
 - d. Nomor : 01570/U/1995 tanggal 18 Juli 1995, tentang Organisasi dan Tata Kerja Universitas Jember.

MENGINGAT PULA :

1. Keputusan Rektor Universitas Jember nomor: 414187/PT/32.H/SK/17/95 tentang kebijakan dan strategi pengembangan Universitas Jember periode 1995-1999
2. Rencana Strategis Universitas Jember tahun 1996-2005.

M E M O T U S K A N

MENETAPKAN

PERTAMA

1. mengubah Status Unit Pelaksana Teknis Pelatihan dan Pengembangan Bahasa (UPT-P2B) Universitas Jember menjadi Unit Pelaksana Teknis Bidang Studi Pusat Bahasa (UPTBS Pusat Bahasa) Universitas Jember.

KEDUA

1. Organisasi dan Tata Kerja Unit Pelaksana Teknis Bidang Studi Pusat Bahasa (UPTBS Pusat Bahasa) Universitas Jember disusun sebagai berikut :

PASAL 1

Nama dan Kedudukan

Pusat Bahasa Universitas Jember berstatus Unit Pelaksana Teknis (UPT) Bidang Studi sebagaimana diatur dalam pasal 30 Statuta Universitas Jember.

PASAL 2
Tugas Pokok

Unit Pelaksana Teknis (UPT) Bidang Studi Pusat Bahasa Universitas Jember mempunyai tugas sebagai berikut :

1. Menyelenggarakan : pengajaran bahasa guna menunjang tugas pokok pelaksanaan Tridharma Perguruan Tinggi di lingkungan Universitas Jember, baik secara intrakurikuler, maupun ekstrakurikuler.
2. Menyelenggarakan pengajaran bahasa dan pelayanan bahasa lainnya (antara lain penerjemahan) untuk Universitas Jember, Instansi terkait (Swasta maupun Pemerintah) dan masyarakat.
3. Mengembangkan program pengajaran bahasa yang sesuai dengan kebutuhan dan kemampuan peserta program.
4. Mengembangkan sistem pengelolaan pengajaran bahasa yang efektif dan efisien sesuai perkembangan IPTEK dan kebutuhan sivitas akademika masyarakat serta pembangunan.
5. Mengadakan penelitian bahasa, baik penelitian linguistik terapan maupun penelitian linguistik murni.
6. Membuat jaringan komunikasi dan kerjasama dalam bidang pengajaran bahasa dengan perguruan tinggi dan badan-badan lain di dalam dan di luar negeri, sesuai dengan ketentuan yang berlaku.

PASAL 3
Fungsi

Unit Pelaksana Teknis Bidang Studi (UPT-BS) Pusat Bahasa Universitas Jember :

1. berfungsi sebagai pelaksana sebagian tugas fakultas dalam melaksanakan tugas-tugas Tridharma Perguruan Tinggi dalam bidang pelayanan bahasa.

- berfungsi sebagai unit penunjang program akademik Universitas Jember, dalam pengelolaan secara terpusat segala pengajaran bahasa yang diadakan di luar Program Studi Pendidikan Bahasa dan/atau Sastra yang terdapat pada Jurusan Pendidikan Bahasa Indonesia dan Daerah pada FKIP dan Ilmu Sastra Inggris dan Ilmu Sastra Indonesia pada Fakultas Sastra Universitas Jember.
- berfungsi sebagai unit pelayanan kebahasaan untuk Sivitas Akademika Universitas Jember dan masyarakat umum yang memerlukan keterampilan berbahasa dalam rangka meningkatkan kualitas sumber daya manusia.

PASAL 4

Susunan Organisasi

- Unit Pelaksana Teknis Bidang Studi Pusat Bahasa dipimpin oleh seorang Ketua dan seorang Sekretaris.
- Ketua Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember diangkat dan diberhentikan oleh Rektor Universitas Jember dan bertanggungjawab kepada Rektor Universitas Jember.
- Sekretaris Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember diangkat dan diberhentikan oleh Rektor Universitas Jember atas usul ketua UPT Bidang Studi Pusat Bahasa dan bertanggungjawab kepada Ketua Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember.
- Masa Jabatan Ketua dan Sekretaris Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember selama 3 tahun dan dapat diangkat kembali, dengan syarat tidak lebih dari dua kali masa jabatan berturut-turut.

