

**STUDENTS' ATTITUDE TOWARDS ENGLISH FOR  
BUSINESS**  
**(The Study of XI Grade Students of SMK N 1 Demak in the  
Academic Year of 2017/2018)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
For gaining the Degree of Bachelor of Education  
In English Language Education



By:

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**SEMARANG**  
**2018**



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**(The Study of XI Grade Students of SMK N 1 Demak in the  
Academic Year of 2017/2018)**

is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, December 7<sup>th</sup> 2017

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ENGLISH FOR BUSINESS (The Study  
of XI Grade Students of SMK N 1 Demak  
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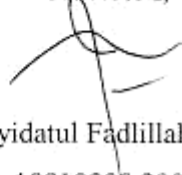
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## **ABSTRACT**

Title : **STUDENTS' ATTITUDE TOWARDS  
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the Academic Year of 2017/2018)**

Writer : Nuri Ahsanti

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The purpose of this study is to describe and analyze the students' attitude towards English for business in practice handling telephone by students of office administration at SMK N 1 Demak. Analysis was done by observing the speaking and students' attitude when doing the dialogue to find out the tendency of both positive and negative attitude, then the impact that had been faced by students. Analyzing the data, it could be inferred that the dialogue employed three kinds of attitudes based on the theory by Kreitner and Kinicki: Cognitive, Affective, and Behavioral or Conative. There were 37 students whose positive attitude who used more than the negative one with the percentage of Cognitive 81.08%, Affective 91.89%, and Behavioral 80.40%. Students gave priorities to positive attitudes in practice for their learning, but students have negative impact in their self-confidence, responsible and negative judgment that need extra handling in learning so that students have a good skill when plunged into the business field. The study revealed that the students of office administration have a good enthusiasm or a good learning spirit towards learning English for business.

Keywords: Students' Attitude, Impact, English Business.



## MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

The Meaning:

Indeed, Allah will not change the condition of a people until they change what is in themselves. (Q.S. Ar-Ra'd: 11).<sup>1</sup>

---

<sup>1</sup> Teungku Muhammad Hasbi Ash-Shiddieqy, *Al-Bayan Tafsir Penjelas Al-Qur'anul Karim* (Semarang: PT. Pustaka Rizki Putra, 2012). P. 381.



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Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial for everyone especially in developing English Teaching and Learning process. Amen.

Semarang, 23 December 2017

The researcher,

Nuri Ahsanti

NIM. 133411032



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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In the era of globalization, English acts as global language and plays a big role in many aspects in our life including communication, economics, politics, cultural, and education. Crystal argues that language can be defined as a global language when it is recognized in many countries around the world.<sup>1</sup> Crystal also states that: English is a global language because it is spoken as a first language, a second language or third language by people around the world. In order to gain a global status, two things should be considered. First, the language must be recognized as an official language and it is widely used. Second, although the language does not have any official status, it is widely and popularly taught as a foreign subject.<sup>2</sup>

Not only acts as global language, English also acts as international language. Brumfit says that “English is an international language in that it is the most widespread medium of international communication, both because of

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<sup>1</sup> D. Crystal, *English as a Global Language*, (Cambridge: Cambridge University Press, 1997), p.4.

<sup>2</sup> D. Crystal, *English as a Global Language*, (Cambridge: Cambridge University Press, 1997), p.4.

geographical spread of its speaker and because of the large number of non-native speaker who use it for at least part of their international contact".<sup>3</sup> In other words, English is stated as a global and international language because the majority of people in this world are English speaking.

Seeing the role of English is very important in all areas, of course English is a language that must be mastered in communication in order to create a good relationship, one of which is in the field of business because in this aspect, English have a very big role, namely to expand business relations with others. Language is used to achieve an end, and its successful use is seen in terms of a successful outcome to the business transaction or event. Users of Business English need to speak English primarily so that they can achieve more in their jobs. Business is competitive: competition exists between companies and also within companies, between employees striving to better their careers. It follows that performance objectives take priority over educational objectives or language learning for its own sake.<sup>4</sup> For example, a German company in Seoul may have a long-term objective to establish good trading relations, and their representative's use of English is geared to that end. A

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<sup>3</sup> C. Brumfit, *The Integration of Theory and Practice*, In J. alatis, H. Stern, & P. Stevens (Eds.) (Georgetown University Press, 1983), P.1.

