

DESIGNING AT-WORK-CONVERSATION BASED MATERIALS FOR DIPLOMA III MID-WIFERY PROGRAM

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Abstract

The study is aimed to find out the midwifery students' need for the materials that they can use to learn English that is appropriate with their field as midwifery students, to describe the design of At-Work Conversation based materials for midwifery Students, and to find out the effectiveness of the materials to increase the students' ability in making conversation in working situation or in improving the students' communication skill.

This is a Research and Development study (R and D). The researcher used theories of ESP material design Proposed by Hutchinson and Waters and John Munby in conducting the research. The procedure of the research consists of 3 steps namely exploring, designing product, and implementation and evaluation stages. In step one, the researcher conducted need analysis and investigating the existing product for the English teaching in Midwifery program of STIKES Muhammadiyah Gombong. In step 2, the researcher designed syllabus and the first draft of the materials based on the need analysis. In step 3, the researcher tried out the materials, and asked evaluation for the first draft of the materials and revised the first draft based on the evaluation results and wrote the final draft of the materials. Before the application of the materials, the researcher conducted the pre and post test to find out the effectiveness of the designed materials to improve the students' communication skill.

Based on the need analysis the researcher found that the midwifery theme based English materials were needed in line with the competence based curriculum applied in the Midwifery Program. The researcher designed the materials based on the communicative competences for midwifery students in 9 (nine) units namely I am a Midwife, Admission in a Private Midwife Clinic, Checking Vital Signs, Antenatal Care (ANC), Assisting Labor/ Childbearing, Dealing with Post partum women, Newborn Care, Family Planning and reproductive health Counseling and Providing Child health care. Each unit consists of four basic elements (sub titles). The effectiveness on the product can be shown from the improvement scores on the post test. The dependent sample T-Test statistic result shows value Sig (2-Tailed) 0.000 or less than 0.05 which means that score improvements of the pre and post test are significant. The results of the optional questioners given to the experts and students indicate positive mean and mode scores which mean that they mostly agreed with the statements on the questioners and agreed with the designed materials. It can be concluded that the materials made by the researcher are suitable for the midwifery students.

Keyword : *Designing English Material, Midwifery English, R and D*

Introduction

In STIKES Muhammadiyah Gombong, English is delivered in all study programs that are available in the institution. The study programs are Midwifery Program, Bachelor and Diploma III of Nursing Programs. Based on the curriculum, English is delivered for the semester I students of all programs. The institution provides internal additional English subject as the local content. The institution's academic affair asks the English teaching team to prepare the students to be ready to speak as nurse or midwife. The design of the teaching is

totally given to the English Teaching Team (red: they usually have team teaching for each subject. They call the teaching team as "departemen keilmuan". The coordinator of the teaching team is obliged to design syllabi and study guides for English subject to be inline with the program that the subjects will be given. The core of the teaching is preparing the students to be able to speak as nurses or midwives. The basic competences that should be achieved by the students are speaking abilities.

Based on the institution demand, the team has been trying to develop the ESP

course designs for each program. Teaching English for Specific Purposes (ESP) at a health institute has its own challenges. The course designs have to meet the acquired competences that the students should achieve as nursing and midwifery students. The designs of the English courses are Nursing English for Bachelor and Diploma III of Nursing programs and Midwifery English for Midwifery Program. The teacher should make such need analysis for the courses. From the field of language teaching the focus of this research will be on ESP material building. Clearly, the role of needs analysis in any ESP course is indisputable. So far, the team has created English materials and course design for both Diploma III and bachelor of nursing programs. As the Midwifery program is typically new, the ESP course design has not been completely made. The designs also should meet the students' need. Therefore, the author tried to design Midwifery English material buildings for Semester I midwifery program of STIKES Muhammadiyah Gombong.

Discussion

At-Work means in the place where we work or do our job to earn money. In context of job as midwife, At Work Conversation means the communication that a midwife does when she is doing her job as a midwife in her working place to earn money such as clinic, hospital, Private Midwife Practice Clinic (BPS), Health Centers, Maternal and Child Hospital (RSIA), etc. In working situation, a midwife does communication to patients to give health care services, to her co-workers and other people in her working place. The main conversation that will be discussed in this research is the communication on giving health care services to the clients or patients of a midwife.