Susunan Organisasi Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember terdiri dari :

- Ketua;
- Sekretaris;
- Kasubbag Tata Usaha dan tenaga penunjang/ Administrasi;

4. Kepala Bidang Studi Kurikuler dan Kepala Bidang Studi Non Kurikuler;
5. Kepala Laboratorium;
6. Kepala Self Acces Center (SAC);
7. Tenaga pengajar/Dosen;
8. Susunan organisasi UPT Bidang Studi Pusat Bahasa Universitas Jember dapat dikembangkan sesuai dengan kebutuhan dan intensitas kegiatan dalam melaksanakan tugas Tridharma Perguruan Tinggi.

PASAL 5 Ketenagaan

1. Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember dapat mempunyai tenaga pengajar tetap serta tenaga pengajar penunjang dan administrasi tetap dan tenaga pengajar dan tenaga administrasi tidak tetap.
2. Pengangkatan tenaga pengajar diusulkan sesuai dengan formasi ketenagaan yang tersedia.
3. Tenaga pengajar tetap Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember adalah tenaga fungsional.
4. Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember dapat membiayai DP3 dan mengeluarkan kenaikan pangkat tenaga pengajar tetap dalam lingkungan Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember.
5. Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember merencanakan pengembangan profesi dan keterampilan Staf serta pendidikan lanjutan tenaga dosen tetap.

PASAL 6 Keuangan

1. Dana penyelenggaraan Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember dibayai dari sumber Dana : Dana Rutin, Dana Bagian Proyek, Dana DRK/Dana Swadana dan sumber dana lain.
2. Pengelola Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember harus membuat rencana kerja dan rencana kebutuhan dana per-

tahun anggaran dan diajukan kepada Rektor Universitas Jember.

3. Pengelolaan Keuangan : pendapatan dan penggunaan dana Unit Pelaksana Teknis Bidang Studi Pusat Bahasa Universitas Jember dilaporkan kepada Rektor Universitas Jember secara periodik; triwulan; tengah tahun; akhir tahun.

PASAL 7
Lain-lain

1. Hal-hal yang kurang jelas maupun yang belum tercakup dalam keputusan ini akan ditetapkan dalam ketentuan tersendiri.
2. Keputusan ini mulai berlaku sejak tanggal ditetapkan, dengan ketentuan jika di kemudian hari ternyata terdapat kekeliruan dalam penetapan ini maka akan diadakan perubahan dan diperbaiki sebagaimana mestinya.

DITETAPKAN DI : JEMBER
PADA TANGGAL : 9 Desember 1997



REKTOR,

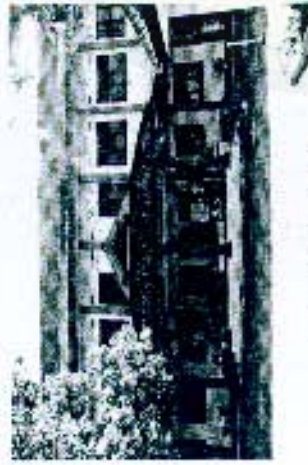
DR. KABUL SANTOSO, MS.
NIP. 130 350 768

Tembusan kepada :

1. Menteri Pendidikan dan Kebudayaan RI di Jakarta;
2. Sekretaris Jenderal Depdikbud RI di Jakarta;
3. Inspektur Jenderal Depdikbud RI di Jakarta;
4. Direktur Jenderal Pendidikan Tinggi Depdikbud RI di Jakarta;
5. Direktur Pembinaan Sarana Akademis Ditjen Dikti Depdikbud RI di Jakarta;
6. Para Pembantu Rektor Universitas Jember;
7. Para Anggota Senat Universitas Jember;
8. Para Dekan Fakultas, Ketua PSKG, Koordinator PS MIPA di lingkungan Universitas Jember;
9. Para Ketua Lembaga, Kepala UPT, Kepala Biro di lingkungan Universitas Jember.



