Developing Task-Based English Module for Secretary Students

Annisa Nur Fatimah¹⁾, Dita Anggi Purbasari²⁾
¹Polytechnic of Pratama Mulia (Annisa Nur Fatimah email: anisa.nurfa@gmail.com
²Polytechnic of Pratama Mulia (Dita Anggi Purbasari

Abstract: The secretary students of the college in which this research conducted use *Buku* Pegangan Kuliah (BPK) as learning resource of English subject. Nevertheless, according to the result of analysis, the book does not cover the criteria of a good book yet that are analyzed from seven aspects including objective, content, language skill, task, topic, methodology, and presentation. The materials which are presented in the book refer to general English and tend to emphasize on grammar. However, the secretary students need specific English material that focuses on the field. This study is aimed to (1) analyze the relevancy of the existing English textbook with the students' need; (2) describe the development of task-based English module for secretary department; (3) describe the validity of the module. This study is a research and development, which the main step is conducted in two ways. First, exploration includes library research and field research. Second, development includes product feature planning, product design, expert validation, and tryout. The specific English module is validated by an expert of teaching and learning English and an expert of secretary and office administration. The findings of the study are: (1) the materials of the existing book does not fulfill the secretary students' need yet; (2) designing task based English module for secretary students based on the data which are achieved from need analysis; (3) the result of module validation from the two experts obtains 87%, it belongs to valid and feasible to be implemented in the teaching and learning.

Keywords: English for secretary; ESP; Need Analysis; R n D; Task Based Learning

1. INTRODUCTION

Building communication to other people from over the world needs international language ability which almost people understand it as a tool of international communication. One of the international languages is English. Most of people in the world use English for communication in some fields such as education, business, trade, science and technology, profession etc. That is the reason why educational curriculum in Indonesia inserts English language as a compulsory subject that should be taught in school and college level.

It is in line with the government regulation related to general educations, which are called MKDU (mata kuliah dasar umum) that should be taught in college. The regulation is provided in UU number of 12, section of 35, and subsection of 3, year of 2012 that mentions the general educations are religion, pancasila, civics. entrepreneurship, and English, and also subjects which promote other developing character whether integrated or individual. While the curriculum of secretary department that has been arranged and approved by the chairman of the department putting English to be taught in five semesters. First semester is bahasa inggris 1 and second semester is bahasa inggris 2, both of them focus on Basic English. Third to fifth semester learn about ESP (English for specific purpose) which focuses on English for secretary. Those are should be taken in a series, it means the students who want to take bahasa inggris 2, they should complete bahasa inggris 1, and the students who take ESP class, they should complete bahasa inggris 1 and bahasa inggris2 and so on.

The putting of English subject for secretary department of each semester in Polytechnic of Pratama Mulia is because considering the important of English as one of the students' skill that should be mastered. Furthermore, government also has a policy to put English as compulsory subject in high education for all discipline fields which is regulated in UU number 12, year of 2012. Teaching English for students of non- English department needs specific materials which are connected with the students' field. Therefore, an English lecturer should arrange specific English materials that are really applicable in the workplace. The material topic selected should be suited with student's field and need. Carter (1983) in Fauziati (2010, p. 109) identifies three types of ESP, English as a restricted language, English for academic and occupational purposes, and English with specific topics. The language used by air traffic controllers, accounting, secretary examples of English as a restricted language.

Teaching and learning English should be taught to the students based on the students' need and level. It is important for an educator to understand students' needs so that the goal of the teaching and learning can be well obtained. In other hand, by knowing their needs, an educator also can arrange and implement the process of teaching and learning activities for achieving the learning goal. In line with it, according to the director of high education (direktur jendral pendidikan tinggi/DIKTI), in the foreword of high education regulation about the use of module which the news is

uploaded in website of kopertis 12, Djoko Santoso (2013) mentions that a lecturer has duty to arrange lesson plan in detail, to write textbook, and hopefully it can be source of learning. The availability of lesson material and textbook encourage achieving the good quality of learning.

Material is one of learning components that has important role to support the teaching and learning success. It is the controller medium of teaching and learning activities. Material selection is conducted based on objective department program, curriculum, syllabus, students' need, and level. A good material should demand of those aspects to create effective learning.

