DEVELOPING GRAMMAR FOR BUSINESS WORKSHEET FOR POLBENG'S VOCATIONAL STUDENTS

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Abstract

This study aimed to develop grammar for business worksheet for vocational students in order to facilitate them with appropriate supplementary material since vocational students majoring in business English have specific purposes and needs in learning processes. Research and development (RnD) was used as the method in this research. There were six procedures which were applied such as needs analysis, developing course grid, designing the material, eveluating the material, implementing the material, and revising and finishing the product. Most learning topics the students prefered such as main tenses (63%), modals (57.4%), conditional sentences (54.3%), relative clause (54.3%), adjective comparison (56.5%), dan conjunction (57.4%). This worksheets provided with various tasks and learning activities using business term in each task. The result of the students' agreements toward the product is within the data interval $\bar{X} \geq 3.18$ in good category. It can be concluded that the product is fairly effective to be applied in English teaching and learning processes.

Keywords : developing, grammar for business, worksheet, supplementary material

1. INTRODUCTION

Vocational education is one of educational program that focused to assist students in developing applied skills, adapt to specific work fields, and create job opportunities. In order to prepare vocational graduates with both soft and hard skills that are appropriate to the industrial world, it is necessary to develop and implement curriculum as well as learning facilities that are relevant to current industry needs. One of them is to provide students with foreign language skills, particularly English as a communication tool required in the workplace, so that they can compete in the global workplace and industry.

There are certain situation in which the students should be aware that mastering English is needed not only to support their academic courses such as helping them to understand many English textbook and sources during learning processes and support their communication skill in higher level when continue their study overseas but also if the graduates go to an English-speaking country for a job interview, the employer will be concerned with the quality of their spoken and written English. Therefore, mastering the four skills (reading, listening, speaking and writing) should be followed by having good grammar mastery since grammar would facilitate them and making communication more enjoyable and positively impacting relationships. In the other hands, when students or graduate using poor grammar it can cause message to be unclear, affecting their ability to communicate both in spoken and written communications, and hindering relationship building - an important skill for children to develop.

Vocational students who are majored in English for business and professional communication, business digital, and International business administration especially for Polbeng's students needs to promote their English proficiency by mastering specific grammar structures in specific business situations. As the effort to communicate effectively about topics related to business English language learners must be able to identify and use these essential grammar structures. However, based on the observation and needs analysis, most of the students

have poor knowledge about grammar, they also have restricted vocabulary in business. Moreover, during the learning processes they just rely on general grammar textbook used by lecturer. Whereas they need more exposure to the fundamental grammar structures used in Business English.

Based on the problem above, there should be supplementary material for students to have practical exercise related to business topics. The media than can be developed which contain various task and learning activities is worksheet. Ur (2009) defines worksheet as a page of tasks distributed to each student to be written on, and usually taken by the teacher to be checked, and a teacher-made-test can be viewed as a specific type of worksheet. Therefore, this study focused to develop grammar for business worksheet to improve the students mastery about business grammar structure understanding.

2. LITERATURE REVIEW

According to Hornby's (1957) Advanced Learner's Dictionary of Current English, grammar is the study of word forms and how they are put together in sentences; rules of usage. Words like studying English grammar, grammar lessons, and grammar mistakes. But we are still bothered by grammar because it is a useful tool. Students will benefit from studying grammar by learning to compose languages and being able to apply what they have learned as better speakers, writers, and readers. In Principles and Practices of Second Language Acquisition, Krashen (1983) states that grammar has two possible rules in second language learning, namely as a "monitor" and as a "subject matter." Grammar is used as a monitor to correct students' mistakes before they compose sentences in writing or speaking. Grammar is studied as a subject as knowledge of a language.

Grammar is the shape and arrangement of words or phrases in sentences in the form of rules. The goal is for students to understand the language.