<sup>4</sup>[http://IntroductiontoBusinessEnglish\\_TheoryWikibooks.openbook.sforanopenworld.html](http://IntroductiontoBusinessEnglish_TheoryWikibooks.openbook.sforanopenworld.html). Accessed on 2 June 2017 at 10.32.

French telecommunications project manager in India needs to know English to communicate with his technical teams on the site, who are all Indian. A Swedish pharmaceutical product manager needs to give clear presentations of recent product development to subsidiaries in Europe and the Far East. In each of these examples, the use of language has an implied element of risk: mistakes and misunderstandings could cost the company dearly.

In learning English for business, students must understand with the factor to make a good communication, because there's no escaping the fact that to do business well, students need to communicate well. Communication is very influential on the continuation of human life, whether human as servants, members of society, family members and humans as a universal unity. All human life cannot be separated from communication. And communication is also very influential on the quality associated with others. In communication important things that must be highlighted is the attitude because with attitude can affect the perception or response that will be given someone to us, of course it is very influential on the continuity of the relationship in the future. It is also in accordance with the word of Allah in holy Q.S. Al-baqarah (83):

وَقُولُوا لِلنَّاسِ حُسْنًا

"And say to all men in a good way" (Surah Al-Baqarah: 83).<sup>5</sup>

The Excellent communicators are confident. They give clear messages when they speak and write. They use the right words for the right occasion, and pronounce them clearly. They understand and use non-verbal communication, such as body language, and they maintain appropriate eye-contact,<sup>6</sup> and also language attitude, it become one part that can indicate the successful or unsuccessful learning of foreign language. In *A Dictionary of Linguistics and Phonetics* which is written by Cristal, language attitude is defined as "the feelings people have about their own language or the other languages". The attitude may be positive or negative toward language (2008: 266).<sup>7</sup> When someone learns a language and his attitude is positive, the attitude will be followed by a good action and indicate a good result in studying the language. In contrast, the negative attitude is followed by negative action. So, the

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<sup>5</sup> Teungku Muhammad Hasbi Ash-Shiddieqy, *Al-Bayan Tafsir Penjelas Al-Qur'anul Karim* (Semarang: PT. Pustaka Rizki Putra, 2012). P. 12

<sup>6</sup> John Allison, *Little Book of Business Skills*, (Macmillan education: The Business 2.0) P. 4.

<sup>7</sup>David Crystal, *A Dictionary of Linguistic and Phonetics*, (USA: Blackwell Publishing, 2008), P.266.

result of language study will be surely bad (Jendra, 2010: 113).<sup>8</sup>

Plato distinguishes components of attitude into three parts (as cited in Baker, 1992: 12). They are cognitive, affective, and readiness for action. The cognitive component concerns thoughts and beliefs. For instance, someone learns English because he believes that English is an important language in every aspect (e.g. Business). The effective component refers to feelings towards the attitude object (e.g. English for Business). The feeling may be love or hate to the language. The last component of attitude is readiness for action or conative. It is a behavioral intention. A person who has good conative in English, for instance, will use English to communication in business.<sup>9</sup> Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.<sup>10</sup>

In learning, students' attitude also needs to be given by teachers in the school environment especially vocational high school, because vocational high school is a school that

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<sup>8</sup>Made Iwan Indrawan Jendra, *Sociolinguistics: The Study of Societies Languages*, (Yogyakarta: Graha Ilmu, 2010), P. 113.

<sup>9</sup>Colin Baker, *Attitudes and Language*, (UK: Multilingual, 1992), P. 12.

<sup>10</sup> Sandra Lee McKay & Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, (Cambridge: Cambridge University Press, 1996), P. 5.

has a special orientation in which the learning is specific to each department, so the students should really reflect their character.