English becomes one of general and compulsory subjects for all departments in every college. Thus, the college students' need in learning English will be different, it is considered to the major that they take. The suitable English learning material for college students is ESP (English for specific purpose) since the materials represented in the teaching and learning will be based on the students' discipline. ESP material is more helpful for students to increase English ability based on the real context in the workplace. Budasi (2015, p. 1) states that English is as an International language which is not only taught in formal schools, but also in area of works, like in some of several companies. It makes studying English emphasize on two main purposes directing two main subjects: English for general purposes (EGP) and English for specific purposes (ESP).

ESP should meet the student's specified need and should make the learners learn something based on their reason for learning. ESP students are ELT-*Lectura*, Vol. 6, No. 2, August 2019

usually adult learners who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job related functions, Fauziati (2010, p. 107). In line with it, Cunningsworth (1995, p. 132) mentions that **ESP** materials meet learner's needs and that the language taught matches the language that the students will use. The material should take into account learner expectations and learning styles and should have clear role in the learning or teaching process.

This research was initiated when the researcher was asked teaching English in secretary class of Polytechnic Pratama Mulia. The researcher was a new lecture in that time and she should continue teaching English of secretary class by the previous material. The using researcher assumed that the teaching materials presented were still general. To collect the data, the researcher conducted textbook analysis to know the relevancy between topic and material which are provided in the textbook toward secretary field and students' need. The students' need is analyzed based on theoretical construct. The characteristics of good textbook are proposed by Ur (1996, p. 186), Skierso (1999) in Fauziati (2010, pp. 209-210), Byrd (2002, p. 417) in Fauziati (2010, pp. 210-211) dan Cunningsworth (1995, pp. 3-5), including objective, content, language skill, task or exercise, topic, methodology, presentation format.

Implementing learning material in the class should be based on the procedures of certain learning method. It is as a guideline to help a lecture manage the running process of teaching and learning. Fauziati (2010, p. 211) mentions that materials which are appropriate for particular class need to have an underlying instructional philosophy, approach, method, and technique which suit the students and their needs. The textbook in this research will be based on task based learning. The selection of the method is based on the discussion collaborator lecturer that demands the students' interest in the teaching and learning process. Task based learning is kind of learning method which focuses on process and output. The materials are arranged and suited with the students' need in which they would be beneficial in the workplace. In addition, the materials also focus on language use. Hopefully, they can be able to apply the lesson in real communication. Fauziati (2014, p. 185) states that the activity of task based learning reflects real life and learners focus on meaning, they are free to use any language they want. Playing a game, solving a problem, or sharing information or experiences can all be considered as relevant and authentic task.

a. Textbook Analysis

Ur (1996, p.186) gives some criteria in assessing textbook. A good textbook should have: (a) objectives explicitly laid out in an introduction, and implemented in the material; (b) approach educationally socially and acceptable to target community; (c) clear attractive layout; print easy to read; (d) appropriate visual materials available; (e) interesting topics and tasks; (f) varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc; (g) clear instructions; (h) systematic coverage of syllabus; (i) content clearly organized and graded (sequenced by difficulty); (j) ELT-Lectura, Vol.6, No.2, August 2019

periodic review and test sections; (k) plenty of authentic language; (l) good pronunciation explanation and practice; (m) good vocabulary explanation and practice; (n) fluency practice in all four skills; (o) encourages learners to develop own learning strategies and to become independent in their learning; (p) adequate guidance for the teacher; not too heavy preparation load; (q) audio cassettes; (r) been readily avaliable locally.

Skierso (1999) in Fauziati (2010, pp. 209-210) mentions that pinpoints three main aspects to consider in selecting textbook. Those aspects represent the criteria of good textbook as follow: (a) language used in the textbooks should have correct, natural, recent, standard language. Vocabulary and grammar in the textbook should be controlled, especially for lower level students. It would be useful to have a variety genre so as to introduce students with different text of types: the cultural information included in textbooks should be correct and recent, reflecting cultural of English. Visual aids are needed to help students understand cultural information; (c) the content of textbook should be useful. meaningful, and interesting for students. The general rules include: (1) material should be slightly higher in their level of difficulty than the students' current level of English proficiency; (2) they have clear instructional procedures and methods; (3) they have support for learning, ig: vocabulary lists, exercises which cover or expand on the content, visual aids etc.

