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## **Designing an English Coursebook for Senior Executive Administrative Assistants for English Department Students Based on Indonesian National Work Competency Standards (SKKNI)**

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### **ABSTRACT**

Designing a comprehensive course book for English for Business is a challenging endeavor that requires a deep understanding of the unique linguistic and professional needs of learners. In the rapidly evolving landscape of international business communication, educators and instructional designers face a lot of obstacles that must be addressed in order to create a truly effective and relevant course book. This study aims to create a coursebook for an English for Business class based on SKKNI in the scheme of executive administrative assistants. The instructor must construct their own coursebook because SKKNI does not give references. Most studies, however, claimed that generating ESP content is challenging due to a lack of sources, assistance, and a national curriculum. Theoretically, this research is based on Borg and Gall's RnD steps, and just 5 steps have been chosen to conduct this research. The researchers conducted expert validation to evaluate the coursebook and administered a questionnaire to students. The coursebook was judged good (73%) by expert validators with some revisions and 79% by students with several features needing improvement in various categories such as typeface, illustration, and mistyped words.

### **KEYWORDS**

English for Business;  
Executive  
Administrative  
Assistant ; SKKNI.

### **ABSTRAK**

Dalam merancang buku yang komprehensif untuk English for Business adalah usaha yang menantang yang membutuhkan pemahaman mendalam tentang kebutuhan linguistik dan profesional dari pelajar. Dalam lanskap komunikasi bisnis internasional yang berkembang pesat, Pendidikan dan perancang instruksional menghadapi banyak kendala yang harus diatasi untuk membuat buku yang benar-benar efektif dan relevan. Penelitian ini bertujuan untuk membuat buku ajar kelas English for Business berbasis SKKNI dalam skema executive administrative assistants. Instruktur harus membuat buku ajar sendiri karena SKKNI tidak memberikan referensi. Namun, sebagian besar penelitian mengklaim bahwa menghasilkan konten ESP merupakan tantangan karena kurangnya sumber, bantuan, dan kurikulum nasional.

### **KATA KUNCI**

English for Business;  
Executive  
Administrative  
Assistant; SKKNI.

Secara teoritis, penelitian ini didasarkan pada langkah-langkah RnD Borg dan Gall, dan hanya 5 langkah yang dipilih untuk melakukan penelitian ini. Peneliti melakukan validasi ahli untuk mengevaluasi buku ajar dan memberikan kuesioner kepada siswa. Buku ajar dinilai baik (73%) oleh validator ahli dengan beberapa revisi dan 79% oleh siswa dengan beberapa fitur yang perlu diperbaiki dalam berbagai kategori seperti jenis huruf, ilustrasi, dan kata yang salah ketik.

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## **INTRODUCTION**

English is widely used as an international language for communication in various settings, including those related to education, business, and the economy. English is widely used as a lingua franca for international communication with people from a wide range of linguistic, ethnic, national, cultural, and religious backgrounds (Jenkins, 2015). In addition, English has developed into a second language that everyone must learn, notably in the Asian region, where English is studied as a foreign language. English is regarded as a key topic influencing students' job choices in certain Asian nations (Bielousova, 2017). As a result, many colleges and universities provide English classes and even more non-formal educational establishments. It has become essential to meet the demands of the 21st century to produce graduates from different majors proficient in foreign languages, notably English (Andrade, 2016).

In the age of globalization, studying English may be applied in all spheres of life rather than only in the academic setting. According to a survey, English is the only language used by more than 80% of international organizations in the Asia Pacific region, making it essential for social, political, educational, and commercial activity (Boroujeni, 2013). To introduce new knowledge in English study, such as English for hospitality, English for aviation, and others, English is also utilized as a tool for communication in the professional world. In this situation, learning English for a specific reason is called learning English for a career (ESP).