According to the explanation above, it is clear that attitude is very concerned with communicate in any aspect. In fact, students' attitude is an important part in learning English for business and need to be understood by teachers in classroom teaching. Therefore the reason choose this research, because the researcher wants to know students attitude in their practice learning English for business. Furthermore, based on the experience of a researcher as an alumni student of office administration that many students are still uncomfortable and worried about their use of language in practice such as presentation and handling telephone, it indicates that students have a problem with their attitude when in learning English for business. Certainly in the business use of the word (formal or informal), intonation, body language, and character is considered in business communication. So, the researcher took students' attitude towards English for business as an object of study.

One of vocational high school in Demak oriented in business, there are some majors such as accounting, marketing, multimedia and office administration where the students are also required to use English for business in their learning practice. As one of the major office administration,

English for business is used in the practice of presentation learning, and handling telephone. Considering the importance of students' attitude which will be applied toward the English for business makes researcher thinks that it is necessary to conduct study about it.

Therefore, for that reason, the researcher got interested to have study in students' attitude toward English for business at SMK N 1 Demak.

## **B. Questions of the Research**

This study is conducted to answer the following questions:

1. How is the students' attitude of SMK N 1 Demak towards English for business?
2. What are the impact of students' attitude of SMK N 1 Demak towards English for business?

## **C. Objectives of the Research**

According to the research questions, the objectives of this research can be stated as follows:

1. To describe the students' attitude of SMK N 1 Demak towards English for business
2. To describe the impact of students' attitude of SMK N 1 Demak towards English for business.

## **D. Significances of the Research**

The researcher expected that this study would be able to give advantages as follow:

1. Theoretically, the research about language attitude has been done over the world, but it is still interested to be discussed considering the people's behavior which is dynamic and different in different social settings. It can be influenced by some factors whether internal or external.
2. Practically, the significance of the research is important for the following:

- a. For the students

Hopefully this research can help them to know their attitude rate towards English for business in order they can take decision wisely how they should behave to the language that is being learnt and applied it in business.

- b. For the reader

The writer hopes that the result of the study would be worth consideration when people try to improve their attitude toward English especially in business and it would become reference for the next researches of similar study.

c. For the writer

The result of this research can be used as an additional reference and expected to be beneficial to improving an understanding about students' attitude especially in English for business.

d. For school

This study hopefully can give additional information to evaluate teaching and learning process of students' attitude in English for business, especially for the students of office administration of SMK N 1 Demak.

e. For Teacher

Hopefully this study can help the teacher to improve their teaching English especially English for business skill and analyze students' characteristic in learning process. So, the teacher can evaluate and give motivation for students.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discussed about some things related to the title.

#### **A. Literature Review**

This research discussed some literature related the students' attitude toward English for business.

##### **1. Attitudes**

###### **a. The Concept of Attitude**

The first thing that must be understood in studying Attitude is concept of attitude, description of concept of attitude in this research refers to the opinion of Kreitner and Kinicki, they define attitude as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object.<sup>1</sup>

Attitudes affect the behavior of the individual. It would be helpful at this point to distinguish between attitudes and values since the two concepts have, more often than not, been used interchangeably. Attitudes affect behavior at different levels than values. While values represent global beliefs that influence behaviors across all situations, attitudes relate only to behavior directed at specific objects, persons or situations. Attitude has three main components; affective, cognitive, and behavioral.

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<sup>1</sup> Robert Kreitner & Angelo Kinicki, Organizational Behavior Sixth Edition, (New York: The McGraw-Hill Companies, Inc, 2004), P. 197.

The affective component of an attitude contains the feelings and emotions one has about a given object or situation. For example, how does one feel about people who frequently smoke in public? If one feels angry with such people, one is expressing a negative affect towards such people. The affective component becomes neutral if one is indifferent about people who smoke in public. The cognitive component of attitude has to do with what one thinks about people, situations or objects. For instance, the way one thinks about a particular kind of behavior emanates from one's attitude. The cognitive component reflects the beliefs or ideas that one has about a particular thing. For example, does one believe that using code mixing throughout communication is a healthy practice? The answer to this question constitutes the cognitive component of one's attitude.