Health care services done by a midwife are inline with the competences of a midwife that they have studied and mastered during their study in the midwifery program. Health care services that a midwife gives to the her patients are examining pregnant women, assisting childbirth, postpartum care, newborn care, infant care, toddler care, reproductive health, contraception or precaution counseling, family planning and adolescent counseling. In doing the services, a midwife will cer-

tainly do a communication. The communication while doing the health care services to the maternal and child patients is the main point of the term "At-Work Conversation" based materials designing.

This is a Research and Development study (R and D). The researcher used theories of ESP material design Proposed by Hutchinson and Waters and John Munby in conducting the research. The procedure of the research consists of 3 steps namely exploring, designing product, and implementation and evaluation stages. In step one, the researcher conducted need analysis and investigating the existing product for the English teaching in Midwifery program of STIKES Muhammadiyah Gombong. In step 2, the researcher designed syllabus and the first draft of the materials based on the need analysis. In step 3, the researcher tried out the materials, and asked evaluation for the first draft of the materials and revised the first draft based on the evaluation results and wrote the final draft of the materials. Before the application of the materials, the researcher conducted the pre and post test to find out the effectiveness of the designed materials to improve the students' communication skill.

This study is aimed at designing the Midwifery English to develop the English communication skills of Midwifery students in STIKES Muhammadiyah Gombong Central Java. It is one of the fields in English for Specific Purposes teaching. The researcher took the theories proposed by Hutchinson and Waters as discussed in chapter II in this report.

In step 1, the researcher conducted need analysis surveys by giving questionnaires to the academic affair and to the students of first grade Midwifery program of STIKES Muhammadiyah Gombong. There are three classes in the study program and the researcher took class A as the samples that consisted of 40 students. The surveys were done to identify the curriculum and the learners' needs. The researcher also investigated the existing product used for the English teaching especially for the Bahasa Inggris Lecture given for the first grade semester 1 of Midwifery program.

In step 2, the researcher designed the syllabus or the course grid and wrote the first

draft of the Midwifery English Materials. The materials were designed in 9 units namely I am a Midwife (unit 1), Admission in a Private Midwife Clinic (unit 2), Checking Vital Signs (unit 3), Antenatal Care (ANC) (unit 4), Assisting Labor/ Childbearing (unit 5), Dealing with Post partum women (unit 6), Newborn Care (unit 7), Family Planning and reproductive health Counseling (unit 8) and Providing Child health care (unit 9). Each unit consists of four basic elements (sub titles) i.e Conversation, Vocabularies, Language/Grammar Focus and Activities of writing, speaking, listening and reading practices.

In step 3, the researcher conducted the implementation of the first draft of the materials to the first grade students of Midwifery program. The implementations were conducted from 16 September to 30 October 2013. The schedule was taken appropriate with the schedule of Bahasa Inggris Lecture which was placed during the stated dates in Blok I STIKES Muhammadiyah Gombong especially for the Midwifery Program. Before and after the implemenations, the researcher conducted pre and post test for the students to find out whether the materials were effective or not in improving the students' communicative skills. While implementing the product, the researcher conducted the product review to the experts of English teaching and experts of the midwifery competences on 25 October 2013.

The review or evaluation from the experts' results indicated some materials of the first draft are needed to be improved and revised. The researcher summarized the revisions i.e (1) there should be more clear explanations and revisions for language/grammar focus especially in unit 1,2, 4 and 5, (2) there should be more explanation of the observation chart in unit 3 and there should be an activity session using the observation chart so that the students would understand more and use the observation chart in a real communication context, there should be glossaries for the reading texts in all unit, (4) there should be more additions on role play activities, (5) there should be more revision on long sentences, punctuations, spelling, and typing for all units, (6) the picture of a baby for language focus sessions for the sentence pattern summary would be changed appropriately for each unit, (7) there should be more additions on pictures for the course books to make it more interesting, and (8) there should be addition for pronunciation for each vocabulary and glossary sessions along with the meaning in Bahasa Indonesia. The pronunciations were provided in audio CD listening for the vocabularies, glossaries and the listening practices provided in the course book. The materials evaluation questionnaires sheets were also distributed to the students. Most of the evaluation results show positive statements. The researcher then revised the product based on the evaluations of the experts and the students.