Additionally, ESP is a teaching and studying English method designed to enhance students' studies in certain fields of expertise and help with their future professional employment (Day & Krzanowski, 2011). Thus, ESP strongly emphasizes teaching and using English, which is employed specifically in the professional field. Moreover, Basturkmen (2010) stated that materials used in English for Specific Purposes (ESP) courses should be as authentic as possible to show how English is used daily. Several ESP varieties are employed in various vocations. According to Paltridge & Starfield (2013), ESP has a wide range of applications, including English for Academic Purposes, English for Science and Technology, Business English (Legal English), English in the Workplace, English for Aviation, English for Medical Purposes, English for Nursing, English for Banking, and English for Research Publication Purposes.

Furthermore, ESP is not an English teaching technique or materials, but rather a teaching and learning design tailored to students with certain fields of study or jobs that are carried out to reach a specific purpose (Ibrahim, 2010; Salehi et al., 2014). Additionally, ESP is academic instruction for professional or vocational reasons as opposed to English for General Purposes (EGP), which emphasizes more general English knowledge and skills (Brunton, 2009; Hyland, 2006).

In theory, ESP is seen as a language learning strategy specifically tailored to assist students in achieving what they require in their chosen field (Wozniak, 2010). On the other hand, ESP prioritizes meaning instruction over grammar instruction, and its main goal is to connect knowledge to students' actual lives (Unal, 2014). Therefore, ESP aims to give pupils a special degree of English competence to prepare them for circumstances where the language would be employed, notably at work (Kusni, 2013).

The University of Islam Malang's faculty of teacher training and education offers an elective course in English called English for Business that students can enroll in during their seventh semester. The University of Islam in Malang Professional Certification Institution has selected this distinction course. So that after the English for Business course, students may take a proficiency exam. The National Professional Certification Agency (BNSP) has standardized this competency test, which aligns with the SKKNI (Indonesian National Work Competency Standard) in English for Professional Administrative Staff.

To meet the requirements of the Indonesian National Work Competency Standard (SKKNI), the English Education Department of the Faculty of Teacher Training and Education at the University of Islam Malang has developed a customized curriculum that has been implemented. However, SKKNI only offers the curriculum for the scheme of English for Executive Administrative Assistant; it does not offer teaching materials, which makes it challenging for English for Business instructors to compile teaching materials. According to Bracaj (2014), ESP lecturers should select various engaging resources that can be built to cover many language skills. As a result, this research is extremely important for understanding how to build a textbook for the English for Business course in compliance with SKKNI.

When creating the textbooks, ESP lecturers run across several issues. Widodo (2015) asserted that due to time constraints, a lack of institutional support, a lack of resources, a lack of professional training in material development, a lack of support for the national curriculum, and the absence of a teacher development organization or team for the creation of language materials, ESP teachers have no personal interest in creating or developing ESP materials.

According to Medrea & Rus (2012), limited teaching and learning materials are also significant issues in ESP learning, and there isn't always appropriate content for students' needs (Harsono, 2007). It is, therefore, necessary to implement the ESP textbook's design specifically for English for Business courses to address this issue. According to Zohoorian (2015), this coursebook's design aims to assist students in studying academic reference resources and their specialized textbooks so they may learn about scientific and technological advancements relevant to their field of study.

As a result, Basturkmen (2010) recommended that the content be as accurate as possible to show how English is used in ESP classes. There are several factors to consider before searching for authentic materials for ESP training. Tomlinson (2011) stated several factors to consider when choosing materials, including suitability, feasibility, and efficacy in achieving the aims. As a result, the source material may be obtained from written sources like books,

journals, or magazines and presentations like lectures, seminars, or discussions that have been specially written, edited, or condensed.

Additionally, the English Education Department at the University of Islam Malang selected the higher level in the field of English for Professional Administrative employees at the post-intermediate level, with Senior Executive Administrative Assistant as a result of that level.