The third component of attitude is behavioral. This refers to how the individual tends to act, or is expected, to act towards something or someone. For instance, how does one respond or act towards people who always use code-mixing when they are communicating, if one were the recipient it is believed that one's ultimate behavior in this situation is the function of all three attitudinal components. In other words, if one does feel angry with people using code-mixing to communicate, one sees the affective

component; if one believes that the use of code-mixing in communication helps people to express themselves better it is the cognitive, and if one observes that one has no intention of confronting people who use code mixing, it is behavioral (conative).

The learning of a particular subject and, in this case English depends to some extent on the degree to which a person has a favorable or unfavorable evaluation or appraisal of the language. The perceived social pressure to learn or not to learn also determines the attitude one adopts towards learning a language. Thirdly, attitude controls the perceived ease or difficulty of learning a language and this has some direct link with past experiences as well as anticipated impediments and obstacles.

Attitude, according to Daniel Katz, is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing, or event—this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question. Katz also believes that attitudes

are judgments. They develop on the affect, behavior, and cognition model.<sup>2</sup>

The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment. Attitudes are expected to change as a function of experience.

#### **b. The Constituents of Attitude**

Baker (1992) discusses a tripartite attitudinal structure, consisting of cognitive, affective and conative constituents. The cognitive element refers to those aspects of attitude related to thoughts and beliefs; the affective component concerns aspects related to feelings and emotions, while the conative part is associated with those aspects of attitude which connect with behavioral intention.<sup>3</sup> He acknowledges that varying tensions may exist between

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<sup>2</sup>Akurugu and Brigandi Michael, *The Attitude and Perceptions of Students about the Study of English Grammar: the Case of Selected Senior High School Students in Northern Region*, (Kwame Nkrumah University of Science and Technology, 2010). P. 26-28

<sup>3</sup> Brendan Bartram, *Attitudes to Modern Foreign Language Learning*, (London: Continuum International Publishing Group, 2010), p. 35

these components. Beliefs about the importance of language learning may not, for example, translate into actual language learning behavior, while a positive cognitive component may believe a negative affective component. For instance, someone may believe that there is value in learning German even though she has a personal dislike of the learning process. The three elements included in Baker's conceptualization are united 'at a higher level of abstraction' (Baker 1992: 13) where they form the single construct of attitude. This hierarchical model of attitude, with cognition, affect and action at its base seems to be the model most favored by social psychology (Rosenberg and Hovland 1960; Ajzen 1988; Oppenheim 1992; Böhner 2001). Again, the inclusion of the conative element could be challenged as a potential weakness in the model with reference to MFLL, given that the link with behavior may be less evident.<sup>4</sup>

### **c. Attitude Determinants**

By classifying attitudes to language learning on the basis of sociocultural and educational 'determinants', the clearly focusing almost exclusively on contextual variables. In doing so, it is important to be aware that a host of individual factors may be equally influential in attitude formation. Young (1994b) mentions a number of such

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<sup>4</sup> Brendan Bartram, *Attitudes to Modern Foreign Language Learning*, (London: Continuum International Publishing Group, 2010), p. 34

factors, including personality, cognitive style, intelligence, aptitude and learner age. Student ability is also widely recognized as a significant variable influencing attitudes (Burstallet *al.* 1974; Oller and Perkins 1978).<sup>5</sup>

#### **d. Attitude Change**

A major objective of this study is to witness a gradual attitudinal change for the better in students towards the learning of English. Leon Festinger believes that attitudes can be changed through persuasion and one should understand attitude change as a response to communication. He outlines a number of factors that affect the persuasiveness of a message and that can lead to attitude change. First are the target person's characteristics. According to Leon, these are characteristics that refer to the person who receives and processes a message. One such trait is intelligence it seems that more intelligent people are less easily persuaded by one-sided messages.