Tabel 1. Results of the answers of Need Analysis Questioners

No	Questions	Explanation
1	Is English important for you?	Most of the respondents chose answer A which means that they think that learning English is really important for them as candidate of nurses
2	What is your purpose in learning English?	100% of the respondents (40 students) chose answer A which means that all of the participants have the objective to become competent midwives and have the ability in speaking in English so that they can compete in the global era, widen the social network, get new experiences and understanding in learning English STIKES Muhammadiyah Gombong.
3	Is English course book Important for you in learning English?	The participants mostly chose answer A which means that they consider that the course book is really important in their learning process.
4	Do you need many exercises in learning English to test your ability in English?	The participants mostly chose answer A which means that they need many practices to test their ability in English.

5	Do you need to study grammar in detail?	Most students chose answer A which means that they really need to study grammar in detail.
6	Do you need an English Course book in learning English that includes the way in pronunciation of the vocabularies?	Most students chose answer A which means that they need a course book in learning English that includes the way in pronunciation of the vocabularies?
7	Do you need bilingual vocabularies list in your English course book? (translated in to Indonesian)	Most students chose answer A which means that they really need bilingual vocabularies list in their English course book

Findings

The findings of the research in each step of the research procedure can be described as the following:

1. Exploring Stages (Step one)

a. Need Analysis

Need analyses were conducted by giving the questioners to the students and an in-

terview to the curriculum/academic affair of the Midwifery Study Program of STIKES Muhammadiyah Gombong. The students of Class A of Semester 1 Midwifery Study program are chosen as the sample research consisting 40 students.

The results of the need analysis are:

- 1) From the students

8	Do you need materials to test your listening skill?	Most students chose answer A which means that they need materials to test their listening skill.
9	Do you need materials to test your reading skill?	Most students chose answer A which means that they need materials to test their reading skill.
10	Do you need materials to test your speaking skill?	Most students chose answer A which means that they need materials to test their speaking skill.
11	Do you need materials to test your writing skill?	Most students chose answer A which means that they need materials to test their writing skill.
12	What difficulties you Feel most when learning English?	The participants mostly chose answer C which means that they commonly have difficulties in learning grammar and they are lack of English vocabularies.
13	Do you feel that you have less knowledge about English vocabularies related to midwifery terms/themes?	Most students chose answer D which means that they feel that they are really lack of vocabularies related to midwifery terms.
14	What skill is most difficult for you when you learning English?	Most students chose answer B which means that they feel difficult when learning speaking skills.
15	Do you find it is hard to pronounce or read the vocabularies in English?	Most students chose answer C which means that they feel a bit complicated to pronounce or read the vocabularies in English.
16	What model/types of English course book that you want?	Most students chose answer C which means that they need a course book related to midwifery themes and completed with the grammar and vocabularies explanations with the exercises.
17	Do you need many exercises in translation?	Most students chose answer A which means that they really need many exercises in translation.
18	What skill do you want to Master most in learning English?	The participants mostly chose answer D which means that they need to master all combination skills (reading, listening, writing, speaking, pronunciation and grammar).

19	What kind of Teaching technique do you want to have in learning English?	Most students chose answer B which means that they would like to have role play related to midwifery themes as the teaching technique.
20	How many hours a week do you need in learning English?	Most students chose answer A which means that they need more than 4 hours a week to learn English.
21	How many meetings do you need in a week in learning English?	Most students chose answer B which means that they have ever had 2 meetings in a week previously.
22	What English skill do you want to master most in case your preparation as a midwife?	Most students chose answer D which means that they want to master all combination of all skill in English.
23	Do you need an interesting appearance of the English course book you?	The participants mostly chose answer A which means that they need interesting appearance of the English midwifery course book.
24	Does the interesting appearance of the course book influence you in learning English?	The participants mostly chose answer D which means that they need to master all combination skills (reading, listening, writing, speaking, pronunciation and grammar).
25	What is your suggestion for the course book that will be given to you?	The participants mostly wrote that they need to have an English midwifery course book consisting practices of all skills in English (reading, listening, writing, speaking) and added with the vocabularies about midwifery themes.