While Harmer (2007) defines worksheets as "homegrown materials made by teachers themselves," they are frequently designed with the assistance of authentic text such as articles from newspapers or magazines, books, or the internet. Ur (2009: 192) defines this term as a page of tasks distributed to each student to be written on, and usually taken by the teacher to be checked, and a teacher-made-test can be viewed as a specific type of worksheet.

When the process of designing materials begins, further process need to continue is looking at materials design model. Hutchinson and Waters (2008) propose the model in designing materials which consist of four elements: input, content focus, language focus, and task. In addition, Harmer (2007) suggests the procedure in developing worksheets. The procedure divided into five stages. There are *planning*, *trialing*, *classifying*, and *record-keeping.*

3. RESEARCH METHODOLOGY

Research Design

This study is classified into educational research and development (R & D) category which proposed the procedure of development by by Dick, Carey, & Carey (2009) and Branch (2009).Since the aim of this research was to develop grammar for business worksheet as supplementary material for Polbeng's vocational students, there were six research procedures had been carried out. This study was conducted at *Politeknik Negeri Bengkalis* with 47 English for Business and Professional students as the subject of the research.

Data Collection Technique

The technique used to collect the data in this research was questionnaire, observation, and interview. The questionnaire was divided in two types in which the first questionnaire was distributed to the students to obtain the information about what they needs, wants, and lacks in learning grammar. The second questionnaire was given to gain the students' responses toward the material whether the worksheet being developed applicable and effective to be used as supplementary material in learning grammar for business.

Data Analysis Technique

The collected data then should be analyzed in two different ways. The result of the needs analysis data was analyzed qualitatively by describing the students' needs in learning grammar then used to develop the material. Furthermore the quantitative technique such a four-point scale was used to find out how the expert judgment and students responses toward the worksheet design. The scoring for the four –point scales was: 1 for strongly disagree, 2 for agree, 3 for fairly agree, 4 for disagree. The data then are analyzed by measuring the central tendency. In order to make the data easier to read, those data will be converted into the interval of mean values which is proposed by Suharto (2006) as follows:

$$R = \frac{Xh - Xl}{4}$$

R = range Xh = highest score
Xl = lowest score 4 = likert scale (the amount)

Based on the data obtained from this research, the highest score was 4 and the lowest score was 1. The calculation is as follows:

$$R = \frac{Xh - Xl}{4}$$

$$R = \frac{4-1}{4} = 0{,}75$$

Therefore, based on the calculation, the class interval is presented below.

Table 1. Quantitative Data Conversion

Scale	Interval of the mean values	The other form of the interval	Category
1	1.00 – 1.75	$1.00 \leq \bar{X} \leq 1.75$	Bad
2	1.76 – 2.51	$1.76 \leq \bar{X} \leq 2.51$	Fair
3	2.52 – 3.27	$2.52 \leq \bar{X} \leq 3.27$	Good
4	≥ 3.28	$\bar{X} \geq 3.28$	Very Good

Research Procedures

The research design used in this study was adapted from the Dick, Carey, & Carey (2009) and Branch (2009) models. The following is a research design scheme that will be used in developing learning materials:

There were six procedures which were applied such as needs analysis, developing course grid, designing the material, evaluating the material, implementing the material, and revising and finishing the product

