

Business English Materials; What Should be Developed Related to the 21st Century Competencies

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Abstract:

Learning outcomes can be achieved with suitable teaching materials. The integration and effectiveness of teaching materials greatly influence the successful implementation of Business English. The long-term goal of this research and development is to develop 21st-century Competency-based Business English materials. The design of this study used the research and development (R&D) of Borg and Gall (1983) with simplification into four stages, namely: introduction, development, trial test, and dissemination which were held within six months. The data collected is tested for validity through triangulation tests by conducting forum group discussions with experts and colleagues. The research subjects are lecturers and students of English at Universitas Nasional Karangturi. Months 1 – 2 are for conducting preliminary activities, months 3 – 4 are for designing the assessment draft, and months 5 – 6 are for testing and dissemination. The results of this study are Business English teaching materials, including Job Interviews, Business English conversations, Business English Podcast, English for Presentation, Curriculum Vitae, and Application Letters as preparation for professional career development. The stages and results of the research are recommended to be a reference for teachers, lecturers, developers of teaching materials, and researchers in developing and teaching business English, especially for professional career development with steps through material development, assessment, and evaluation. It can conclude that the 21st-century competency-based Business English teaching materials that are produced trigger students to be more active in communication have high creativity, critical thinking, and good cooperation, and the students can learn by combining practical business knowledge directly.

Keywords: *Material Development, Business English, 21st Century Competence*

1. INTRODUCTION

Students must be willing to have successful career after they graduate. According to Vina A. Muliana, there are many ways students can get a brilliant career. *“Karir dan masa depan adalah mimpi yang harus diwujudkan. Sebenarnya nggak sulit kok untuk mewujudkan menjadi nyata. Tapi butuh trik tersendiri supaya karir di masa depan lebih gemilang,”* said Vina, along with other famous figures on social media at the Youth Inspiring Talk event organized by the Student Executive Board of the Faculty of Economics and Business, UPN "Veteran" Yogyakarta with Campuspedia and SEVIMA on Saturday (18/09/2021).

English was very important in supporting the success of learning and career. (Kurniawan, Retnawati, 2019). One of the challenges in career development is the limited human resources who have English skills in a highly competitive world of work. So that universities must be able to quickly and precisely overcome these obstacles. As the area of the world of entrepreneurship is business, Universitas Nasional Karangturi (Unkartur) requires graduates who are highly competitive and able to go international. Currently, Unkartur is actively handling entrepreneurship, including business; the principle is the application of national standardization so that the quality of graduates is guaranteed. There are qualifications of educators who must master business pedagogic concepts, as well as the availability of research institutions. Thus, it is considered an ideal bridge for connecting entrepreneurship, especially business, to the field of national education.

The example above shows a need for English for the business field at Unkartur to create graduates who are by the education itself. There is a possibility that the teaching and learning process at Unkartur does not run effectively and follows the needs of the world of work, so students do not get suitable learning

materials. Therefore, efforts are needed to solicit input to formulate the Business English program into Unkartur. Teaching materials are an essential component in the implementation of Business English. Learning success can achieve with suitable teaching materials. The integration and effectiveness of teaching materials greatly influence the successful performance of Business English. In addition, several educators admitted they were not confident in developing Business English materials. They do not understand how to formulate indicators and develop lesson plans. Another difficulty that many educators complain about is related to 21st-century competencies. They must be able to design educational materials for business English that emphasize 21st-century skills. This research focuses on problems related to developing 21st-century competency-based business English materials. Regarding the issue of lack of mastery of material development for Business English, the researchers want to build it substantively, including the concept of learning materials, planning learning materials, creating instruments, implementing learning, processing and utilizing learning outcomes in collaboration with 21st-century competencies to welcome the industrial era 4.0. The discussion of instrument development material in this research is carried out technically and coherently so that educators are expected to be easier to understand and apply. Research results can source valid scientific data regarding 21st century competency-based Business English.

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Several researchers have researched the development of competency-based English materials or research on the development of materials in the form of electronic media, as described below, which will later become reference materials in this study. The results of research by Luciana and Padmadewi et al. (2020) published in the Journal of Education and Teaching entitled Teachers' readiness in inserting the 21st-century skills in the lesson plan in teaching English reveal the findings As an English teacher, it is necessary to have a good understanding of century skills. -21 before applying 21st-century skills in lesson plans. Teachers become severe and flexible in planning learning by looking at the rules and obligations in the curriculum and looking at the standardization of 21st-century education in applying 21st-century skills in lesson plans.

The article in the Journal of Asia TEFL by Tipmontree and Tasannameelarp (2018) entitled the effects of role-playing simulation activities on the improvement of EFL students' business English oral communication aims to examine the impact of role-playing simulation activities in improving business English verbal communication. The results showed that the teaching method had a positive effect on improving students' oral communication skills. In addition, there is a statistically significant difference in learning through role-playing simulation activities. It was also found that teaching staff should provide adequate training in

problem-solving and fluency building for more effective verbal communication on an ongoing basis in a business English context.

