

Volume: 5
Number: 2
Page: 523 – 532

Article History:

Received: 2024-01-25
Revised: 2024-02-27
Accepted: 2024-03-17

DEVELOPING A WETLANDS-BASED MONOGRAPH BOOK OF ENGLISH FOR BUSINESS TEACHING AND LEARNING MODELS

Raisa FADILLA¹, Dini Noor ARINI², Rafista DEVIYANTI

^{1,2}University of Lambung Mangkurat, Indonesia

³University of Lampung, Indonesia

Corresponding author: Rafista Deviyanti

E-mail: rafista.deviyanti@fkip.unila.ac.id

Abstract:

Modern technological developments substantially impact many essential areas, including teaching English as a second language. Science and commercial advancements depend on the ability of specialists around the world to communicate using English. It motivates instructors to switch from teaching English in general to teaching English for Specific Purposes (ESP), which focuses on assisting students in achieving language proficiency. In Banjarmasin, Indonesia, vocational high schools provide English for Business as a division of ESP. Since no monograph book gives learning models for teachers on how to teach English in a way that is acceptable and engaging to students, challenges develop while teaching English in vocational schools, especially for students majoring in business. This research aims to produce a monograph on teaching models of English for Business due to the significance of meeting teaching and learning aims and the need for suitable references for teaching English to business students in vocational high schools, especially in wetland areas. This study employs a research and development approach since it wants to create a product while considering requirements analysis. The findings of this study will help teachers deliver effective and worthwhile instruction in wetland areas while increasing students' academic achievement.

Keywords: English Teaching, English for Business, Wetland Areas

INTRODUCTION

Recent technological advancements have significantly impacted the teaching of English. English must be used as a global language of exchange for specialists in science and economics to advance. It encourages teachers to switch from general English to English for particular objectives. A language learning strategy known as "English for Specific Purposes" guides students toward achieving the reasons they are learning the target language. Traditional ESP instruction typically focuses on reading comprehension, writing, vocabulary, grammar, and other activities to impart linguistic information, omitting the requirement to link it with abilities (Nunan, 2003). However, they hold that soft skills, such as collaboration, critical literacy, effective communication, negotiation, and presentation, are all required in today's academic and future work (Johnson & Morrow, 1983).

English for Business is one of the ESP's subspecialties. It is a communicative activity system in which business actors influenced by social factors adhere to ordinances and trade, use English vocabulary and grammar sources sparingly, and employ pragmatic communication techniques either orally or in writing (Zhengguo et al., 2016). English has been primarily regarded as the primary language for conducting business internationally since the early 1980s, which has led to a rapid growth in research on English for business purposes (EBP) (Boyd, 1990; Esteban & Caado, 2004). Today, it has evolved into an entire education system that covers topics like cross-cultural communication, international trade, finance, marketing, and management. In Indonesia, the



This open-access article is distributed under a
Creative Commons Attribution (CC-BY-NC) 4.0 license

Vocational High School offers business management courses such as Business and Marketing, Office Management, Finance and Accounting, and Logistics, which the Ministry of Education mandates.

Additionally, English is listed as one of the disciplines that vocational students need to learn. English for Business seeks to increase students' understanding and hone their English language abilities in the business field by preparing them with business-related knowledge of Business English and business-related knowledge regarding the goals of learning English in SMK connected to business and management majors. Teaching seeks to provide students with more than a basic understanding of professions and business correspondence. Teaching students how to communicate effectively and flexibly in English for business purposes and how to handle genuine issues that arise in business is far more crucial.

One of the responsibilities of the ESP teacher at vocational high schools is to use the appropriate approach when teaching English for Business. Because each student approaches learning differently, finding the correct method—rather than a particular approach—is the most crucial factor (Kenny, 2016). The curriculum, subject matter, and delivery method set ESP apart from other English language instruction. To meet their goals, students may likely be at the intermediate level in ESP classes instead of teaching the target language verbatim in ESP programs. Learning a language helps one acquire both a grammatical structure and a function. The ability to express ideas, discuss viewpoints, and keep up with global technological advancements is crucial for business majors.

The learning group's demands should be considered when selecting a technique to employ in an ESP class, and the method should be modified to fit the lesson plan. Hutchinson and Waters (1987) state that ESP has no set protocol. The ELT methodology, in general, follows the same rule. Success in the methods used in ESP classrooms is independent of a teacher's knowledge of conventional English pedagogy. As an illustration, it will be challenging for the instructor to teach English for Business in the classroom if they are unfamiliar with topics like business and management. Teachers need to work more when teaching ESP than when teaching General English. We must examine the requirements for students and the advantages of linked institutions to determine the appropriate or competent strategy.