The mind frame and mood of the target also plays a role in this process. Message characteristics is one other factor. The nature of the message plays a role in persuasion. Sometimes, presenting both sides of a story is useful to help change attitudes. A message can appeal to an individual's cognitive evaluation to help change his/her attitude. In the

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<sup>5</sup> Brendan Bartram, *Attitudes to Modern Foreign Language Learning*, (London: Continuum International Publishing Group, 2010), p. 40.

central route to persuasion the individual is presented with the data and motivated to evaluate the data and arrive at an attitude-changing conclusion. In the peripheral route to attitude change, the individual is encouraged not to look at the content but at the source.

Myers, (1980) on his part defines attitude as a favorable or unfavorable evaluative reaction towards something or someone, exhibited in one's beliefs, feelings, or intended behavior.<sup>6</sup> (Myers 36) In his view, it is a social orientation an underlying inclination to respond to something either favorably or unfavorably. Myers spells out a number of attitudinal components that are worth discussing.

- a. *Cognitive* – This refers to our thoughts, beliefs, and ideas about something. When a human being is the object of an attitude, the cognitive component is frequently a stereotype. An example is a statement like —People who contract HIV/ AIDs are promiscuous."
- b. *Affective* – This is the feeling or emotion that something evokes. e.g. fear, sympathy, hate. For example, one may dislike people living with HIV/AIDS.
- c. *Conative, or behavioral* – This is the tendency or disposition to act in certain ways toward something. For

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<sup>6</sup> Robert Kreitner & Angelo Kinicki, Organizational Behavior Sixth Edition, (New York: The McGraw-Hill Companies, Inc, 2004), P. 209.

example, one might want to keep AIDS patients out of the neighborhood. Emphasis is on the tendency to act, not the actual acting; what we intend and what we do may be quite different.

Jung's definition of attitude is a "readiness of the psyche to act or react in a certain way" (Jung par. 687).<sup>7</sup> According to Jung, attitudes very often come in pairs, one conscious and the other unconscious. Within this broad definition Jung defines several attitudes. The main (but not the only) attitude dualities that Jung defines are the following;

- a. Consciousness and the unconscious: the "presence of two attitudes is extremely frequent, one conscious and the other unconscious. This means that consciousness has a constellation of contents different from that of the unconscious, a duality particularly evident in neurosis" (Jung, par. 687).
- b. Extraversion and introversion: this pair is so elementary to Jung's theory of types that he labelled them the "attitude-types".

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<sup>7</sup>Akurugu and Brigandi Michael, *The Attitude and Perceptions of Students about the Study of English Grammar: the Case of Selected Senior High School Students in Northern Region*, (Kwame Nkrumah University of Science and Technology; 2010). P. 28-30.

- c. Rational and irrational attitudes: the rational attitude subdivides into the thinking and feeling psychological functions, each with its attitude. The irrational attitude subdivides into the sensing and intuition psychological functions, each with its attitude. There is thus a typical thinking, feeling, sensation, and intuitive attitude (Jung par. 691).

## **2. English for business**

### **a. Definition of English for Business**

Business English is a recognized area of English for Specific Purposes (ESP) and can be considered a specialism within English language learning and teaching. As we know English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. The teaching of English for specific purposes, in its early days, was largely motivated by the need to communicate across languages in areas such as commerce and technology. This has now expanded to include other areas such as English for academic purposes (EAP), English for occupational purposes (EOP), English for vocational purposes (EVP), English for medical purposes (EMP), English for business purposes (EBP), English for

legal purposes (ELP), and English for sociocultural purposes (ESCP) (Belcher 2009).<sup>8</sup>

Business English means different things to different people. For some, it focuses on vocabulary and topics used in the worlds of business, trade, finance, and international relations. For others it refers to the communication skills used in the workplace, and focuses on the language and skills needed for typical business communication such as presentations, negotiations, meetings, small talk, socializing, correspondence, report writing, and a systematic approach. In both of these cases it can be taught to native speakers of English, for example, high school students preparing to enter the job market. Business English is a variant of international English. One can study it at a college or university. Institutes around the world have courses or modules in BE available, which can lead to a degree in the subject.<sup>9</sup>

#### **b. Categorizing Business English Materials**

Categorizations of Business English materials, although differing in terminology and approach, have tended to make the same distinctions between the materials on the market.