The Singapore Ministry of Education contends that a comprehensive educational framework must incorporate 21st-century skills. It is stated that learning this competency solely in the classroom is not possible. To help their kids learn to become successful adults who can think critically and create original solutions to the complex problems facing today's society, educators and parents must collaborate. Creativity, Critical Thinking and Problem Solving, Communication, Collaboration, Innovation, Adaptability, Digital Literacy, Leadership, and Cross-Cultural Understanding are some essential 21st-century competencies that students must have. Gill (2021).

The framework includes three skill sets: life and career skills, learning and innovation skills, and information skills. Life and career skills include leadership and responsibility, initiative and self-direction, flexibility and adaptability, social and cross-cultural skills, productivity and accountability, and flexibility and adaptability (information literacy, media literacy, technology literacy). Additionally, it features modern world themes (citizenship literacy, business, finance, economics, and entrepreneurial literacy, health literacy, environmental literacy, and global awareness literacy).

2. METHOD

This research approach is research and development or R&D; Borg and Gall (1983: 775-776) explain that the steps in the R & D cycle in education (learning) are as follows:

1. Information gathering – consists of conducting a literature review, observing a class, and writing a current report.
2. Planning – consists of specifying objectives, setting goals, choosing a

course of action, and evaluating feasibility on a small scale.

3. Develop the initial form of the product – consists of creating instructional materials, manuals, and assessment tools.

4. Preliminary field trial

5. Interview, observation, and questionnaire data were collected and analyzed.

6. Major product revisions – Product revisions as suggested by initial field test results.

7. Main field trial – Results are evaluated concerning objectives and compared with control group data, where appropriate.

8. Product revision: The product is changed in accordance with the main field test findings.

9. Information from questionnaires, observations, and interviews was gathered and examined.

10. Product revision based on field test results for the final product.

Implementation and dissemination

The 4th semester English Education students are the research subjects for Business English. The research was conducted from March 2022 to August 2022 at the University of Karangturi. In this research and development, these steps will be simplified into 4 (four) main phases, each of which includes several specific steps. The four steps are

1) The preliminary stage,

The researcher wants to know how students respond to teaching-learning activities in the classroom as well as the teaching-learning process itself in this step. The researcher looked at the patterns of instruction and learning in the classroom, as well as how lecturers and students communicate ideas.

2) The stage of developing teaching materials.

In this stage, the researcher decides how the Business English module will address the issues raised by the students and offer a solution. The researcher conducts a field study to analyze data and determine the most pressing needs of the students.

3) The stage of testing teaching materials

In this step, the researcher tests the teaching materials to find out are the modules are appropriate to achieve the aim of this research.

4) The stage of dissemination and implementation of teaching materials.

The researcher uses the entire set of teaching materials in this final step to identify any areas that could be improved before designing the materials themselves.

3. FINDINGS AND DISCUSSION

Research result

This research results in a 21st-century competency-based business English module to support business English learning for students. Modules include Job Interviews, Business English conversations, Business podcasts, English for Presentation, Curriculum Vitae, Application letters, examples and exercises in each unit, and structured activities such as role-play scenarios in small groups or pairs.

Preliminary Stage

1. Objectives:

This preliminary stage aims to review the existing assessment and conduct a needs analysis of the assessment that will be developed. The questions that need to be answered include: (1) Have there been any previous business English teaching materials? (2) If there is, how is the quality of the teaching materials, and what are the effects? (3) Is the new teaching material (which will be developed by the researcher) needed?

2. Research form:

The form of research used is Research and Development research, in which the researcher collects as broad, deep, and accurate information as possible about the quality of teaching materials (if they already exist) and the importance of developing these teaching materials.

3. Research subjects:

This preliminary stage involves parties related to developing teaching materials, namely business English lecturers, students, education/teaching experts, etc.

4. Data collection techniques:

The data collection techniques can be questionnaires, in-depth interviews (in-depth interviewing), participant observation, content analysis, tests, etc.

5. Data analysis technique:

The data analysis technique used can be a combination of several relevant techniques: interactive model from Miles & Huberman, constant comparative method (Strauss and Corbin), ethnographic model (Spradley), etc.

6. Output:

The output of this preliminary stage is extensive, in-depth, and accurate empirical information about the quality of the existing materials (if they already exist) and the importance of developing these materials. This information will be used to draft 21st-century competency-based business English materials.

7. To obtain accurate, comprehensive, and in-depth information at this preliminary stage, researchers need to have a good understanding of the assessment to be developed and other relevant matters. Therefore, a theoretical study of the assessment and other pertinent issues needs to be done.

Development Stage of Business English Materials

1. The development phase of teaching materials consists of three main activities, namely (a) drafting of teaching materials, (b) testing of the assessment draft, and (c) completion of the assessment.

2. Drafting of teaching materials: Drafting of teaching materials is based on the results of the preliminary stage and other relevant information. The features of teaching materials need to be explained in detail, which includes, among others, the objectives of teaching materials, functions, specifications of teaching

materials, user targets, strengths, and weaknesses of teaching materials. Results of developing draft teaching materials should be validated by experts so that, theoretically, the draft can be justified.