In truth, difficulties with teaching English for Business arise from a need for clear guidelines for teachers to conduct practical English lessons for SMK students. Due to the lack of reference materials on English for Business teaching and learning models, teachers at vocational schools in Banjarmasin, especially those in wetland areas, need more access to teaching English for Business resources. Due to the significance of meeting learning aims, the lack of relevant reference materials for teaching English for Business, and other factors, this research aims to create a suitable monograph on English teaching methods for SMK students. It will improve students' academic performance and make it easier for English and business teachers to teach effectively and meaningfully in wetland areas.

Teaching English for Business. One of the English for Specific Purpose subsets is English for Business (ESP). It should be noted that English for Business is difficult to describe because, unlike other ESP types, it frequently combines general and specialist information (Ellis & Johnson, 2003). Students in English for Business develop their overall English language skills and concentrate on business scenarios that call for logic and clarity, the predominant presenting style in business communication.

Another name for English for Business is English for Business Purposes (Dudley-Evan & St John, 2008). It can be further separated into English for Specific Business Purposes, geared toward students with job experience, and English for General Business Purposes, taught to experienced



education the most. Research and development is selected since it emphasizes the creation of a product and addresses the requirements for creating a document or book.

Due to its accessibility and viability, the research and development approach was modified from Dick and Carey (2001: 2-3, quoted in Borg et al., 2007:589). The steps in this study's approach are as follows: (1) doing a need analysis; (2) creating the monograph book; (3) designing and carrying out a formative evaluation; (4) editing the book; and (5) carrying out a summative evaluation or product trial.

The monograph book of wetlands-based teaching and learning models for English for Business uses needs analysis as the basis for data collection. Examining the available resources and identifying what teachers need to teach English for Business are the goals of a needs analysis. A survey was distributed to instructors who teach English in wetlands to ensure that it matched the criteria and needs identified in this study.

The procedures used for this research are: (1) conducting need analysis (distributing questionnaires); (2) creating the monograph book; (3) designing and carrying out the formative evaluation (validation); (4) revising the monograph book; and (5) carrying out summative evaluation/product try-out. Dick and Carey (2001: 2-3, cited in Borg et al., 2007:589).

RESULT AND DISCUSSION

Result of Product Development. The development results explain the findings from the development process, including those from the needs analysis, product design, product development, product evaluation, and final product.

Result of Need Analysis. First, a needs study assessed what vocational high school teachers, particularly those majoring in business, needed in terms of English for Business teaching and learning models in wetland areas. Eight teachers from six schools each received a questionnaire from the researchers. It was done to determine precisely which English for Business teaching and learning models Vocational High School students preferred, especially in wetlands. The questionnaire's responses serve as the foundation for creating the final product.

It is clear from the needs analysis's findings that teachers have various choices when teaching children about wetlands. Six teachers proposed that one strategy to learn English related to wetlands and get more connected to business elements is to read wetland literature. Additionally, reading online articles might aid pupils in efficiently studying the content. Likewise, as these media are regarded as exciting and interactive, listening to voice recordings and watching wetlands videos will educate Vocational High School students. According to most teachers, students would better understand wetlands if they listened to indigenous South Kalimantan music (80%). It is considered a valid method of learning about wetlands (60%), writing English terms linked to them and translating them into the native language as one of the components taught in English. Surprisingly, 70% of educators said that learning about wetlands in English can be done without making observations in wetlands. Teachers (80%) concur that participating in class and inquiring about wetlands will help students learn English about wetlands. When creating the product, researchers took all of these preferences into account.

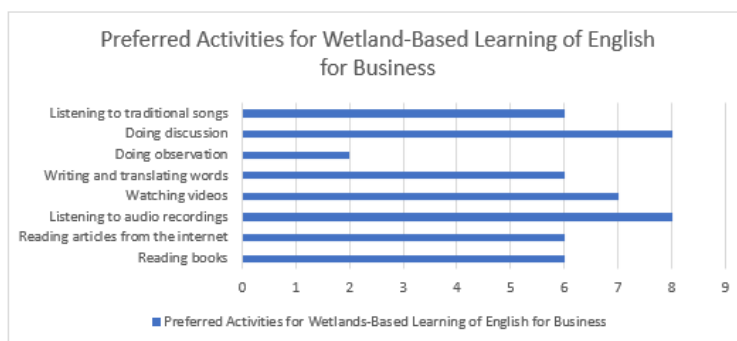


Figure 1. Conceptual Diagram of Integrating Wetland Themes into English for Business Education

Most teachers agreed that students in vocational high schools need to study the characteristics and features of wetlands when it comes to the themes needed to teach English for Business utilizing wetland resources. Wetland society includes discussions of wetlands' importance, purpose, and social life. Additionally, students need to understand how to manage wetlands as natural resources, and the society in Banjarmasin needs to optimize them. Therefore, it is essential to incorporate aspects of the wetland area's social, economic, and cultural life into teaching English for Business.