PUSAT BAHASA UNIVERSITAS JEMBER



Gedung Pusat Bahasa UNEJ

membuka ...

PENDAFTARAN BARU

PELATIHAN BAHASA ASING

untuk Mahasiswa S0, S1 dan S2
Universitas Jember

Periode September – Desember 2008

PROGRAM PELATIHAN

- Bahasa Inggris
- Bahasa Jepang
- Bahasa Mandarin
- Bahasa Jerman
- Bahasa Perancis
- Bahasa Korea

Self-Access Centre (SAC) sebagai sarana belajar mandiri

Pusat Bahasa Universitas Jember merupakan salah satu unit pelaksana teknis di bawah Universitas Jember yang memberikan pelayanan kepada seluruh civitas akademika Universitas Jember dan masyarakat di bidang bahasa. Pelayanan tersebut meliputi:

- Pelatihan Bahasa Inggris dan bahasa asing lainnya.
- In-company training.
- Penyelenggaraan tes TOEFL.
- Pusat belajar mandiri (Self-Access Centre)
- Peningkatan Bahasa Inggris-Indonesia, Indonesia-Inggris

FASILITAS BELAJAR

- Laboratorium Bahasa
- SAC (Self-Access Centre)
- Audio Visual (Video Player)
- Audio (Cassette Player)
- CALL (Computer-Assisted Language Learning)
- On-line language learning (internet)

GENERAL ENGLISH

Program ini merupakan pelatihan Bahasa Inggris umum, meliputi pengetahuan Bahasa Inggris sehari-hari. Disajikan secara terpadu dalam 4 keterampilan (skills), yaitu *speaking* (berbicara), *listening* (mendengarkan), *writing* (menulis), dan *reading* (membaca), program ini dibagi dalam beberapa level, yaitu:

1. Foundation (IA)
2. Elementary (IB)
3. Pre-Intermediate (IIA)
4. Intermediate (IIB)
5. Upper-Intermediate (IIIA)
6. Advanced (IIBB)

Untuk menentukan level, para calon peserta harus mengikuti **Placement Test**.

CONVERSATION

Program ini secara khusus menawarkan pelatihan *speaking* (berbicara). Program ini memberikan kesempatan kepada peserta untuk berlatih berbicara dalam *pairwork*, diskusi kelas, dan presentasi di muka kelas. Kelas *Conversation* disajikan dalam dua level, yaitu *Conversation 1* dan *2*. Untuk menentukan level, para calon peserta harus mengikuti **Placement Test**.

ENGLISH FOR ELEMENTARY SCHOOL TEACHER

Program ini dirancang bagi mahasiswa PGSD guna mempersiapkan dan meningkatkan kemampuan calon guru SD dalam pengajaran Bahasa Inggris bagi siswa SD. Pelatihan ini menyajikan model materi Bahasa Inggris yang meliputi 4 macam keterampilan (skills): *speaking* (berbicara), *listening* (mendengarkan), *writing* (menulis), dan *reading* (membaca). Pelatihan ini dibagi dalam 2 tingkatan; level 1 (meliputi materi Bahasa Inggris untuk kelas 1, 2 dan 3) dan level 2 (meliputi materi Bahasa Inggris untuk kelas 4, 5 dan 6). Untuk menentukan

TOEFL PREPARATION CLASS

Program ini menawarkan pelatihan untuk menghadapi tes TOEFL (*Test of English as a Foreign Language*) yang merupakan tes Bahasa Inggris standar internasional bagi penutur non-Bahasa Inggris (*non-native English speaker*). Tes ini pada umumnya digunakan sebagai syarat untuk menempuh jenjang pendidikan yang lebih tinggi, baik S1 maupun S2, di dalam maupun di luar negeri. Program ini terdiri dari tiga level yaitu Grammar Class, TOEFL Preparation 1 dan 2. Untuk menentukan level, para calon peserta harus mengikuti **Placement Test**.