According to Marwan (2017), one of the biggest issues in Indonesian ESP classrooms is a lack of suitable teaching facilities. The instructor must create the material if no subject-specific material is available in the learner's language (Lesiak-Bielawska, 2015). To address this issue, the researchers will create a textbook that can be used to teach English for business courses. This will make it easier for English for business lecturers to obtain teaching resources.

## METHOD

An R&D (Research and Development) design was adopted for this study. This research design was applied to build a textbook for English for Business courses that complies with the SKKNI in the Professional Administration Staff scheme. R&D was used in technology and corporate development before it was employed in education. The R&D research design paradigm was introduced to educational research by Borg and Gall in 1980.

R&D research techniques are applied throughout the development and validation of educational goods, claimed (Borg & Gall, 1983). It also involves advancing product-oriented research in education (Borg & Gall, 2003). Borg & Gall (1983) suggest 10 steps for doing R&D procedures in their book. These include conducting research and gathering information, planning, creating a preliminary version of the product, testing it in the field, revising the main product, testing it again in the field, revising the operational product, testing it again in the field, revising the product, and disseminating and implementing it.

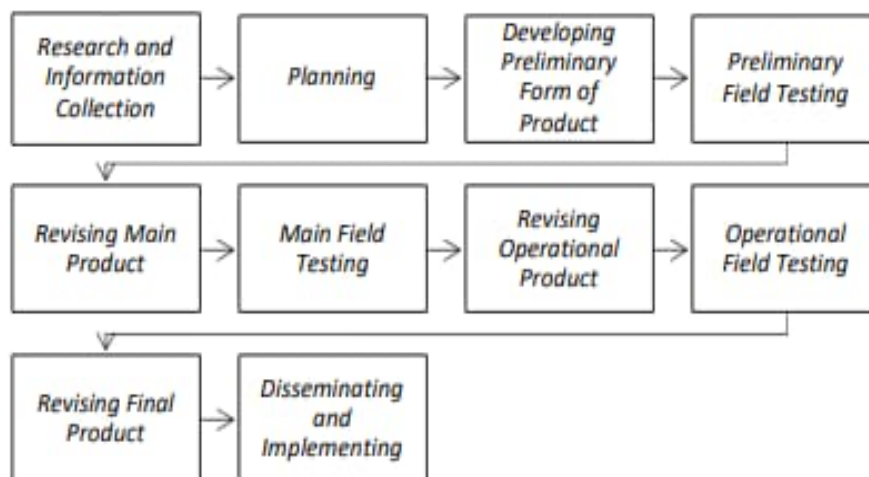


Figure 1. Method steps of R&D (Borg & Gall, 1983)

According to the requirements and the context of the relevant research, it may be possible to simplify the implementation of some of the aforementioned processes. Here, the researchers will conduct an R&D study in textbook design for English for Business using five steps.

The researchers employed the R&D approach devised by Borg & Gall (1983) for the data-gathering technique and research processes. They are as follows:

### **Research and information collection**

The researchers conducted research and information collection by finding the material based on SKKNI in the post-intermediate level of the Executive Administrative Assistant scheme. In this step, the researchers look for textbook materials in reference books and other sources which provide teaching materials for English for Business classes. The researchers conducted a focus group with research members to conduct mini research on sources of teaching materials for the English for Business book, and the researchers has divided sources of teaching materials into several sections, namely through books and sources from the internet, both websites and blogs that provide English for business information.

### **Planning**

During this step, the researchers created an outline for a teaching material book for the English for Business course based on SKKNI through the Senior Executive Administrative Assistant scheme. The English for Business course outcome will be directed to become a Senior Executive Administrative Assistant at the Intermediate level in SKKNI in accordance with the decision of the Head of the English Language Education Study Program, Faculty of Teacher Training and Education, Islamic University of Malang. As a result, the outline of the English for Business textbook must be based on the SKKNI guidebook.

### **Developing a preliminary form of product**

Following the completion of the planning process, the next step is to create textbooks using the teaching materials created in the previous process. The development of this textbook is tailored to the previously processed step. The development of this textbook draft must be adjusted to the SKKNI's determined competencies. The researchers created six chapters and a draft textbook for the English for Business course with six chapters, despite the many obstacles associated with finding materials to draft an English for Business textbook.