According to Cunningsworth (1995, pp. 3-5) there are some criteria for evaluating a course book including aims and approaches, design and organization, language content, language skill, topic,

methodology, teacher's book and practical consideration. In addition, Byrd (2002, p. 417) in Fauziati (2010, pp. 210-211) provides some questions as checklists to select textbook which fit with the students' needs which include: content or explanation, example, example or tasks, presentation or format.

Based on the explanation from some experts above, the researcher arranges the theoretical construct that is used to evaluate the existing textbook in the following table.

Table 1. The Criteria of Textbook Evaluation Based on Experts

Objectives	a. The objective of the book should be mentioned in the preface.
1. Objectives	b. The objective of the learning material should be described in each
	chapter.
	c. There is relevancy between material provided in the textbook with
	learning goal and student's need.
2. Content	a. The materials provided are relevant to the student's need especially in
	the daily life at workplace context.
	b. Presenting grammar and pronunciation materials which are suited with
	students' level and need.
	c. Presenting vocabulary task as student's activity in improving
	vocabulary.
	d. The materials provided use authentic material.
	e. The materials provided are initiated by pre-task to build background
	knowledge in order to help students' focus in understanding the
	materials which are being learnt.
Language skill	a. The materials are presented structurally including language skills,
	listening, speaking, reading, and writing.
	b. The reading texts presented are suitable the student's field.
	c. The language skill activity provided in the textbook is relevant with
4 E	the student's field.
 Exercises or tasks 	The form of exercise or task which is given is various and suitable with the student's need
5. Topic	a. The material topic presented is various covering the four language
J. Topic	a. The material topic presented is various covering the roth language skills
	b. The topic material presented in the textbook is related to secretary.
	c. The topics which are presented in the textoods is related to secretary.
	need especially at workplace.
6. Methodology	The learning materials are arranged based on certain learning method or
	technique.
7. Presentation or	a. Layout, color, and font are appropriate with the student's age and
format	level.
	b. The reading texts presented are readable.

b. Designing English Module for Secretary Students

Designing teaching material is the process of selecting, adapting, and evaluating of teaching based specific terms of reference. Need analysis is very important before designing teaching materials for English specific purpose,

(Saragih, 2014, p.1). Based on the condition of the existing textbook, the researcher was initiated to design English module for secretary based on task based learning. The aspects in designing the module was based on the analysis result of the existing textbook and student's need, while the materials in the module were presented based on task based learning.

The advantages of task based learning method based on the research which is conducted by Shabani and Ghasemi (2014, p. 1719) are first, TBL is a meeting center methodology, i.e. it communicative develops learners' competence focusing on the meaning. Thus TBL encourages the learners to understand the written text with an unconscious and peripheral focus on the form of languages. Second, TBL is very helpful pre-task phase in which the teacher tries to activate the background knowledge and related schemata by engaging the learners in completing tasks similar which should be worked out during the task phase itself. TBL also has a more effective, authentic, meaningful and purposeful pre reading phase. Third, in TBL, there is post-task phase during which the teacher deductively teaches complicated formal aspects of language such as difficult structures, vocabulary, and other problematic points of the materials especially in reading text.

The objectives of this research are:
(1) to describe the relevancy of the existing of English textbook with the students' need at secretary department; (2) to describe the development of task-based English textbook for secretary department; (3) to describe the validity of the English module for secretary. Based on the objectives of the research, the researcher

would like to explain the condition of the existing textbook and design English module for secretary to fulfill the students' need.

2. METHOD

This research belongs to research Research and development. and development is kind of research that create a new product or develop an existing product to be better, it can be in any field conducted including education. Sugiyono (2014, p. 412) states R and D in educational context is aimed to educational improve productivity including increasing the number of qualifies students that are relevant to the needs of work industry. Some educational products such as specific curriculum for certain discipline, teaching method, media, teaching textbook, teaching module, evaluation system, etc.