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<sup>8</sup>John Wiley & Sons, *The Handbook of English for Specific Purposes*, (UK: Blackwell Publishing, 2013), P. 2.

<sup>9</sup>[https://en.wikipedia.org/wiki/Business\\_English](https://en.wikipedia.org/wiki/Business_English). accessed on 13 June 2017 at 12.22 WIB.

St John gives perhaps the fullest account of Business English materials and puts forward the following description:<sup>10</sup>

1. *Materials for business communication skills*: These are materials that ‘focus on the core skills of business activity’. This area covers that aspect of communication that is not concerned with specialized knowledge, but the general communication skills that we all need to function in different walks of life. Non-language skills are also included here, for example non-verbal communication and organizational skills. In this section she includes books such as those in the *Longman Business English Skills Series*, for example, *Negotiating* (O’Connor et al. 1992), *Socializing* (Ellis & O’ Driscoll 1992), and *Telephoning* (Bruce 1992).
2. *Materials for business contexts*: These are the ‘hard-core’ ESP materials where the nature of the business forms the interaction. Examples of this are the *Business Management English Series* by Brieger & Comfort, which include books with a relatively high ‘business’ content such as *Personnel* (Brieger& Comfort 1992a) and *Finance* (Brieger & Comfort 1992b).

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<sup>10</sup>Michael Nelson, “A *Corpus-Based Study of the Lexis of Business English and business English Teaching Materials*”, Thesis (University of Manchester for the degree of PhD in the faculty of Education: 2000), P. 320-323

3. *Materials for business studies*: Business studies materials have borrowed a lot from actual business courses: Uber-Grosse, (1988) in her article *The Case Study Approach to Teaching Business English* stated that the Harvard Business School first used case studies over seventy years ago and St John notes that this has led to the widespread use of case studies and simulations for training purposes. In terms of teaching Business English, Uber-Grosse says that case studies ‘teach language through content, rather than through grammatical or lexical exercises’ (1988:131). She says that they typically use authentic materials where the students are presented with a problem to solve. In Business English they have been used quite widely and examples include *Portfolio* (Howe 1987) and *Case Studies in International Management* (Sawyer-Lauçanno 1987).
4. *English materials in a business setting*: Most of the Business English materials available today fall under this category. This category includes ‘course books and supplementary materials’. Examples of these in wide use are *Business Opportunities* (Hollett 1994), *Business Objectives* (Hollett 1991) and *Insights into Business* (Lannon et al. 1993). Examples of supplementary materials given by St John include *in at the Deep End* (Hollet et al. 1989).

Example of situation and vocabulary that usually used in English for business:<sup>11</sup>

**Language**

a. *Welcoming Visitors*

Welcome to...

My name's...

b. *Arriving*

Hello. My name's... from...

I've an appointment to see...

Sorry- I'm a little late/early.

My plane was delayed...

c. *Introducing someone*

This is... He/she's my Personal assistant.

Can I Introduce you to... He/She's our (project manager).

I'd like to introduce you to...

d. *Meeting someone and small talk*

Pleased to meet you.

It's a pleasure.

How was your trip? Did you have a good flight/ trip/ journey?

How long are you staying in (New York)?

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<sup>11</sup> Simon Sweeney, *English for Business Communication Second Edition*, (Cambridge: Cambridge University Press, 2003), p. 12

e. *Offering Assistance*

Do you need anything?

If you need to use a phone or fax, please say.

Do you need a hotel/ a taxi/ any travel information/ etc.?

f. *Asking for assistance*

Could you help me arrange a flight to...?

Can you recommend a good restaurant?

I'd like to book a room for tomorrow night. Can you recommend a hotel?