In this case, SKKNI only provides a syllabus for the Senior Executive Administrative Assistant scheme, and no book references are to be used as reference material in the scheme's teaching. The difficulty in finding English for Business material impedes this research, so researchers must create and develop this material in a limited manner.

### **Preliminary field testing**

During this phase, the researchers put a product from the English for Business coursebook through its paces in an English for Business class. Preliminary field testing seeks to identify potential problems or improvements that can be made before the product is released to the public. Surveys are used to collect feedback and data at this stage. After that, the feedback and data are analyzed to identify problems and areas for improvement. Researchers can ensure that

the product meets the target audience's needs and expectations by collecting student feedback and data.

### Revising main product

Revising the main product is an ongoing process that requires a deep understanding of students' needs and SKKNI guides. By continuously revising and improving the product from students' feedback, the researchers can maintain its coursebook and stay relevant with SKKNI to ensure that the changes have improved the product as intended.

On the other hand, the researchers verifies the textbooks used for data analysis with the specialists before using them as the research's result. The validation procedure of the textbook includes material, teaching and learning, language, display and how the material can help students meet learning indicators based on SKKNI and compatibility with SKKNI.

## FINDING AND DISCUSSION

### Finding

This section presents the result of the data obtained from Expert validation and the process of R&D steps by Borg & Gall (1983) in completing the coursebook. It is expected that the coursebook can help the English for Business class lecturers overcome their problems regarding the difficulties of finding suitable sources to teach ESP.

### The result of research and information collection

At this point, the researchers thoroughly examined the syllabus developed by the Indonesian National Work Competency Standards (SKKNI) in English for Professional Administration. To understand how to design the coursebook material based on Executive Administrative Assistant at the Post Intermediate level, several tables must first be considered. The first table will show the level/grade, field area/sub-field of work and English qualifications in various professions.

Table 1 Level of KKNi

KKNi Level/Grade	FIELD AREA / SUB FIELD OF WORK / POSITION	
	Tiered Qualification	
	English for Professionals Administrative	
	ADMINISTRATIVE PROFESSIONALS	
Certificate IV	Executive Administrative Assistant O 93 00 00 00 00 01 IV 01	English Qualification in Certain Professions
	<i>Executive Secretary</i>	
Certificate III	Administrative Assistant O 93 00 00 00 00 01 III 01	<b>Intermediate</b>
	<i>Secretary</i>	

Certificate II	Junior Administrative Assistant O 93 00 00 00 00 01 II 01			<b>Pre-Intermediate</b>
	<i>Junior Secretary</i>			
Certificate I	Office Administrative Assistant O 93 00 00 00 00 01 I 01			<b>Elementary</b>
	<i>Receptionist</i>	<i>Telephone Operator</i>	<i>Typist</i>	

The four KKNi levels are listed in table 1, beginning with Certificate 1 and ending with Certificate IV. Each KKNi level has its own field and position. Certificate I, for example, includes three positions: receptionist, telephone operator, and typist. At this level, the field area is the office administrative assistant, which is included as the lowest grade of English qualification at the elementary level. As a result, as a position of this level, Certificate II includes a Junior Administrative Assistant for the field area and only a junior secretary. This level of English qualification includes pre-intermediate. As an English qualification, Certificate III consists of two positions: secretary and senior secretary at the intermediate level. Administrative Assistant is the job title for this level. Finally, for professional administration, the Executive Administrative Assistant is placed in the highest level of English. This level produces the executive secretary, which is the English qualification at the post intermediate level.