The procedures of research and development are modified into two stages exploration including and product development, (Sukmadinata, 2006). Based on some considerations, the research was conducted in two stages, exploration, and product development. First, exploration stage includes doing need analysis of the students' need, evaluating the weaknesses of the existence of material book, doing library research, and doing field research such as class observation, doing interview to the lectures related to the learning materials and the teaching method, distributing questionnaire to the students for understanding more of the class situation, the learning materials and students' need, and the teaching method. Second. product development includes designing and validating the product, in this stage needs expert ELT-Lectura, Vol.6, No.2, August 2019

validator to validate the prototype, tryout the prototype module in the class, and the last is finishing draft. The subject of this research is the fourth semester students of secretary class in Polytechnic Pratama Mulia, the English lecture, and the material book which is dominantly used in the teaching and learning process. This research is conducted in secretary class of polytechnic Pratama Mulia Surakarta. Therefore, this research belongs to small scope since the English module for secretary is only tried out in one campus as subject sample of the research.

Technique of data collection

Techniques of collecting data in this research are: (1) document analysis, The researcher analyzes the existing English textbook which is used by the English lecture to know the strength and the weaknesses and also the relevancy of the material to the students' need, lesson plan, and curriculum; (2) interview, researcher conducts interview to English lecture and some secretary students of fourth semester, to know the strength and the weaknesses of the existing English textbook and the specific materials which are needed by students based on their field; questionnaire, the researcher distributes questionnaire to the students for gaining information such as the teacher's way in teaching, teaching and learning activity, the relevancy of the materials which are presented in the existing textbook, the description of the English materials that they need; (4) observation, the researcher conducts observation in secretary class of Polytechnic Pratama Mulia. The researcher analyzes the lectures students' activities and the use of the

existing textbook; (5) focus group discussion (FGD) is conducted after finishing try out. The participants of this activity are researcher, students, English lecture, and expert validator. This activity is to evaluate the situation during and after the prototype of module is used in the class.

Technique of Data Analysis

Qualitative data is analyzed through triangulation. The data gained from some sources are analyzed by using the model of Miles and Huberman (1994, p. 12) namely data reduction, data display, drawing and verifying conclusion.

Quantitative data is analyzed through percentage descriptive technique. The formula to analyze validation form and questionnaire is:

$$P = \frac{x}{xi} \times 100\%$$

Information:

P = Percentage X = Score obtained Xi = Maximum score

100% = Constanta

3. FINDINGS AND DISCUSSION

3.1 Research Findings

a. Analysis of the existing book

The exitinc book entitled 'Handbook of English 4 (for the students of secretary and business management). The title of each chapter in the textbook is about grammar material. Each chapter in the existing book does not cover the four language of skills structrally coherently. The existing book does not present listening activity at all, there is available also not vocabulary prononciation activity. Presentation of the materials in the existing book does not ELT- Lectura, Vol.6, No.2, August 2019

refer to certain learning method or technique. In the cover of the book written that the book is only for internal usage and it is used for English teaching and learning of secretary and management department. The summary of textbook analysis is presented in the table 2.

Table 2. Analysis Result of the Existing Textbook

Aspects	Findings
Objective	BPK belongs to general English therefore the materials are not suitable with the learning goal of English 4 subject and cannot fulfill the student's need.
	BPK does not described in detail the specific objective of the learning activities in each
	chapter.
Content	BPK less provides vocabulary material.
	BPK does not present vocabulary and pronunciation practice.
	The learning activities in the four skills do not have relation with the student's field.
	The learning materials in BPK are not belonged to authentic.
Language	The presentation of language in BPK is less structures and not proportional. Not each
skill	chapter in BPK presents the four language skills. The language skill activities are less
	authentic since they have no relation with the student's need.
	BPK does not present listening activity at all.
	BPK presents good grammar material however its presentation is less applicative in real
	communication context especially at workplace.
Task or	BPK does not present various task since tasks is not given proportionally for the four
Exercise	language skills in the BPK.
Topic	Topics provided in BPK are not relevant to develop the student's skill and learning
•	experience.
Methodology	Arrangement of the learning materials does not refer to certain learning method or
•	technique.
Presentation	The cover of the BPK cannot represent the content of the book.
or format	<u>-</u>

Meanwhile, the researcher also collects the data through distributing questionnaire to the students about their assessment to the existing textbook. The result of the students' assessment is presented in the table 3