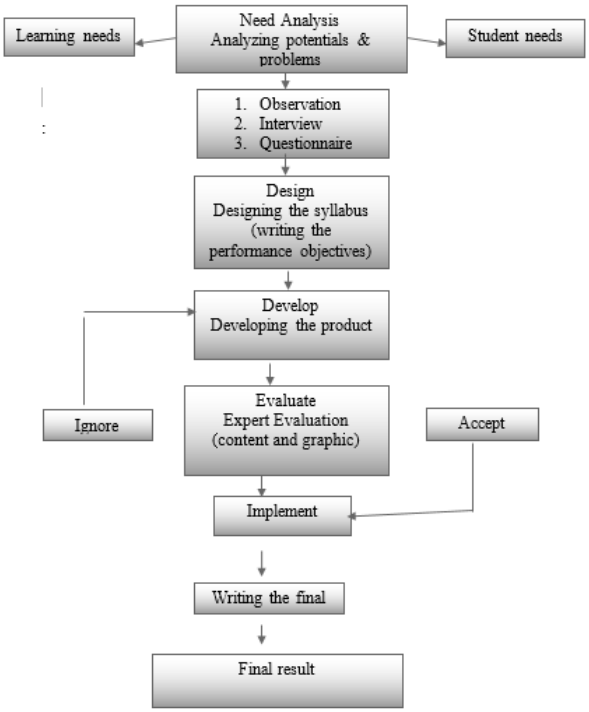


Figure 1. Research Procedure

4. RESULT AND DISCUSSION

Needs Analysis Stage

A needs analysis study is an activity conducted to determine the needs, wants, and deficiencies of vocational students learning grammar for business using worksheet media. This activity is the first step that must be completed before designing teaching media products. A questionnaire containing 10 questions about learning inputs, activities, product design, and student knowledge of the teaching media to be created was used for the needs analysis study. Question points 1-4 are about the requirements for learning grammar for business. According to the findings of the analysis, 93.5% of people are aware of learning grammar for business.In contrast, 63% of students believe that learning grammar for academic purposes is important. In point number two, 63% of students believe that learning grammar for business requires the use of worksheet media as a supplementary media that can be used both in and out of the classroom. They also agree that mastering grammar for business is critical for supporting speaking and writing skills in the workplace and industry. This is demonstrated by 73.9% of students who selected very important in item no. 3. Item number four revealed that 73.1% of vocational students have poor grammar skills. These findings indicate a need for strategies, activities, and media that can be used to improve students' grammar mastery abilities. While item no. 4 identified that 73.1% of vocational students have poor grammar skills. These results indicate that there is a need for strategies, activities, and media that can be used to improve students' abilities in mastering grammar. Furthermore, the question points that indicate the lacks, namely the difficulties students face when learning grammar for business are contained in point no.5. As many as 80.4% of students have difficulty in applying Tense in a sentence or a paragraph. They also have difficulty understanding business-related vocabulary (50%) as well as difficulties in compiling sentences using good and correct grammar (50%).

While questions related to students' wants or desires for learning grammar are contained in item no. 6-10. Related to the topics that students want in learning grammar for business using worksheets include main tenses (63%), modals (57.4%), conditional sentences (54.3%), reported speech (54.3%), adjective comparison (56.5%), and conjunction (57.4%). Furthermore, the learning input chosen by students related to business texts was in the form of email (59.6%), letters (57.4%), company website (51.1%) and business talk in the form of

dialogue or conversation (61.7%). For learning activities in the grammar for business worksheet, students choose several activities including writing sentences or paragraphs based on the grammar structure studied in business terms (76.6%), identifying grammar errors in sentences, (72.3%), analyzing grammar in texts. business (70.2%), complete the business dialogue using good and correct grammar (66%). During the learning process students chose to work on the worksheet in small groups (57.4) and study individually (44.7%). Furthermore, for product design, it is interesting to design worksheets, students choose worksheets that provide pictures and are colored.

Product Development Stage

Product development stages was divided into three part, developing product, evaluating, and revising and students' responses. While developing the product, it was began by developing the syllabus based on the needs analysis result as a guideline. There were six topics preferred by students for learning material; *main tenses, adjective comparison, relative clause, conditional sentences, modals, and conjunction.* The worksheet was provided with various tasks and learning activities using business terms. The product being developed then should be evaluated and validated by the experts. There were several aspects that should be validated by the experts such as learning input, tasks, layout of product design which are described in the questionnaire form. In this stage, there is also the revision stage in which the feedback and suggestion were given by the expert. Students' responses is needed to know whether the worksheet could be used effectively as learning material.