3. Testing of the draft of teaching materials: The trial of the draft of teaching materials in the field is intended to assess the feasibility of teaching materials. This trial was carried out several times as needed, involving sufficient and varied research subjects according to the competence of the assessment setting. The trial mechanism is as follows: draft of teaching materials → field trials 1 → monitoring and evaluation 1 → revision 1 → revised draft of teaching materials → field trials 2 → monitoring and evaluation 2 → revision 2 → ... and so on until the teaching materials are considered good based on predetermined criteria and expert judgments.

4. Improvement of teaching materials: The last activity in developing teaching materials is the refinement of teaching materials. In this phase, the researcher refines the draft of teaching materials that are being developed. Improvements are based on input obtained during the trial period in the field and expert judgment. In this step, the researcher also needs to explain the features of the post-trial assessment. Thus, the parts of the draft teaching materials will be known before and after the trial.

Stage of Testing Business English Materials

Teaching material is considered good if it has a good impact on its users. Therefore, the teaching materials being studied need to be compared with other teaching materials that have existed before. The form of research used is an experiment. The experimental research design used is Pre-Experiment.

Dissemination and Implementation Stage

At this stage, the researcher socializes the teaching materials he has developed with the hope that these teaching materials can be implemented. Dissemination can be done in various ways, such as presentations in scientific forums, writing articles in scientific journals, and dissemination through the web—broader scale trials in the group of users of teaching materials and the impact group. At the stage of developing and validating teaching materials, the analytical approach used is descriptive in the form of data presentation, as well as in the size of the assessment accuracy (applicability) analyzed descriptively qualitatively.

One of the easiest ways to learn business English is to get directly involved in business/entrepreneurial activities. Students are given examples of business activities in English which are expected to be used for simulating business activities. This activity is expected to be a structured trigger for learning business English. In addition to dialogue examples, material enrichment and explanatory phrases aim to equip students with more vocabulary knowledge related to topics or daily business activities. Structured activities are outlined in modules so students can prepare their activities before learning. This step is offered to reduce student anxiety facing the professional world of work in the real world.

Potential and Problems

Lack of modules to support students in learning and practicing business English skills. These potential problems can be seen in students' daily life in lectures. Many students are not directly involved in business activities. The existing modules are considered not to support business English activities.

Developing Early Products

The initial product was designed based on course descriptions, objectives, and questionnaire results. 21st-century competencies such as characteristics, communication, creativity, critical thinking, and collaboration are the mainstays in developing business English modules. For example, below is Task 5, which provides knowledge of business English that must be supplemented by specific vocabulary.

Job interviews

Preparation is the key to a successful job interview. Here's how to be ready for some common question types.

Before reading

Do the preparation task first. Then read the article and do the exercises.

Table 4.1 Example of Exercise Matching Vocabulary
Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary	Definition
1. to resolve a situation	a. causing anxiety because of a challenging task
2.....nerve-wracking	
3. to be hypothetical;	b. unrelated to the subject at hand or the crucial information
4. to be unimportant;	
5. to be the ideal match for something	
6..... competence	c. a necessary skill for performing a job
7. to remember	
8. day off from work	d. to deal with something; to respond to something.
	e. to recall an earlier occasion
	f. imagined and therefore not necessarily true or true
	g. not working that day
	h. exactly what is required

source:

<https://learnenglish.britishcouncil.org/business-english>

A discussion section is provided to help students understand the Job Interview based on its context.

Here are three types of interview questions that you should practice answering before that important job interview.

1. Common interview questions

Tell us about yourself.

What are your strengths and weaknesses?

Why do you want to leave your current job?

2. Competency questions

Tell me about a time you had to work as a team.

Tell me about a time you had to use your creativity to solve a problem.

Tell me about a time when you experienced conflict with a colleague and how you handled that situation.

3. Hypothetical questions

What would you do if you had a different opinion from your boss about how to do something?

How would you deal with a large volume of work with several staff members off work?

What would you do if you had to introduce a new policy that you knew was going to be unpopular in your team?

source:

<https://learnenglish.britishcouncil.org/business-english>

4. CONCLUSION

In conclusion, the authors have presented what students need in Business English class; Students feel they have to be directly involved in business activities supported by teaching materials full of entrepreneurship knowledge. Moreover, 21st-century competency-based teaching materials that are produced provide a trigger for students to be more active in communication, high creativity, critical thinking and good cooperation. And students can learn by combining practical business knowledge hands-on. With this teaching material, the role of the lecturer is not limited to providing direction, assessing and providing feedback to students about their performance. Because of the limitation of the time, this researcher only designs the English Business module without considering the other competence of the students. It is suggested for those who are interested are

encouraged to do similar research to develop a variety of teaching strategies to help students enhance their abilities. Therefore, this research is vital because these modules support and assist students and can be implemented to support the learning process of Business English.

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