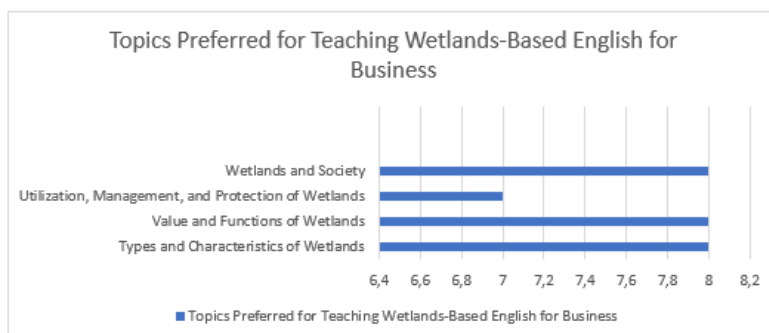


Figure 2. Diagram of the Decision-Making Process for Wetlands-Based Monograph Creation

The results of the requirements analysis can be used to draw several conclusions, including the necessity of referring to wetlands-based English for business teaching and learning models that meet learners' preferences and needs. Second, creating and laying out a monograph that includes wetlands-related teaching themes based on instructor preferences is crucial. Based on these considerations, the researcher created a wetlands-based monograph book of English for Business teaching and learning models.

Result of Product Design. Before product development, the researcher created the product based on the findings of a needs study. In this product design stage, the researcher completed two main tasks: creating the blueprint and planning the product.

The planning process came first. At this step, the researcher created a plan that would eventually serve as the foundation for creating the product's blueprint. The approach was developed by defining the procedures based on the teachers' preferences, the requirement analysis findings, and the relevant English for Business resources. In order to teach English for Business, wetlands-based topics and activities were chosen as the researcher's starting point for requirements analysis. The product's construction blueprint was then started. The learning subjects and teaching and learning models are listed in the blueprint. The results of the need analysis are factors that are taken

the correspondence between skills and models, and the clarity of the implementation and implementation procedures. A specialist in book design was tasked with approving the monograph book's layout, cover, letters, typing style, and overall appearance.

The monograph book was practicable to use, according to the expert in teaching English for Business and the expert in book design, whose combined average score was 89.08%. The expert stressed the combination of English for Business and the wetland materials in teaching English for Business. Additionally, the models of instruction and learning used should change depending on the circumstances. The professional validator for the book design praised the cover's beautiful yet straightforward image. The writing format, particularly the typeface, should be revised to make it more appealing and understandable.

Final Product. The product was entirely produced after the draft was reviewed and updated. It is a resource for English for Business instructors at vocational high schools in Banjarmasin. The final output is a monograph book titled English for Business Teaching and Learning Models: Wetland-Based.

The monograph book offers teaching and learning models organized according to content and competencies. Wetland kinds and characteristics, habitat, value and function, use of wetlands, management of wetlands, protection of wetlands, and wetland society are some of the themes covered. Based on the issues, the teaching and learning models are offered. Four models are offered for the teaching and learning processes: case-based learning, project-based learning, discovery learning, and cooperative learning.

Each model described in the monograph book is then implemented. It begins with describing the abilities taught using the model, its methods, and how to use it in teaching and learning activities. Additionally, the monograph book is complemented with figures to help clarify the descriptions of the models. References are also given to the readers in every model discussed. The monograph book was formatted with the correct font size and style so that teachers could scan it and find it engaging.

A monograph book from this research will be used to teach English for Business to students majoring in business at vocational high schools in Banjarmasin. The title of this monograph is "Wetland-Based English for Business Teaching and Learning Models." According to the needs analysis, the product should be able to satisfy those needs. The issue is that there need to be more references for learning methods for teaching English for Business in vocational institutions, particularly for business majors in wetland areas. A tool has been developed to help teachers create teaching and learning activities for students.

The developed monograph book is then evaluated to ensure reliable content (content and teaching aspects). It is consistent with Emzir's (2010) claim that validation is a process of product design assessment that offers an evaluation based on logical reasoning. Two specialists approved the monograph. Two experts validated this study based on their areas of expertise. The learning model material was rated as very valid, with 90.05% validity and 88.11% validity based on the experts' validity. It is consistent with Riduwan's assertion that the value range of 81–100 is a very viable category (2014).