Table 3. Students' Assessment to the Existing Textbook

			•	
No	Aspect	Statement Item	Yes	No
1	Objecti	BPK provides English materials that are	42,8	57,15
	ve	related to secretary field.	%	%
2	Content	Needed English module that provides	100	0%
		vocabularies material in secretary field.	%	
3	Objecti	Materials presented can fulfill and	7,1%	92,9%
	ve	develop English ability especially in secretary field.		
4	Content	Materials presented in the BPK are	64.3	35.7%
		completed with example of exercise.	%	,
5	Topic	Needed English materials that present		7.1%
		topic learning in secretary field for	%	
		listening, speaking, reading, and writing.		
6	Langua	Provided listening activities in the BPK.	0%	100%
	ge skill			
7	Topic	BPK contains listening activities that are	7.14	92,9%
		related to secretary field.	%	
8	Langua ge skill	Provided speaking activities in the BPK.	85,7	14,28
9	Topic	BPK contains speaking materials that are	35,7	63,3%
		related to secretary field.	%	
10	Langua	Provided reading activities that are related	100	0%
	ge skill	to secretary field.	%	
11	Topic	Learning topic presented in the reading	7,14	92,9%
		text focuses on secretary interest.	%	
12	Langua	Provided writing activity in the BPK.	57,1	42,9%
	ge skill		%	
13	Langua	Writing activity presented in the BPK is	28,6	71,4%
	ge skill	related to secretary field.	%	
14	Topic	Needed English materials that focus on	100	0%
		secretary and office administration.	%	

From the table 3 above, it can be concluded that the existing book cannot fulfill the need and the study background of secretary students. The students need a module that presents English materials which the topic is related to secretary and office administration, and covers English skills language including listening, speaking, reading, and writing. The students also hope a module that provides various activities of language components which are not only the four language skills but also others such as vocabulary, grammar, and pronunciation.

b. Need Analysis

Before designing material of Task Based English module for secretary, the researcher was conducted need analysis, through doing interview with the secretary students to know the significant of the use of the existing textbook (BPK) during teaching and learning, whether the BPK covers the four language skills activities or not. Interview with the collaborator is to know whether there is needed English textbook development for secretary students, kind of materials that is suitable to fulfill the students' need, and kind of learning method that can be used to arrange the materials in the module development. Interview with the lecturer of secretary department is to know English materials that are appropriate to the students' need. Interview with the chairman of secretary department is to know the curriculum of secretary department; the goal of English subject which is given in secretary department, the expectations after the students learn English, and the materials that are suitable and applicable for the students at workplace. Class observation and distributing questionnaire are also done to know the use of BPK in the class, and distributing questionnaire to know the students' characteristics, want, and need related to the material. The following table is the sample data of need analysis of students' questionnaire.

Table 4. Sample Data of Need Analysis of Students'

Questionnaire

	T 1: /	T/	D (D /		
Aspect	Indicator	Item	Percentage	Data		
Present	Students' reason and 3		16 (100%)	Communication		
situation	hope by joining English			in English.		
	class.		11 (68,8%)	Writing text in		
				English.		
			2 (12,5%)	Others		
Target	Relevancy between	elevancy between 21		Relevant		
situation	materials taught with the students' need and want.		3 (18,8%)	Irrelevant		
Learning	Quality of materials in	22	3 (18,8%)	Materials are		
situation	BPK.		structured we			
			13 (81,3%)	Materials are unstructured well.		

b. Product Feature Planning

The selection of topic materials are based on description of learning outcomes of special skills that are charged to the subject and based on advices from the collaborator, the lecturer of secretary and the chairman of secretary department.

Table 5. Topic Materials Based on Need Analysis

Language Skills	Topic			
Listening	Listen monologue and dialogue about journey and work agenda, kind of documents and other equipment needed, business negotiation, and understand content of monolog and dialogue by finding main idea, detailed information for both explicit and implicit from the audio.			
Speaking	Express asking and giving utterance, guiding colleague and client, report of new client, report of product selling.			
Reading	Read descriptions text that are related to secretary field, then understand its content by finding main idea, reference, word utterance, and detailed information for both explicit and explicit from the text.			
Writing	Write plan of official journey and arrangement of chief's agenda, email and proposal letter by using appropriate vocabularies, grammar, and organization.			