Worksheet Feasibility Assessment Results

The assessment of the feasibility of the worksheet learning media is divided into two stages. The first stage validation is carried out by an expert judgment or a validator from grammar lecturer as an expert to get a result of 3.25. According to the quantitative conversion proposed by Suharto (2006), the highest average score of 3.25 is in the "very good" category, while the lowest score of 3.1 is categorized as "good" because the average score range is more than 2.52 but less than and is equivalent to 3.27 ($2.52 < 3.27$). It means that the validator agrees with the feasibility of worksheet learning media that can be used as learning to promote students' grammar for business skills.

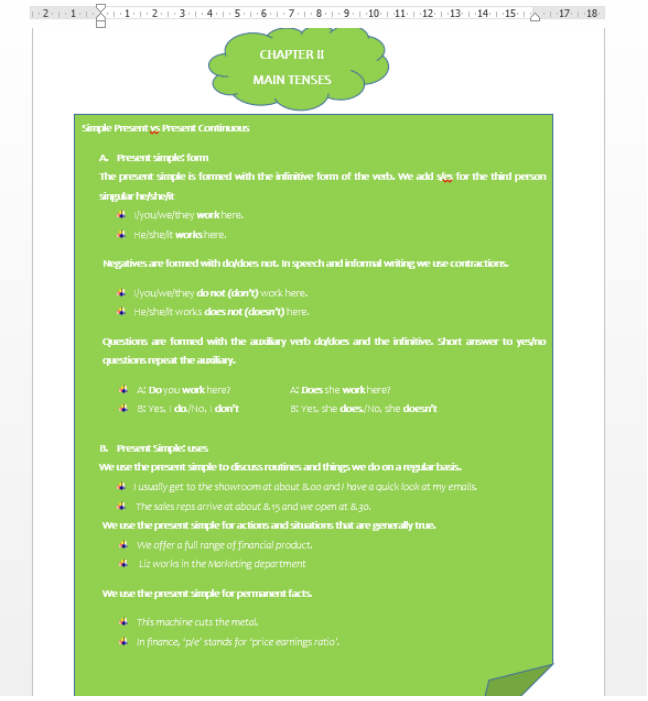
The second stage of evaluation was conducted by asking for student responses using a questionnaire. The results of the student responses received a positive response by them as indicated by the quantitative conversion result of 3.18 which was categorized into 'good' category. However, there are some suggestions and feedback given by students regarding the grammar for business worksheet design, including the font size used on the worksheet was too small and the layout and background colors are too flashy. They also suggested that exercises related to business vocabulary should be added to the material for each topic being developed. Moreover, new business terms or vocabulary that still sound familiar to students should be given more emphasis or clearer symbols. These suggestions and feedback are then used as material in revising the product to achieve the best result.

Product Design Results

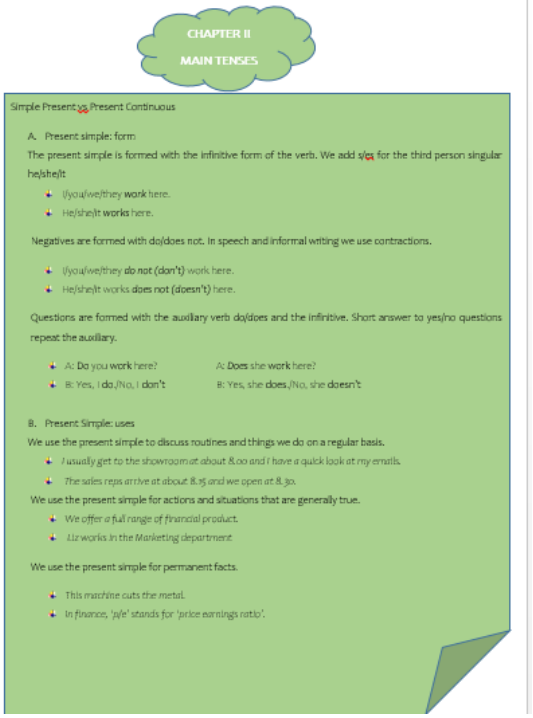
The grammar for business worksheet design model consists of six topics, namely *Main Tenses, conditional sentences, relative clauses, adjective comparisons, modals and conjunctions*. The worksheet consists of a cover, table of contents, material description and exercise assignments. Each topic is equipped with a brief explanation of the material and exercises as well as learning activities that can be directly used as a medium for student as learning media. The following is the result of the worksheet design model.