BAHASA JEPANG

Program pelatihan Bahasa Jepang diberikan secara terpadu, meliputi *kuwa* (berbicara), *choukai* (mendengarkan), *buyou* (tata bahasa), *dokkai* (membaca). Topik-topik yang menjadi bahan kajian adalah kegiatan sehari-hari. Program ini juga menawarkan pengenalan dan latihan menulis huruf Hiragana, Katakana, dan Kanji.

BAHASA JERMAN, BAHASA PERANCIS & BAHASA KOREA

Program ini disajikan secara terpadu, meliputi berbicara, mendengarkan, menulis dan membaca dengan fokus kegiatan sehari-hari.

BAHASA MANDARIN

Program pelatihan Bahasa Mandarin disajikan secara terpadu, meliputi keterampilan berbicara, mendengarkan, menulis, dan membaca dengan fokus pada kegiatan sehari-hari. Disajikan pula tata cara melayani tamu hotel dan kantor. Program ini juga memberikan latihan menulis huruf Han Ze.

1 Agustus s/d 5 September 2008
(Setiap jam kerja)

Persyaratan:

- Menyerahkan foto kopi Kartu Mahasiswa...
- Menyerahkan pas foto ukuran 2X3 (1 lembar) dan 3X4 (2 lembar).
- Menyerahkan foto kopi sertifikat pelatihan sebelumnya dari Pusat Bahasa Unej bagi peserta yang hendak melanjutkan pada level berikutnya.
- Membayar biaya pendaftaran sebesar Rp 15.000,-.
- Mengikuti Placement Test (bagi peserta baru).

PLACEMENT TEST

(Ters Pencantuan Level)

8 September 2008 pk. 15.00 WIB

- ✓ Pengumuman hasil Placement Test: 12 September 2008
- ✓ Daftar Ulang: 15 s/d 19 September 2008

PELAKSANAAN PELATIHAN: Mulai 13 Oktober 2008

Pagi : 08.00-11.30 WIB (Senin – Kamis)
07.30-10.30 WIB (Jumat)
Siang : 12.00 – 13.30 WIB (Senin – Kamis)
Sore : 13.30 – 17.00 WIB (Senin – Jumat)
Malam : 18.30 – 20.00 WIB (Senin – Jumat)

Informasi dan Pendaftaran:

Pusat Bahasa Universitas Jember

Jl. Kalimantan Kampus Tegal Bolo Universitas Jember
Telp./Fax: (0331) 336870
(Lantai Fakultas Ekonomi)



Pusat Bahasa UJEMU mengahadiri dan telah konferensi nasional NESP

BIAYA PELATIHAN

Bahasa	Program	Biaya
Inggris	General English : - Foundation (IA) - Elementary (IB) - Pre-Intermediate (IIA) - Intermediate (IIB) - Upper-Intermediate (IIIA) - Advanced (IIBB)	Pendaftaran: Rp 15.000,- Pelatihan: Rp 95.000,-
	Conversational	
	TOEFL Preparation 1 TOEFL Preparation 2 English for Elementary School Teacher (PSSO)	Pendaftaran: Rp 15.000,- Pelatihan: Rp 120.000,-
	Bahasa Jepang 1 Bahasa Jepang 2 Bahasa Jepang 3	Pendaftaran: Rp 15.000,-
	Bahasa Mandarin 1 Bahasa Mandarin 2 Bahasa Korea Bahasa Perancis Bahasa Jerman	Pelatihan: Rp 95.000,-

Keterangan:

- Program General English, Conversation, Bahasa Perancis, Jerman, Mandarin dan Jepang dilaksanakan dalam 24 kali tatap muka, ditambah 1 kali ujian untuk program Conversation dan 2 kali ujian untuk program lainnya.
- Program TOEFL dilaksanakan dalam 30 kali tatap muka dan 1 kali ujian.
- Kelas dibuka jika peserta berjumlah minimal 25 orang
- Biaya kursus sudah termasuk materi dan sertifikat