The materials of English module for secretary were presented based on the procedure of task based learning. The determination of the learning method is based on the result of interview with the collaborator which suited is characteristic and learning target of the secretary's students. Willis (1999) in Fauziati (2014, p. 187) presents a three stage phases: (1) pre-task (introduction to the topic and task); (2) task (task, planning, and report); (3) language focus or post-task (analysis of task).

c. Designing Product

The product is 'Task Based Learning: English for Secretary' which is arranged for the fourth semester of secretary's students. The product is designed based on the result of need analysis and seven aspects of the criteria of good material and textbook which are constructed from experts, namely objective, content, language skill, task or exercise, topic, methodology, and presentation or format. The materials are presented based on task based learning procedure. The product is tried out to the fourth semester of secretary students of Polytechnic Pratama Mulia. Because of the limited time allocation, the product is only tried out in one college.

(1) Validity

Before the prototype of task based English textbook is tried out in the teaching and learning process, the prototype is validated by two experts to know content validity and feasibility of the prototype. The first validator is an expert at English teaching and learning, while the second validator is an expert at secretary and office administration. The result of the expert validation is presented in the following.

Table 6. Result of Expert Validation through the English Module

	Validator 1			Validator 2		
Aspects	Score	Score Max	%	Score	Score Max	%
Objective	3	4	75	3	4	75
Content	14	16	88	14	16	88
Language skill	16	16	100	13	16	81
Exercise or task	15	16	94	15	16	94
Topic	10	12	83	9	12	75
Methodology	4	4	100	3	4	75
Presentation or format	3	4	75	3	4	75
Total	65	72	90%	60	72	83%
Range score of two validators				63		
Percentage of range score of two validators			8	7%		

Table 6 showed that the first expert scored 90%, the second expert scored 83%, while the percentage of range score from the two validators is 87%. It belongs to valid and ready to be implemented in the class, since according to Arikunto (1996, p.224) mentions that the score of a product in between $76\% \le \text{skor} \le 100\%$, the product categorizes valid and ready to be tried out.

(2) Try Out of the Prototype Module

Tryout of the prototype module is implemented in three times to know feasibility of the product, whether the prototype can be used well by the students in the process of teaching and learning or not. After doing tryout, the researcher

conducted focus group discussion to reach the students' and the collaborator' advices and revisions related to the prototype. In the end of the tryout cycle, the researcher also distributed questionnaire as the form of the students' and collaborator's evaluation about the prototype module. The result of the FGD and questionnaire were used to consider in revising the final product.

First tryout

The result of FGD after conducting the first tryout, first is the collaborator advised in order to change the city names provided in the materials of task based English module by using names of international city, or names of national city that become business center in Indonesia. In other hand, the collaborator also advised the presentation of the material. He said chapter three "'equipment and materials in the office' should be put in the initial of the learning as chapter one since according to him, secretary's equipment, and materials should be introduced and taught earlier. Both of the collaborator and students state that the instruction of the tasks is clear. there are no instructions needed to be changed. The students also argued that the tasks are in the level of medium, some learning tasks such as vocabularies building can help the students to learn new terms. They also argued that the materials presented are related to secretary field. However, a student delivered her opinion so that the researcher added phonetic symbol for each word in the vocabularies building activity. She argued that the material can help them to know and practice correct pronunciation.

Second tryout

After doing FGD in the second tryout, there is no advice or revision from both the collaborator and the students. According to them, the materials. speaking, and reading taught in that session were good enough and could fulfill the students' need. The students argued that instructions in the tasks are clear and understandable. The difficulty of level of the materials is medium. They also stated that they had gained something new during trying out one and two such as getting new vocabularies and learning pronunciation.

Third tryout

In the third FGD, there is no significant advice and revision from both the collaborator and the students. The advice came from a student in the point format of table in task 11 in writing activity, she argued in order to add two columns more in the table for mentioning place of agenda and documents needed. In other hand, they mentioned that the materials are good enough, and relevant to the students' field. They stated that the English module could be used as teaching and learning reference in the next learning. Furthermore, they had opinion instructions in the tasks are understandable. The students also opinion that the learning delivered materials in that session belong to medium, not too difficult and not too easy.