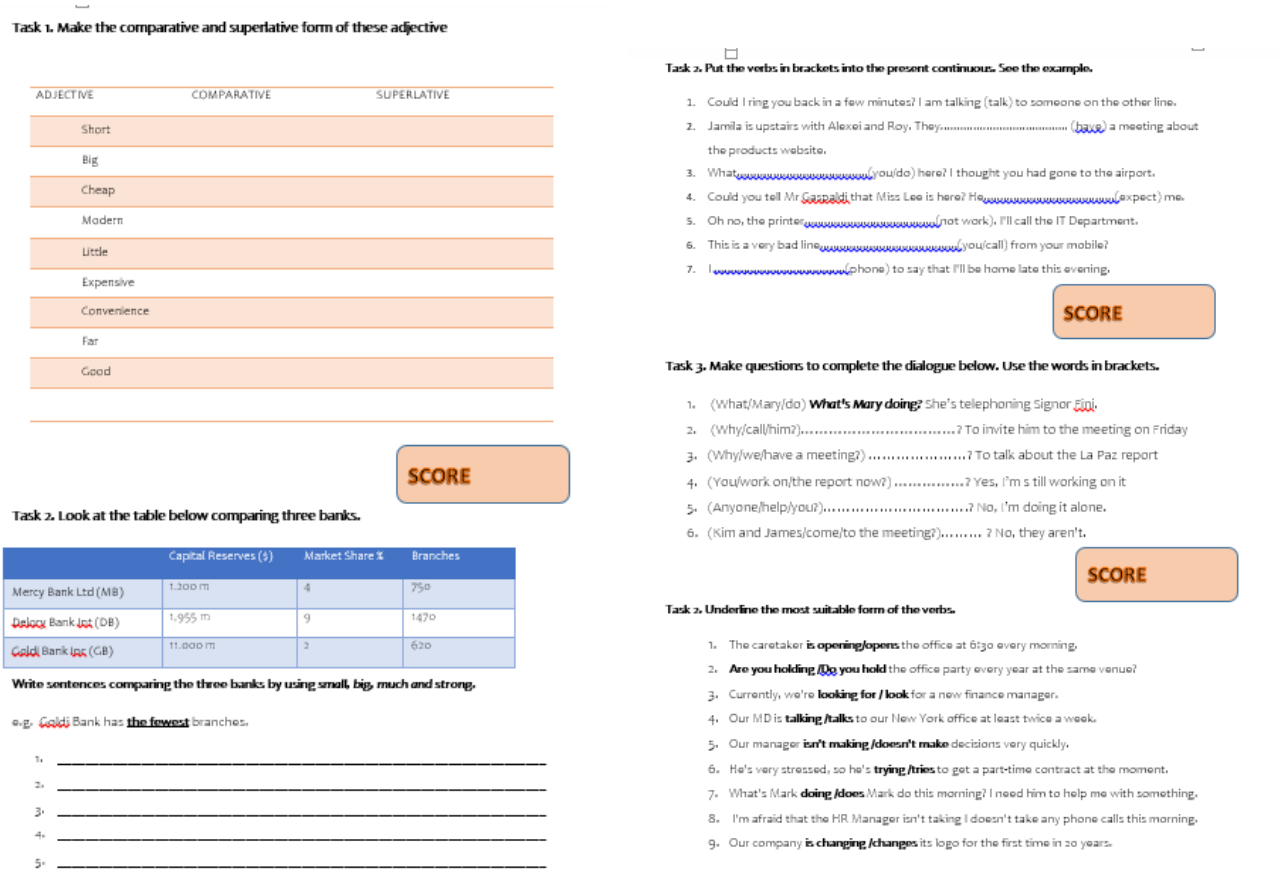
Figure 2. worksheet cover design



Gambar 3. Sampel short description (before revision)