The Indonesian National Work Competency Standard (SKKNI) outlines the English scheme for professional administration. The researchers simply adapted the syllabus and attempted to locate relevant material and information based on it. Furthermore, the researchers focuses solely on the higher level of this scheme, Executive Administrative Assistant, as selected by the head of the English department faculty of Teacher Training and Education at the University of Islam Malang. The decision to select the highest level of post-intermediate was made because most English department students are at the post-intermediate level. So, after considering the scheme for the student, the next stage is planning, which includes breaking down the Executive Administrative Assistant material before designing the coursebook described in the following phase.

According to Indonesian National Work Competency Standard (SKKNI), at the Executive Administrative Assistant level, 3 parts of competencies must be learned. Those are general competence, main competence and special competence. Each competence consists of two units, which will be shown in the table below.

Table 2 Executive Administrative Assistant Competencies based on SKKNI

<b>General Competence</b>		
<b>No</b>	<b>Unit Code</b>	<b>Description of Unit</b>
1	BHS.IS01.011.01	Using Intermediate Communication Strategy
2	BHS.IS01.012.01	Writing Summaries and Reports
<b>Main Competence</b>		
<b>No</b>	<b>Unit Code</b>	<b>Description of Unit</b>
1	BHS.IS02.011.01	Post Intermediate Business Correspondence
2	BHS.IS02.016.01	Negotiation Skills
<b>Special Competence</b>		
<b>No</b>	<b>Unit Code</b>	<b>Description of Unit</b>

1	BHS.IS03.005.01	Giving a Presentation
2	BHS.IS03.006.01	Public Relation

The table 2 becomes the foundation for researchers to publish a book. The researchers also concerns more with finding the material and content related to the coursebook. In gathering the information and material related to the table above, the researchers combined material from the business book and web resource material. In finding the related materials, the researchers got some difficulties regarding the suitable material based on Executive Administrative Assistant. The material in the business book and web-based business resources usually contains authentic material that must be changed based on SKKNI. After gathering the information and material suitable for SKKNI, the researchers outlined and prepared the next planning step.

### Planning

In this stage, the researchers established the outline of the coursebook based on the previous step by deeply considering the content of the material in each unit. In each unit, the researchers also breaks down some parts based on SKKNI. This part will be described in the table below:

Table 3 Description of units

No	Competence Elements	Performance Criteria
<b>Intermediate Communication Strategy</b>		
1	Using a Skilled Level Communication Strategy (Intermediate Language Strategy)	1.1 Expressions of hesitation are used 1.2 Expressions of affirmation (Reflection) are used. 1.3 “Signal Words” (Showing Contrast, Showing Similarity, Addition and Cause and Effect) are used 1.4 Expressions to change the subject, to return to the original topic, not to change the subject and to avoid a certain topic - are used.
2	Using idiom	2.1. The appropriate idiom to express something is identified. 2.2. The appropriate idiom to express something is used.
3	Using formal and informal language	3.1. Formal expressions for requests (Requests), offers (Offers), statements of intent (Intentions), and acceptance and rejection of invitations (Acceptance and Refusal) - are used. 3.2. informal expressions (Requests), offers (Offers), statements of intent (Intentions), and acceptance and rejection of invitations (Acceptance and Refusal) - are used.
<b>Writing Summaries and Reports</b>		