2) From the academic affair.

Interview Questions	Responses
What skills that the midwifery program wants to be given in English teaching for Bahasa Inggris lecture?	Mrs. Eka explained that the students would be given skills that are relevant to make them able to speak English as candidate of midwives.
Are the available English Materials have been appropriate with the institution's needs?	She said that the available materials were commonly still provided in general English materials
Do you want an English Course book available for the English lecture for the semester I students?	She answered that she really wanted the English teacher to provide an English course book for the students especially which is relevant for the midwifery field
What kind of English course book for the Bahasa Inggris Lecture for the Semester I of Midwifery Program?	She answered that she wanted the English teacher to provide a midwifery English course book that is relevant to the midwifery competences such as Antenatal care (ANC), physical assessment to client, childbearing/labor midwifery care, post partum, newborn care, family planning and child health care

Studying and Investigating the Existing Product

The researcher found that the materials that had been used in the teaching process so far were general English Conversation materials. The English teacher used conversation

materials taken from Interchange 3rd Edition from Cambridge English University Press.

Table 2. Syllabus Designs for the Midwifery English Course

Designing Product Stage (Step 2) a. Designing Syllabus Meeting	Competences	Topic
1	Students are able to :	Unit 1
	a. Know and mention departments and unit in a hospital or clinic in English b. Mention medical jobs and professions (health care providers). c. Mention jobs and professions appropriate with their working place/unit. d. Make sentences using Used to / Used to be e. Tell a past habit that is never been done anymore f. Read and understand text about figures of midwives	I am a Midwife
2	Students are able to :	Unit 2
	1. Know vocabularies related to admission of a new patient 2. Ask and answer when accepting a new patient in admission unit of a midwife clinic 3. Understand how to make Wh- and Yes/No questions. 4. Ask and answer questions to fulfill a patient admission form in a midwife clinic 5. Read and understand a text about international definition of a midwife	Admission in a Private Midwife Clinic
3	Students are able to do a role play to fill an admission form when accepting a new patient in a midwife clinic	Unit 2 Admission in a Private Midwife Clinic
4	Students are able to :	Unit 3
	1. Know vocabularies related to patient's vital signs 2. Understand a dialogue when taking patient's vital signs 3. Fill admission form 4. Give instructions to the clients 5. Read and understand a text about physical examination	Checking Vital Signs
5	Students are able to :	Unit 4
	1. Make suggestion in antenatal care (ANC) and for health problems 2. Understand a text about pregnancy week by week	Antenatal Care (ANC)
6	Students are able to do role play giving suggestion for a pregnant woman/client in an ANC visit	
7	Students are able to :	Unit 5
	1. Know vocabularies related to childbearing/labor process and signs of labor 2. Explain things that are happening when giving newborn care 3. Use present continues forms 4. Understand a text about signs of labor	Assisting Labor/ Childbearing
8	Students are able to :	Unit 6
	1. Know vocabularies related to postpartum women 2. Read and understand a text about exclusive breastfeeding	Dealing with Post partum women
9	Students are able to do role play when assisting a client in childbearing process and deal with her in post partum	Unit 5 and Unit 6

10	Students are able to :	Unit 7
	Know vocabularies related to newborn care Explain procedure Read and understand a text about how to give a baby bath	Newborn Care
11	Students are able to:	Family Planning and reproductive health Counseling
	Know vocabularies related to family planning and reproductive health Ask and answer about family planning program using question tags Read and understand a text about client education	
12	Students are able to :	Unit 9
	Know vocabularies related to providing child health care Explain things with present and future perfect passive tenses Read and understand a text and figures about baby vaccine	Providing Child health care
13	Students are able to do role play in groups in handling a client from the beginning when she admits as a new client until she has a newborn baby (all unit review)	Review Unit 2- Unit 9
14	Students are able to do role play in groups in handling a client from the beginning when she admits as a new client until she has a newborn baby	Review Unit 2- Unit 9

Designing Materials

The materials were designed in 9 units/ topics. Those units consist of the following divisions or parts:

1) Conversation

In this part, there are conversation examples based on sequence situations starting from introduction to midwifery professions, accepting a new client in a midwife clinic, physical assessment (vital signs), Antenatal care, childbearing process, post partum mother, newborn care, family planning program consultation, child health care (9 units).