Gambar 4. Final product



Task 1. Make the comparative and superlative form of these adjective

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Short		
Big		
Cheap		
Modern		
Little		
Expensive		
Convenience		
Far		
Good		

SCORE

Task 2. Look at the table below comparing three banks.

	Capital Reserves ($)	Market Share %	Branches
Mercy Bank Ltd (MB)	1.200 m	4	750
Delocx Bank Int (DB)	1.955 m	9	1470
Coldi Bank Inc (GB)	11.800 m	3	620

Write sentences comparing the three banks by using *small, big, much and strong.*

e.g. Coldi Bank has **the fewest** branches.

1. _____
2. _____
3. _____
4. _____
5. _____

Task 2. Put the verbs in brackets into the present continuous. See the example.

1. Could I ring you back in a few minutes? I am talking (talk) to someone on the other line.
2. Jamila is upstairs with Alexei and Roy. They..... (have) a meeting about the products website.
3. What.....(you/do) here? I thought you had gone to the airport.
4. Could you tell Mr Gasnaldi that Miss Lee is here? He.....(expect) me.
5. Oh no, the printer.....(not work). I'll call the IT Department.
6. This is a very bad line.....(you/call) from your mobile?
7. I.....(phone) to say that I'll be home late this evening.

SCORE

Task 3. Make questions to complete the dialogue below. Use the words in brackets.

1. (What/Mary/do) **What's Mary doing?** She's telephoning Signor Fini.
2. (Why/call/him?).....? To invite him to the meeting on Friday
3. (Why/we/have a meeting?) .....? To talk about the La Paz report
4. (You/work on/the report now?) .....? Yes, I'm s till working on it
5. (Anyone/help/you?).....? No, I'm doing it alone.
6. (Kim and James/come/to the meeting?)..... ? No, they aren't.

SCORE

Task 2. Underline the most suitable form of the verbs.

1. The caretaker **is opening/opens** the office at 6:30 every morning.
2. **Are you holding /Do you hold** the office party every year at the same venue?
3. Currently, we're **looking for / look** for a new finance manager.
4. Our MD is **talking /talks** to our New York office at least twice a week.
5. Our manager **isn't making /doesn't make** decisions very quickly.
6. He's very stressed, so he's **trying /tries** to get a part-time contract at the moment.
7. What's Mark **doing /does** Mark do this morning? I need him to help me with something.
8. I'm afraid that the HR Manager isn't taking I doesn't take any phone calls this morning.
9. Our company **is changing /changes** its logo for the first time in 20 years.

5. CONCLUSION AND SUGESSTION

5.1 CONCLUSION

This study aims to develop learning media for Grammar for business in the form of worksheet to increase students' interest in learning grammar easily through effective media. The product was designed based on students' needs, especially vocational students who focus on language learning and business, so that the media can be used as supplementary media to improve students' linguistic abilities, especially grammar for business. Based on the results of student responses there was a positive reaction shown from the results of the quantitative conversion, 3.18 categorized into 'good' category. These results indicate that the grammar for business worksheet can be used to promote students' skills in English grammar which is equipped with business terms and vocabulary according to industry needs.

5.2 SUGESSTION

Based on the results of data analysis in this study, the following suggestions were obtained:

1. For further researchers, it is recommended to further refine the grammar for business worksheet media by adding learning activities to the task section with more variety and interest.
2. To find out the significance level of effective worksheet learning media for students, the next researcher should be able to test its effectiveness by conducting experimental research using pre-test and post-test.

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