Based on these expert opinions, the monograph book can be finished. According to expert validation and testing, the product can be positively implemented for teaching English in vocational schools, notably for business majors in wetland areas. The learning paradigm offered in the created product is engaging and applicable to the teacher. It is in line with the argument made by Fernández and Vizcano (2017), which is that teachers significantly impact students' future decisions regarding preserving or destroying wetlands. As a result, they ought to be able to educate them about the ecosystem around them through various activities. The UNESCO Decade of Education for

Sustainable Development (2005–2014), which emphasizes that educational institutions should strengthen their efforts to help prepare students for a long-term future, also follows this notion (Fernández & Vizcano, 2017). Teachers are also the most influential mentors in preparing kids and teenagers to take on leadership roles in the environmental movement (Esa, 2010).

This program advises teachers on implementing a learning strategy based on wetlands-related subjects. Business students must take English classes that cover South Kalimantan's wetlands. Wetlands have been crucial in sustaining local economic viability (Dixon & Wood, 2003; Adekola et al., 2010; Sarita et al., 2024; Mombo et al., 2012). Ecologists examine how ecosystems function in connection to how humans may benefit from nature while preserving and improving their well-being (Haines-Young & Potschin, 2009). Various parties (government agencies, corporations, NGOs, and local people) have expressed great interest in using wetland resources (Chong, 2005). It will result in the improvement of local and international communities' businesses and entrepreneurship.

The above items have certain advantages, but they also have some drawbacks. This product is intended for use only in wetland areas. It also does not emphasize pronunciation; it covers English skills (listening, reading, speaking, and writing). Last, a few examples of wetlands exist, particularly in Banjarmasin and Indonesia. As a result, more wetlands-related images must be included, allowing pupils to get a realistic impression of the wetlands in their immediate surroundings.

CONCLUSION

According to the study, there has yet to be an established standard for teaching English in wetland areas for business majors, especially at vocational schools. Due to the lack of tangible resources for corporate English learning models, particularly in wetland areas, teachers need more access to knowledge about English instruction. Creating suitable books related to the English teaching and learning models for business majors is extremely important given the significance of meeting teaching and learning objectives and the need for appropriate references for teaching English for business at Vocational High Schools in Banjarmasin. This research creates a monograph for teachers connected to teaching English in vocational schools, notably for business majors in wetland areas, through several stages of activities that have been conducted. The development activities in this study started with a needs analysis, followed by creating a monograph, formative assessment design and execution, revision of the book, and summative evaluation. The study's findings suggest that monograph books have a place in the vocational English instruction of students majoring in business.

REFERENCES

- Adekola, O., Morardet, S., de Groot, R., & Grelot, F. (2010). The Economic and Livelihood Value of Provisioning Services in the Ga-Mampa Wetland, South Africa. 13th IWRA World Water Congress, September 2008, Montpellier, France. 24p.
- Blair, D., & Jeanson, S. (1995). Workplace Oral Communication Curriculum. Winnipeg, MB: Workplace Education Manitoba Steering Committee, Manitoba Department of Education and Training, Continuing Education Division.
- Borg, W. R., Gall, M. D., & Gall, J. P. (2007). *Educational research (7th ed.)*. New York: Longman.
- Bovée, C. V., & Thill, J. V. (2008). *Business Communication Today*. New Jersey: Pearson Education.
- Boyd, F. (1990). Business English and the Case Method: A Reassessment. *TESOL Quarterly*, pp. 25, 729–734. <https://doi.org/10.2307/3587095>