SAC LEVEL CLASSIFICATION



PRE ELEMENTARY



ELEMENTARY



PRE INTERMEDIATE



INTERMEDIATE



ADVANCE

SAC MATERIAL CLASSIFICATION



GRAMMAR



LISTENING



PRONUNCIATION



READING



SPEAKING



TOEFL



IELTS



WRITING



VOCABULARY



JAPANESE



ESP



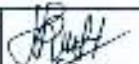
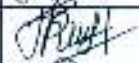

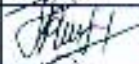
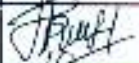
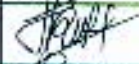
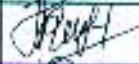

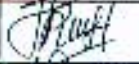



EAP

LAPORAN KEGIATAN MAHASISWA PKN PROGRAM D3 BAHASA INGGRIS
 FAKULTAS SASTRA UNIVERSITAS JEMBER
 DI UPT BS PB UNIVERSITAS JEMBER
 JL KALIMANTAN NO.37 JEMBER

NAMA : MU'RIFAH
 NIM : 060103101006

HARI / TGL	KEGIATAN	PARAF PETUGAS
Selasa 1 Juli '08	Mendata materi SAC	
Rabu 2 Juli '08	Membuat label untuk materi - materi SAC	
Kamis 3 Juli '08	Menata dan Merapikan materi - materi SAC	
Jumat 4 Juli '08	Memeriksa keadaan Kaset - kaset materi Listening	
Senin 7 Juli '08	Mengklasifikasikan materi - materi yang ada.	
Selasa 8 Juli '08	Membuat Nomor rak untuk materi - materi di SAC	
Rabu 9 Juli '08	Membuat Katalog materi di SAC	
Kamis 10 Juli '08	Membuat Katalog Materi di SAC	
Jumat 11 Juli '08	Membuat Katalog Materi di SAC	
Senin 14 Juli '08	Membuat Katalog Materi di SAC	
Selasa 15 Juli '08	Membuat Katalog Materi di SAC	
Rabu 16 Juli '08	Mendata buku - buku di ruang perpustakaan.	
Kamis 17 Juli '08	Mendata buku - buku di ruang perpustakaan.	
Jumat 18 Juli '08	Mendata buku - buku di ruang perpustakaan.	
Senin 21 Juli '08	Mengklasifikasikan buku - buku di perpustakaan.	
Selasa 22 Juli '08	Mengklasifikasikan buku - buku di perpustakaan.	
Kamis 24 Juli '08	Mengklasifikasikan buku - buku di perpustakaan.	
Jumat 25 Juli '08	Mengklasifikasikan buku - buku di perpustakaan.	
Senin 28 Juli '08	Mendata buku anak - anak di ruang anak - anak	
Selasa 29 Juli '08	Mendata buku anak - anak di ruang anak - anak	

Digital Repository Universitas Jember

Kamis 31 Juli '08	Mengentri data buku anak-anak	
Jumat 1 Ag. '08	Mengecek kaset-kaset di ruang SAC	
Senin 4 Ag. '08	membuat katalog di ruang perpustakaan	
Selasa 5 Ag. '08	membuat katalog di ruang perpustakaan	
Rabu 6 Ag. '08	membuat katalog di ruang perpustakaan	
Kamis 7 Ag. '08	membuat katalog di ruang perpustakaan	
Jumice 8 Ag. '08	Mendata ulang dan merata buku-buku	
Senin 11 Ag. '08	Menyelesaikan pembuatan katalog di ruang perpus.	
Selasa 12 Ag. '08	mendata ulang buku-buku di ruang SAC	
Rabu 13 Ag. '08	Menyelesaikan katalog di ruang perpustakaan.	
Kamis 14 Ag. '08	membuat materi SAC	
Jumat 15 Ag. '08	menyelesaikan materi dan katalog.	
—		