2) Vocabularies

In this part, the new vocabularies and some technical terms of midwifery are presented along with the meaning in Bahasa Indonesia. The pronunciation of the vocabularies are also provided in the audio CD listening.

3) Language/Grammar Focus

In this part, the most common grammar or language used in the conversation is discussed in detail. The examples and explanation

about the language and grammar focus are given to make students easier to understand and later on can apply in the exercises.

4) Activities of writing, speaking, listening and reading practices.

In these parts, the exercises are given in 4 skills and the skills are appropriate with the topics, vocabularies and focus of the language in each unit. The listening activities are provided with exercise recorded in the listening audio CD.

3. Implementation and Evaluation Stages (Step 3)

a. Trying Out the Materials

The implementations were conducted during 17 of September to 30 of October 2013. Each meeting was given in 100 minutes. The researcher applied all units in the material designs of the course book for the 14 meetings in a semester. Before and after the implementation the researcher conducted pre and post test with the following results:

Table 3. The results of the pre and post test

NO	Group	Pre Test Score	Post Test Score	Score Improvement
1	Group 1	12 out of 30	24 out of 30	12
2	Group 2	12 out of 30	21out of 30	9
3	Group 3	12 out of 30	24 out of 30	12
4	Group 4	12 out of 30	27out of 30	15
5	Group 5	12 out of 30	20out of 30	8
6	Group 6	12 out of 30	19 out of 30	7
7	Group 7	12 out of 30	23 out of 30	11
8	Group 8	12 out of 30	21 out of 30	9

The dependent T-Test result show the significant value Sig (2-Tailed) 0.000 which less than 0.05 means that score improvement of the pre and post test are significant. This indicates that the product or

designed materials were effective to improve the ability of the students to make conversation.

b. Evaluating the Materials (Feedback or Judgment)

Table 4. The results of the evaluations from the students

NO	Questions	Explanation of the Students' Answers
1	Do you still have difficulties in doing all of the exercises in this book?	Students mostly answered B which means that the exercises are still a bit difficult for the students.
2	Do you think that the difficulty levels of the exercises are appropriate with your ability?	Students mostly answered B which means that the difficulty level of the exercises is suitable for them
3	Do you think that the instructions of the questions are clear, easy to read and to understand with simple languages?	Students mostly answered B which means that the instructions of the questions are clear, very easy to read and to understand with simple languages
4	Do you think that the instructions of the exercises are easy to read and to understand with simple languages	Students mostly answered B which means that the instructions of the exercises are easy to read and to understand with simple languages
5	Are the materials in this book appropriate with your willingness as a midwifery student?	Students mostly answered A which means that the materials in the book are very appropriate with their willingness as midwifery students
6	Are the materials interesting and they make you want to study them?	Students mostly answered B which means that the materials are interesting so that they wanted to study the materials
7	Can you easily understand the materials of this book?	Students mostly answered B which means that they could easily understand the materials of the book
8	Is the design of the book interesting?	Students mostly answered A which means that the design of the book is really interesting
9	Is the font used in the book clear and readable?	Students mostly answered A which means that the font used in the book is really clear and readable
10	Are the cover and layout performances of this book interesting for you?	Students mostly answered A which means that the cover and layout performances of the book are interesting for them