- Brtková, J. (2013). Current Trends in Language Education and Development of Language Competencies with The Focus on Business English. Bratislava: VŠEMVS.
- Celce-Murcia, M., & Others. (2013). Teaching English as a Second or Foreign Language. Boston: National Geographic Learning.
- Dudley-Evans, T., & St John, M. J. (2008). *Developments in English for specific purposes: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
- Ellis, M., & Johnson, C. (2003). *Teaching Business English*. New York: Oxford University Press.
- Chong, J. (2005). Valuing the Role of Wetlands in Livelihoods: Constraints and Opportunities for Community Fisheries and Wetland Management in Stoeng Treng Ramsar Site, Cambodia. IUCN Water, Nature and Economics Technical Paper No. 3. Colombo: IUCN - The World Conservation Union, Ecosystems and Livelihoods Group Asia.
- Ciortescu, E. R. (2014). Teaching Communication Skills in Business English Classes - An Overview. *International Journal of Communication Research*, 2(3), 219-223.
- Dixon, A. B., & Wood, A. P. (2003). Wetland Cultivation and Hydrological Management in Eastern Africa: Matching Community and Hydrological Needs Through Sustainable Wetland Use. *Natural Resources Forum*, pp. 27, 117-129. <https://doi.org/10.1111/1477-8947.00047>
- Donna, S. (2008). *Teach Business English*. Cambridge: Cambridge University Press.
- Dudley-Evans, T., & St John, M. J. (2008). *Developments in English For Specific Purposes: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
- Ellis, M., & Johnson, C. (2003). *Teaching Business English*. New York: Oxford University Press.
- Emzir. (2010). *Metodologi Penelitian Pendidikan: Kuantitatif dan Kualitatif*. Jakarta: Rajawali Pers.
- Esa, N. (2010). Environmental Knowledge, Attitude and Practices of Student Teachers. *International Research in Geographical and Environmental Education*, pp. 19, 39-50. <https://doi.org/10.1080/10382040903545534>
- Esteban, A., & Cañado, M. (2004). Making the Case Method Work in Teaching Business English: A Case Study. *English for Specific Purposes*, 23, 137-161. [https://doi.org/10.1016/S0889-4906\(03\)00016-4](https://doi.org/10.1016/S0889-4906(03)00016-4)
- Fernandez, B. G., & Emeterio, G. S. (2017). Conceptions and Perceptions of Primary School Teachers on Wetlands. Society of Wetland Scientists.
- Haines-Young, R., & Potschin, M. (2009). The Links Between Biodiversity, Ecosystem Services, and Human Well-Being. In Raffaelli, D., & Frid, C. (Eds.), *Ecosystem ecology: A new synthesis*. BES Ecological Reviews Series. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511750458.007>
- Hull, J. (2007). Using Communicative Approaches in ESP courses in East Asia. In Proceedings of the International Symposium on ESP and its Application in Nursing and Medical English Education (pp. 92-106).
- Hutchinson, T., & Waters, A. (1992). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge: Cambridge University Press.
- Johnson, K., & Morrow. (1983). *Communication in the Classroom*. England: Pearson Education Ltd.
- Kenny, N. (2016). Is there a Specific Method for teaching ESP? *The Journal of Teaching English for Specific and Academic Purposes*, 4(2), 253-260.
- Lemana, R., & Juwardi. (2017). Pengaruh Kelengkapan Produk dan Penetapan Harga Terhadap Keputusan Pembelian Konsumen. *Jurnal Pemasaran Kompetitif*, 1(1).



- Lull, J., & Others. (2001). *Culture in the Communication Age*. New York: Routledge.
<https://doi.org/10.4324/9780203250617>
- McCartney, M., Rebelo, L. M., Senaratna, S., & de Silva, S. (2010). Wetlands, Agriculture and Poverty Reduction. Colombo, Sri Lanka: International Water Management Institute. IWMI Research Report 137. <https://doi.org/10.5337/2010.230>
- Miina, O. (2014). Effects of Using English in Business Communication in Japanese-Based Multinational Corporations (Master's thesis). University of Oulu.
- Mombo, F., Speelman, S., & Kessy, J. (2012). Determinants of Access Patterns to Goods And Services From Wetlands in Tanzania and the Impact on Sustainable Wetland Management. *African Journal of Agricultural Research*, 7, 5585-5593.
- Nunan, D. (2003). *Practice English Language Teaching*. New York: McGraw-Hill Companies.
- Riduwan. (2012). *Skala Pengukuran Variabel-Variabel Penelitian*. Bandung: Alfabeta.
- Sarita, R., Bangsawan, S., & Pandjaitan, D. R. (2024). The Influence Of Personality Traits And Self-congruity on Customer Satisfaction And Brand Loyalty At El's Coffee In Bandar Lampung. *International Journal of Environmental, Sustainability, and Social Science*, 5(2), 421-434.
- Schuyt, K. D. (2005). Economic Consequences of Wetland Degradation for Local Populations in Africa. *Ecological Economics*, 53, 177-190. <https://doi.org/10.1016/j.ecolecon.2004.08.003>
- Van Weijen, D. (2012). The Language of (Future) Scientific Communication. *Research Trends*, 31. Retrieved from: www.researchtrends.com/issue-31-november-2012/the-language-of-future-scientific-communication
- Weberová, D. (2007). Intercultural Communication in the Context of Management Studies.
- Zhengguo, Z., Lili, L., & Wenzhong, Z. (2016). Research on the Education System of Business English Courses Based on the case of GDUPS. *Higher Education Studies*, 6(2). <https://doi.org/10.5539/hes.v6n2p127>