In the end of tryout cycle, the researcher also distributed questionnaire to the collaborator and the students to evaluate the task based English module for secretary. The result of the collaborator's evaluation was 92%, it showed that the module categorized valid

and feasible. While, the result of the students' evaluation was 94%, it showed that the designing of task based English module for secretary was suited with the students' need and want. It also means the task based English module for secretary is feasible to be implemented in the class.

3.2 Research Discussion

This research is initiated by doing need analysis before designing learning module. It is important to do since it can be used to consider for selecting materials that are suitable to the students' need. Applying authentic material in teaching and learning can help students to practice communication in real context. In line with Flowerdew (2013, p. 231) states that need analysis, carried out to establish the 'what' and the 'how' of a course, is the first stage in ESP course development, followed by curriculum designs, material selection, methodology, assessment and evaluation. However, these stages could not be seen as a separate, proceeding in a linier fashion.

Furthermore, deciding a learning method should be done before designing module, since learning method is as a procedure in presenting materials in the module. The selection of learning method is based on students' character and need. Based on interview with the collaborator and distributing questionnaire to the students, it can be analyzed that the appropriate method to be implemented is task based learning. Fauziati (2014, p. 185) states that the activity of task based learning reflects real life and learners focus on meaning, they are free to use any language they want. Playing a game, solving a problem, or sharing information or experiences can all be considered as relevant and authentic task.

The other advantage of task based learning is it supports to use authentic material that can create learning such as in real context and it also can attract the students to explore their background knowledge before learning the material. It is in line with the research finding from Shabani and Ghasemi (2014, p. 1719) task based learning is very helpful pre-task phase in which the teacher tries to activate the background knowledge and related schemata by engaging the learners in completing tasks similar which should be worked out during the task phase itself. Task based learning also has a more effective, authentic, meaningful and purposeful pre reading phase.

4. CONCLUSION

Book is one of the teaching and learning components that has important role to achieve the success of teaching and learning activity. A good book should provide learning materials and activities that are suitable with students' need. However, the analysis result of the existing textbook in this research does not fulfill the students' need. In general the content of the textbook focuses on grammar and general English. presentation of four language skills in the existing book is also not proportionally available in each chapter. The textbook does not provide listening material at all. There is also no vocabularies building and pronunciation activity. Furthermore, the topic materials of the existing textbook are irrelevant with secretary field.

There is needed an English module that focus on secretary students to support effective teaching and learning process. To help in obtaining the learning goal of English subject of secretary students, the researcher designed a task based English module for secretary which is suited with the students' need. The module was designed based on the result of need analysis, analysis of syllabus and the goal of secretary study program. The topic selection presented in the module is suited with the description of learning outcome on specific skills which is charged to English subject, and also based on advices that are achieved from lecturer of secretary department, the chairman of secretary department, and the collaborator.

After finishing in designing English module, the next step is expert validation toward the module. In this case, the experts that were invited to validate the module are lecturer who is expert in English learning and ESP research and lecturer who has old experience in teaching secretary. The result of the module validation from the two experts is 63, in percentage is 83%. The score belongs to valid and it can be tried out in the class.

The module was tried out for three times, and because of the limited time, the module was only implemented in one college. In the end of the tryout session of meeting, there were focus discussion among researcher, collaborator and secretary students to discuss about strength and weaknesses during the module was used in the class. The collaborator and the students' comments and advices were used to revise the module. In these session, the collaborator delivered advices about presentation of the module, he asked the researcher to switch position between chapter one and two. According to him, the learning material of first chapter in the module should be presented in first chapter since ELT-Lectura, Vol.6, No.2, August 2019

it is important to be introduced to the students in the initial learning. He also advised the researcher to change the names of local city which is available in the module with the names of international city or local city that becomes business and trade center.

In addition, especially in the end of third meeting the researcher distributed questionnaire to the collaborator and the students to know their opinion and perception toward the module during it was implemented in the class. In this session, there was no significant from both collaborator advice students. There was also no essential revision from both of them. Thus, the module designed belongs to feasible to be implemented in the class.

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