1	Writing Summaries	<p>1.1. The main idea (Topic Sentence) of each paragraph is identified.</p> <p>1.2. The supporting ideas (Supporting Details) of each paragraph are selected</p> <p>1.3. The outline is made based on the main ideas and supporting ideas.</p> <p>1.4. The summary is written based on the essay outline.</p>
2	Paragraph building	<p>2.1. The main idea (Topic Sentence) is determined</p> <p>2.2. Supporting ideas (Supporting Details) are determined</p> <p>2.3. Paragraphs are prepared using paragraph development techniques (Paragraph Development).</p>
3	Writing Reports	<p>3.1. The introductory section which includes the background, purpose and usefulness of the report is prepared in accordance with the Standard Operating Procedure (SOP).</p> <p>3.2. The contents section (Body of Report) which includes an explanation of the main points of the report is prepared.</p> <p>3.3. The closing section which includes conclusions (Recommendations) is compiled.</p>
<b>Basic Business Correspondence</b>		
1	Apply the general rules of business correspondence in English	<p>1.1. Types of letters are identified and selected according to needs:</p> <p>1.1.1 Letter of Adjustment/ Apology</p> <p>1.2.1 Letter of Providing Information</p> <p>1.3.1 Social Service Letters/Social Business Letters: Letters of Thanks, Congratulations and Condolences, Letters of Recommendation are selected as needed.</p> <p>1.2. The letter format is recognized and selected to create a letter:</p> <p>1.2.1. Styles of Letters</p> <p>1.2.2. Punctuation/Punctuation.</p> <p>1.3. Parts of a Letter</p>
2	Various of business letter	<p>2.1. Letters are written according to the type of letter desired and use the correct format.</p> <p>2.2 The English used is formal or informal according to the type of letter or relationship with the person addressed</p> <p>2.3 The contents of the letter are checked and corrected in accordance with the requirements and rules for correspondence in English</p> <p>2.4 The language of the letter is checked to ensure it is good and correct, including spelling, grammar, sentence structure and punctuation, as well as no awkward words or sentences; the letter must be clear, concise, concise, polite and the language is correct (5C: Clear, Complete, Concise, Courteous, Correct)</p> <p>2.5 Attachments are included if necessary, and stated at the end of the letter after the word cc, if any</p>

3	Read and respond to received letters	<p>3.1 Letters received, read carefully (Previewing, scanning, skimming, guessing word meaning, making inferences) and sorting them based on internal or external letters and whether they need to be answered or not</p> <p>3.2 The format, content and language of the answer letter are examined and corrected so that the contents are clear, following the 5C principles above.</p>
<b>Negotiation skills</b>		
1	Preparing Negotiation	<p>1.1 The issue to be negotiated is identified.</p> <p>1.2 Principles of negotiation are determined.</p>
2	Conducting Negotiation	<p>2.1 Opening sentences are disclosed.</p> <p>2.2 Negotiations are carried out in accordance with the stages of clarifying positions, making and responding to proposals, bargaining, handling conflicts and resolving sticking points.</p> <p>2.3 Closing sentences are disclosed</p>
3	Report the results of negotiations	<p>3.1 The process and results of negotiations are reported orally.</p> <p>3.2 The process and results of negotiations are reported in writing</p>
<b>Giving Presentation</b>		
1	Doing presentation	<p>1.1 The presentation begins with an opening sentence, which includes greeting and stating personal information.</p> <p>1.2 The purpose and outline of the presentation material is conveyed.</p> <p>1.3 Presenting material is presented briefly and clearly, using the appropriate "signposting" (presentation instructions) expressions.                      Example:                      - Diverting the Topic of Conversation / Making Transitions                      - Shows contradictions and similarities / Showing Contradictions and Similarity                      - Provide explanation and argumentation/Giving Explanation and Arguments, etc</p> <p>1.4 The presentation ends with closing remarks, which include summarizing, making conclusions, offering questions/inviting questions, and expressing appreciation/stating appreciation.</p>
2	Implement a presentation strategy	<p>2.1 Clear voice, correct pronunciation and intonation are used at moderate speed</p> <p>2.2 Body language is used properly, for example eye contact with participants, and hand gestures.</p> <p>2.3 Participants are actively involved in the presentation.</p>
<b>Public Relations</b>		

1	Provides information about the Institution	1.1 Information about institutions that can be submitted is identified. 1.2 Information about institutions is submitted as needed 1.3 Information is provided to support institutional promotion activities
2	Analyzing information about institutions in the mass media	2.1 Information about institutions in the mass media is identified. 2.2 Summary analysis of information about institutions in the mass media is reported.