2) Evaluations from the experts

Table 5. The results of the experts' evaluation

No	Answers of Expert A	Answers of Expert B
1	Questions : What do you think of the weaknesses of the designed materials?	
	unit 1: There should be more clear explanation on the difference between "used to" and "used to be"	unit 1: There should be more clear explanation and practices for the language focus because she thought that the language focus in unit 1 is rather difficult
	Unit 2: there should be enough explanation about sentence pattern of "wh and yes/no questions" and more additional examples of using modal Auxiliary verbs	Unit 2: -
	Unit 3: There should be more explanation of Observation chart by giving other more clear explanations of what students need to do with the observation chart.	Unit 3: There should be more explanation on new vocabularies in the reading text.
	Unit 4: there should be glossary for the reading text	Unit 4: there should be an example of communication when doing physical assessment in the conversations because the title is ANC or Antenatal care
	Unit 5: there should be sentence patterns for the language focus in unit 5	Unit 5: -
2	Questions : What things should be added or materials? should be fixed from the designed	
	Unit 1 : the conversation can be simplified, some punctuations are missed, and need some revisions on spelling.	basically the same for all units, it is necessary to give more pictures so that the book is colorful and is more interesting
	unit 2: he thought the picture of the baby can be in language focus is not suitable for the topic	
	unit 3: additional Explanation of the question forms in language focus is necessary.	
	unit 4: the form of suggestion "you'd better to" should be "you'd better + Bare infinitive (you'd better + V1).	
	Unit 5: the picture of a baby should be changed, not for all units in language focus. It is not necessary.	
3	Questions: What do you think the about the exercises and activities in the course book	
	The sense of the practices are in line with the midwifery themes and competences It is necessary for Point D or "Activities" session in each unit to be given more role play activities	The exercises are quite easy for the students.
4	Questions: What are your criticisms and suggestions for the course book?	
	There should be more simplification on sentences in the conversation. Do not use too long sentences.	a) It is necessary to add more pictures for the course books to make it more interesting.

	<p>The conversation can be made more interactively</p> <p>The grammar focus session should be given oral drill (for the speaking session).</p> <p>There should be pronunciation pattern session where students are shown how to pronounce.</p> <p>There should be more speaking practice.</p> <p>There are some miss typing so it is necessary to edit the materials before printing.</p>	<p>b) It is necessary to give students ways of how pronouncing the words in the vocabulary or glossary session along with the meaning in Bahasa Indonesia</p>
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Revising the Materials

The revisions of the designed materials were made based on the evaluation results of the experts and the students.

d. Writing the Final Draft of the Materials

After conducting the evaluation of the first draft of the materials, the researcher then made revisions and wrote the final draft of the midwifery English materials. The components of the course book would be the same but there are some revisions as stated on the prior discussion.

1) Conversation

There were some revisions on the punctuations, long sentences, additions of some communication when doing physical assessment in unit 4 (ANC) and some corrections on miss typing.

2) Vocabularies

In this part, the new vocabularies and some technical terms of midwifery are presented with the pronunciation examples given in the CD audio listening and the meaning in Bahasa Indonesia written in the course book.

3) Language/Grammar Focus

In this part, the most common grammar or language used in the conversation is discussed in more detail. The examples and explanation about the language and grammar focus are given to make students easier to understand and later on can apply in the exercises. At the end of the session of language/grammar focus, the researcher put the sentence pattern as the summary for the pattern to make the students easy on understanding

the discussion and examples of the sentences or the expressions.

4) Activities of writing, speaking, listening and reading practices.

In these parts, the exercises are given in 4 skills and are appropriate with the topics, vocabularies and focus of the language in each unit were involved in the activities and the researcher added glossaries for each reading text where the new vocabularies especially the technical terms presented with the meaning in Bahasa Indonesia. The pronunciations of the words were given in the audio CD audio listening so that the students could play and learn when they read the book by themselves.

Conclusion

This Midwifery English materials design is really appropriate for the Midwifery students. The course designs provide many activities related to the midwifery competences. The four skills practices along with the vocabularies and grammar topics can improve the communication skills of the midwifery students. This can be seen from the improvement of the pre and post speaking test results. The effectiveness on the product can be shown from the improvement scores on the post test. The dependent sample T-Test statistic result shows value Sig (2-Tailed) 0.000 or less than 0.05 which means that score improvement of the pre and post test are significant. The significance of the results means that the designed materials are effective to improve the students' communication skill.

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