Mengetahui,
Kepala UPT BS PB
UNIVERSITAS JEMBER



Drs. Albert Tahapessy, M.A.
NIP. 131709846



MINISTRY OF NATIONAL EDUCATION
THE UNIVERSITY OF JEMBER
UPT BIDANG STUDI – PUSAT BAHASA
(LANGUAGE CENTRE)

SELF-ACCES

READING 1.0060

TITLE

: Bad Bosses Can Cause Heart Attacks

PURPOSE

: Improving Reading Skill

LEVEL

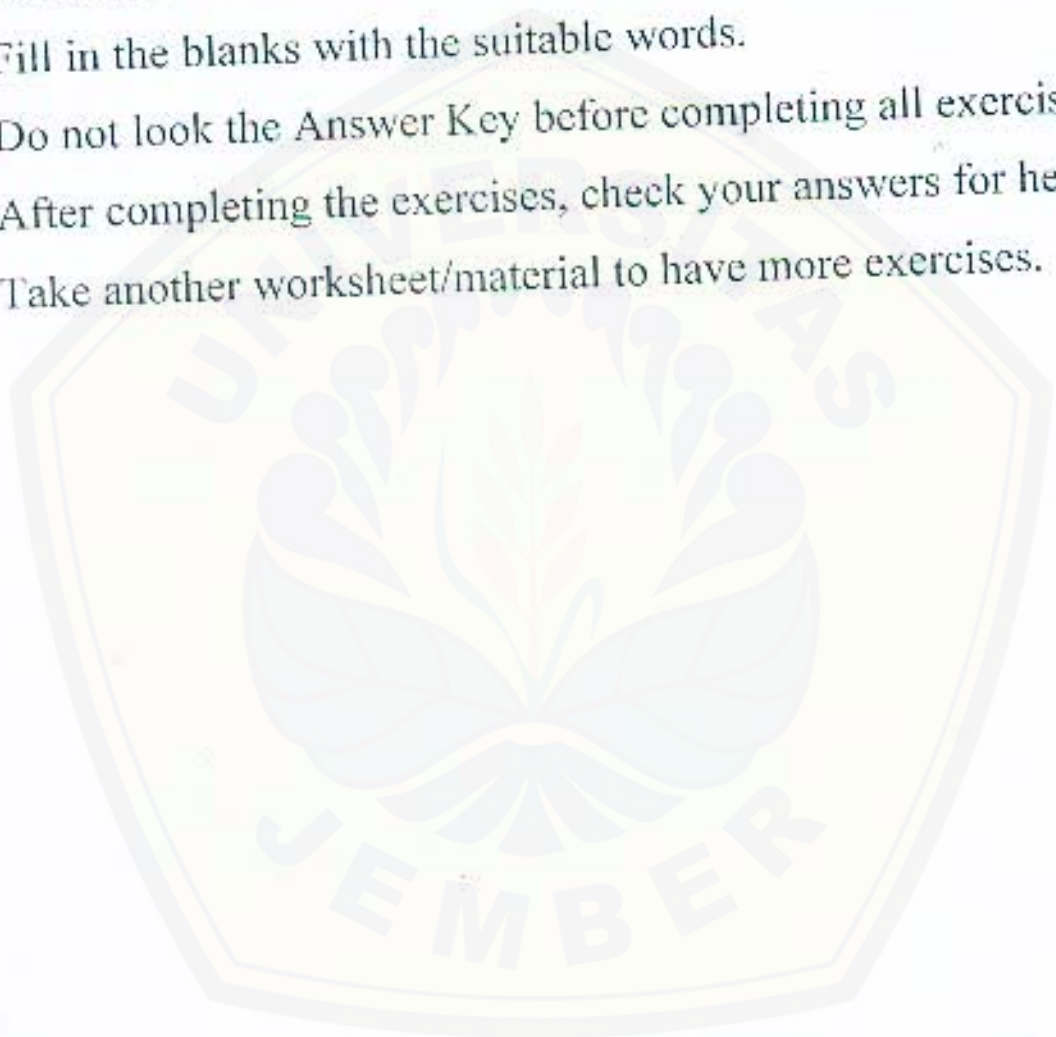
: Elementary

MATERIALS:

Instruction
Worksheet
Answer Key

INSTRUCTION:

1. Read the Instruction before starting to work on the worksheet
2. Fill in the blanks with the suitable words.
3. Do not look the Answer Key before completing all exercises.
4. After completing the exercises, check your answers for help.
5. Take another worksheet/material to have more exercises.



BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|--|-------|
| a. A bad boss can increase your risk of having a heart attack. | T / F |
| b. Managers who don't have a lot of money develop heart disease. | T / F |
| c. Interviewers questioned 3,000 men and women for their research. | T / F |
| d. Workers who respected their bosses had a few heart problems. | T / F |
| e. A report says that training managers would make staff healthier. | T / F |
| f. The report says training bosses is a good investment in the long run. | T / F |
| g. The report says bosses are good at understanding blood pressure. | T / F |
| h. An IT worker had a bad time every day and worked for a monster. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|----------------|----------------|
| 1. bad | a. chance |
| 2. poor | b. thoughtful |
| 3. risk | c. conclusions |
| 4. considerate | d. advance |
| 5. outlined | e. ogre |
| 6. improve | f. no good |
| 7. investment | g. cut |
| 8. reduce | h. summarized |
| 9. findings | i. bad |
| 10. monster | j. outlay |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|--|--------------------------------|
| 1. Having a bad boss | a. of 3,000 male workers |
| 2. increase their employee's risk of | b. related illnesses |
| 3. data on the health | c. improve worker health |
| 4. communicated well and offered | d. term investment |
| 5. who respected their bosses were | e. developing heart disease |
| 6. companies should re-train bosses to | f. understanding boss |
| 7. a good long- | g. could be bad for your heart |
| 8. a more supportive and | h. nightmare |
| 9. high blood pressure and stress- | i. positive feedback |
| 10. Working for him was a daily | j. healthier |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

Having a bad boss could be bad for your heart. This is the _____ of a Swedish study on management styles and health. The researchers concluded that poor managers can _____ their employee's risk of developing heart disease. The Stockholm University study analyzed _____ on the health of 3,000 male workers. They compared the data with the results from questionnaires about _____ managers. The questions asked workers if they thought their boss was _____, communicated well and offered positive feedback. Other questions _____ at how much work bosses gave to workers and how well they outlined their _____. The research team found that workers who respected their bosses were healthier and had _____ heart problems.

The report is _____ in the journal *Occupational and Environmental Medicine*. It suggests that companies should re-train bosses to _____ worker health. A healthier workforce will improve the overall health of the company. Investing in _____ leadership skills to senior managers could be a good long-term investment. The researchers said a more supportive and understanding boss would reduce the _____ of workers developing high blood _____ and stress-related illnesses. Magnus Larsson, an engineer for a large IT company, _____ with the report's findings. He believes his heart _____ last year was because of his boss: "The guy was a monster. Working for him was a daily _____ for eight years," Larsson said.

senior
goals
conclusion
fewer
data
looked
increase
considerate

pressure
providing
attack
published
nightmare
chances
agreed
improve

Having a bad boss could be bad for your heart. This is the (1) _____ of a Swedish study on management styles and health. The researchers concluded that poor managers can (2) _____ their employee's risk of developing heart disease. The Stockholm University study analyzed data on the health of 3,000 male workers. They (3) _____ the data with the results from questionnaires about senior managers. The questions asked workers if they (4) _____ their boss was considerate, communicated well and offered positive feedback. Other questions looked (5) _____ how much work bosses gave to workers and how well they (6) _____ their goals. The research team found that workers who respected their bosses were healthier and had fewer heart problems.