Every unit in the executive administrative assistant scheme is already described in detail in SKKNI apart, so in this stage, the researchers only focused on finding out the material related to the table above. Therefore, the researchers did not conduct a need analysis to develop the coursebook. The researchers only outlined and tried to describe the detailed description of each unit in competence elements. Then, the researchers also breaks down the competence elements into performance criteria, as described in the table above.

On the other hand, an intermediate communication strategy consists of 3 competencies elements and 8 performance criteria. An intermediate communication strategy focused on using language in business correspondence, both spoken and written, such as using idioms and formal and informal language in various business letters. Furthermore, writing summaries and reports mainly discusses maintaining paragraphs of summary and report and the structure of report and summary. Basic business correspondence mainly focuses on the kind of letter in a business context. In the Negotiation unit, the negotiation process is concerned more with describing, starting from preparing the negotiation and providing the report of the negotiation result. Two competence elements are explained about conducting the presentation and its strategy. The last, public relation, consists of two competence elements which mainly discussed providing information about institutions and analyzing information about institutions.

### **Developing a preliminary form of product**

This stage is difficult for the researchers because finding the material related to the designed topic is difficult. SKKNI guidelines did not provide the source or references for the designed topic, and English business material is quite difficult to find. For example, in intermediate communication strategy, Idiom in business is rarely used in a formal business context. The English business coursebook, especially in business idiom topics, mostly does not provide the material for academic purposes. Idioms are frequently used only in non-formal situations because not all businessmen or women know the idioms, especially those who come from non-English speaking countries. For the rest of the topics, such as negotiation, public relations, giving presentations, and writing reports & summaries, the researchers could not find it difficult to find the material.

In developing the coursebook, the researchers combined an English business coursebook and a web-based business website to gather the material about related topics. The English business coursebooks mostly contain only general business activities such as negotiation, presentation, business correspondence (paper and electronic mail), public relations, and writing reports and summaries. To cover the material that could not find in the English

coursebook, the researchers combined a web-based English business website that also provides the example of exact materials. This strategy is also used to find the business activities that will be applied to the exercise in the coursebook.

To evaluate the quality of the preliminary coursebook, the researchers selected one expert in English language teaching, especially in applied linguistics. The expert validator evaluated the preliminary coursebook in four aspects: materials, teaching and learning, language, and display to experts. The expert evaluated by scoring 1-5 for each item (1= very poor, 2= poor, 3=average, 4= good, 5= very good). The researchers analyzed the feedback and comments from the expert to revise the preliminary coursebook before going to preliminary field testing. The overall result of the expert validation revealed that the preliminary coursebook was categorized as good (73%) with some revisions, and it will be discussed below:

The experts admitted that the materials for the coursebook have already been prepared and made very carefully to meet the criteria of SKKNI in the senior executive administrative assistant scheme. The topics for each meeting have been arranged appropriately to make the students able to master and grasp the knowledge and skills offered in the course. The material contains various interesting activities and exercises that help students to develop their business skills, especially in the senior executive administrative assistant scheme. In addition, the language is clear and the material is suitable for the student's level. The coursebook also provides a good layout and display related to the topic to represent business topics.

Even though the overall result of expert validation indicated that the preliminary coursebook was good, some points should be highlighted and revised, such as considering finding more authentic materials from video or audio attached to the coursebook to make various learning activities. This point is considered the most concern of the researchers developing the coursebook because finding authentic materials related to SKKNI is quite difficult, especially in providing the audio and video attached to the coursebook.

### **Preliminary field testing**

The preliminary field testing was conducted after the revision stage was accomplished. To know the students' responses to the preliminary coursebook, the researchers used a questionnaire consisting of 10 questions. The researchers conducted preliminary field testing during the English for Business class meeting, and at the end of the meeting, the researchers distributed the questionnaire. The result of preliminary field testing indicated that the materials are attractive and relevant to their levels and real business situation. Furthermore, the coursebook helps them to develop their skills as senior executive administrative assistants. The overall result showed that the preliminary coursebook was good (79%) and needed to be improved in some aspects like the font size, providing more illustration, using more colorful design and revising mistyping words.

### **Discussion**

This RnD research aims to develop the course book of English for Executive Administrative Assistants based on SKKNI. It is expected that the coursebook can solve the problems of lecturers who teach English for Business classes especially in the scheme of Executive Administrative Assistant as many researchers revealed that business English varies from other

types of ESP. ESP lecturers should use various interesting resources that can be tailored to address a wide range of language skills (Bracaj, 2014). Therefore, the lecturers should prepare all the material related to specific and general skills in the business sector.

With all the shortcomings, the lecturers need to prepare all the material with all limitations regarding lack of preparation, lack of resources and lack of support from SKKNI etc. This is in line with Widodo (2015) said that ESP teachers have no personal interest in creating or developing ESP materials due to time constraints, lack of institutional support, lack of resources, lack of professional training in material development, lack of support for the national curriculum and the absence of teacher development organization. In the SKKNI guideline in the scheme of Executive administrative assistants, there is no source of references written in the guideline so the lecturers must find the material that suit based on the guideline. Moreover, Medrea & Rus (2012) asserted that limited access to teaching and learning resources is another important problem in ESP education. In developing the coursebook of English for executive administrative assistants, the researchers did not find any difficulty finding common business material such as negotiation, reports, summaries, presentations and public relations. However, finding specific materials such as using intermediate language in formal and informal business expressions, idioms for business, and various kinds of business correspondence letters, the researchers find it difficult to gather the material. Furthermore, those materials are quite new in the academic context for ESP so the researchers found those materials from web-based, which is based on foreign context.

This is in line with Lesiak-Bielawska (2015) stated that the instructor is forced to create the material if no subject-specific material is available in the learner's language. The researchers tried to fit the materials with the original context to make it easy to understand by providing an example of the real situation. Designing ESP courses entails the following steps: requirements analysis; appropriate teaching theory; and appropriate teaching materials based on the alteration of authentic text (Bielousova, 2017). The researchers tried to provide authentic material based on the Indonesian business English context in the executive administrative assistant scheme.

On the other hand, the expert validators and the students positively responded to the preliminary English coursebook for executive administrative assistants. The result also indicated that the coursebook helps both lecturers prepare the materials and students understand English for executive administrative assistants based on SKKNI.

## **CONCLUSION**

The final product of this research is a coursebook in English for executive administrative assistants which was developed by considering SKKNI, suggestions and expert feedback. The researchers used the theory of RnD from Borg & Gall (1983) and chose only 5 steps to develop the coursebook. Those stages are research and information collection, planning, developing a preliminary product form, and preliminary field testing. In the first step, the researchers only focused on understanding the SKKNI guideline in the executive administrative assistant's scheme to find each unit's material. This scheme includes 6 units: intermediate communication strategy, writing summaries and reports, basic business correspondence, negotiations, giving presentations and public relations.

Furthermore, planning is considered as making an outline based on SKKNI in the scheme of executive administrative assistant by breaking down some units into specific

detailed material in the form of general competence, main competence and special competence. Moreover, the researchers also discussed detailed competence elements and performance criteria in this stage by describing each unit. In developing a preliminary product, the researchers first outlined the previous stage and started to find the material related to SKKNI. The material in making a coursebook consists of English business books and web-based business material to develop the coursebook. In this stage, researchers also conduct validation from experts regarding materials, teaching and learning, language, and display. According to the expert validation results, the preliminary coursebook was rated as good (73%) with some adjustments.

Conducting preliminary field testing aims to find whether the preliminary coursebook is suited to the student's ability by giving the questionnaire to students. Preliminary field testing revealed that the materials are appealing and relevant to students' levels. In addition, the coursebook assists students in honing their skills as senior executive administrative assistants. Overall, the preliminary coursebook was good (79%) but needs to be improved in various areas, such as font size, offering additional illustrations, adopting a more colorful style and editing mistyped words.

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