The report is published in the journal *Occupational and Environmental Medicine*. It suggests that companies should re-train bosses (7) _____ improve worker health. A healthier workforce will improve the (8) _____ health of the company. Investing in providing leadership skills to senior managers could be a good long-(9) _____ investment. The researchers said a more supportive and understanding boss would reduce the chances of workers developing high blood (10) _____ and stress-related illnesses. Magnus Larsson, an engineer for a large IT company, agreed with the report's findings. He (11) _____ his heart attack last year was because of his boss: "The guy was a monster. Working for him was a daily (12) _____ for eight years," Larsson said.

Put the correct words from the table below in the above article.

- | | | | | |
|-----|-----------------|----------------|----------------|----------------|
| 1. | (a) concludes | (b) conclusive | (c) conclude | (d) conclusion |
| 2. | (a) increasing | (b) increased | (c) increase | (d) increases |
| 3. | (a) comparative | (b) compared | (c) comparison | (d) compares |
| 4. | (a) thought | (b) thinking | (c) thoughts | (d) thoughtful |
| 5. | (a) in | (b) on | (c) at | (d) of |
| 6. | (a) in line | (b) lineout | (c) outlining | (d) outlined |
| 7. | (a) for | (b) to | (c) from | (d) with |
| 8. | (a) overall | (b) overalls | (c) over all | (d) all over |
| 9. | (a) semesters | (b) term | (c) semester | (d) terms |
| 10. | (a) pressuring | (b) pressured | (c) pressure | (d) pressing |
| 11. | (a) believes | (b) belief | (c) believer | (d) believing |
| 12. | (a) nightly | (b) nighttime | (c) nights | (d) nightmare |

TRUE / FALSE:

- a. T b. F c. F d. F e. T f. T g. F h. T

SYNONYM MATCH:

- | | |
|----------------|----------------|
| 1. bad | a. no good |
| 2. poor | b. bad |
| 3. risk | c. chance |
| 4. considerate | d. thoughtful |
| 5. outlined | e. summarized |
| 6. improve | f. advance |
| 7. investment | g. outlay |
| 8. reduce | h. cut |
| 9. findings | i. conclusions |
| 10. monster | j. nightmare |



PHRASE MATCH:

- | | |
|--|--------------------------------|
| 1. Having a bad boss | a. could be bad for your heart |
| 2. increase their employee's risk of | b. developing heart disease |
| 3. data on the health | c. of 3,000 male workers |
| 4. communicated well and offered | d. positive feedback |
| 5. who respected their bosses were | e. healthier |
| 6. companies should re-train bosses to | f. improve worker health |
| 7. a good long | g. term investment |
| 8. a more supportive and | h. understanding boss |
| 9. high blood pressure and stress- | i. related illnesses |
| 10. Working for him was a daily | j. nightmare |

GAP FILL:

Bad bosses can cause heart attacks

Having a bad boss could be bad for your heart. This is the **conclusion** of a Swedish study on management styles and health. The researchers concluded that poor managers can **increase** their employee's risk of developing heart disease. The Stockholm University study analyzed **data** on the health of 3,000 male workers. They compared the data with the results from questionnaires about **senior** managers. The questions asked workers if they thought their boss was **considerate**, communicated well and offered positive feedback. Other questions **looked** at how much work bosses gave to workers and how well they outlined their **goals**. The research team found that workers who respected their bosses were healthier and had **fewer** heart problems.

The report is **published** in the journal *Occupational and Environmental Medicine*. It suggests that companies should re-train bosses to **improve** worker health. A healthier workforce will improve the overall health of the company. Investing in **providing** leadership skills to senior managers could be a good long-term investment. The researchers said a more supportive and understanding boss would reduce the **chances** of workers developing high blood **pressure** and stress-related illnesses. Magnus Larsson, an engineer for a large IT company, **agreed** with the report's findings. He believes his heart **attack** last year was because of his boss: "The guy was a monster. Working for him was a daily **nightmare** for eight years," Larsson said.

LANGUAGE WORK

- 1-d 2-e 3-b 4-a 5-c 6-d 7-b 8-a 9-b 10-c 11-a 12-d