**Skills**

*Before meeting business partners and fellow professionals from other countries, you could find out about their country:*

- a. The actual political situation
- b. Cultural and regional differences
- c. Religion (s)
- d. The role of women in business and in society as a whole
- e. Transport and telecommunications systems
- f. The economy
- g. The main companies
- h. The main exports and imports
- i. The market for the industrial sector which interests you
- j. Competitors

*You might also want to find out:*

- a. Which topics are safe for small talk
- b. Which topics are best avoided

*If you are going to visit another country, find out about:*

- a. The conventions regarding socializing
- b. Attitudes toward foreigners
- c. Attitude toward gifts
- d. The extent to which public, business and private lives are mixed or are kept separate
- e. Conventions regarding food and drink

*You might also like to find out about:*

- a. The weather at the relevant time of the year
- b. Public holidays
- c. The conventions regarding working hours
- d. Leisure interests
- e. Tourism
- f. Dress
- g. Body language
- h. Language.

## **B. Previous Researches**

Related to this research, the researcher chooses some literatures about previous researches which are relevant to the research:

1. *Samar Rukh (2014) Students' Attitude toward English Language Learning and Academic Achievement: A Case of Business Students in Punjab.* This study is exploratory in nature, investigating the business students' attitudes toward English language learning and its association with their academic achievement. This research incorporates quantitative approach and has used close ended questionnaire to collect data from the participants. A total number of 200 business students participated in this study. From the finding of the data, the study concludes that business students have a positive attitude toward English language learning and its association with their academic achievement.<sup>12</sup>

The similarity to the research above compared to my study, the research is concerned investigating attitudes of the students toward English. Both of the research are used descriptive qualitative approach. The difference between his research and my research is on the object of the study. His research studied about English language learning and academic achievement of the business students in Punjab, while my research will study about English for business of office administration students in SMK N 1 Demak.

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<sup>12</sup> Samar Rukh, "*Students Attitude toward English Language Learning and Academic Achievement: A Case of Business Students in Punjab*", European Academic Research, (Vol. II, issue 4, 2014), P. 3

2. *Mahmoud A. Al-khatib (2005) English in the Workplace: An Analysis of the Communication Needs of Tourism and Banking Personnel.* This research attempt to examine the communication needs of the personnel in the workplace and also to explore the workers' attitude toward English and the use of English in the workplace. The result of the study have shown that the workers' perception of their needs, wants and lacks are greatly affected by their attitudes toward English.

The similarity of this research with my study is concern in the attitude toward English for business aspect. Then, both researches are used questionnaire and interview to collect the data. And the difference from this research is the subject of the research, this research choose the workers as a subject, while my research choose the students as a subject.<sup>13</sup>

3. *Ida Rohmawati (2016) Appraisal Devices Realizing Attitudes in Barack Obama's Inaugural speech.* This study was to describe and analyze Obama's Attitudes towards phenomenon happened in America and the world realized in the speech using the Appraisal System Analysis. The speech analysis was done by breaking down the speech into several clauses and analyzing them to find out the Appraisal Devices and the types of attitudes used. Analyzing the data, it could be inferred that the speech employed three kinds of Attitudes; Affect, Judgment,

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<sup>13</sup> Mahmoud A. Al-Khatib, "English in the Workplace: An Analysis of the Communication Needs of Tourism and banking Personnel", English ESL Journal, (vol.7, issue 2, 2005), P. 7

Appreciation. Positive Attitudes in the speech were used more than Negative Attitudes. Obama gave priorities to Positive Attitudes in presenting his speech because he was optimistic that the obstacles in his country would be solved and the condition of America would be better. The study revealed that Obama was a good orator with high capability and wonderful way of thinking.

The similarities of this study compared to my study are analyzing positive or negative attitude in speaking which describe the three components of attitude, although using different theories of concepts, and from the results of his research also have similarities that is more positive attitude is shown than the negative attitude.

While the differences of both are the object studied the political figures and on my study of students among education. Another difference is the source of the theory used, if the theory divides the attitude in 3 components of affective, judgment, and appreciation, then in the study I divided the attitude into 3 components of cognitive, affective and behavioral.<sup>14</sup>

So, from three researches above, the researcher made it as a guideline in arranging research about Students' Attitude towards English for Business (A Study of XI Grade Students of SMK N 1 Demak in the Academic Year of 2017/2018).

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<sup>14</sup> Ida Rohmawati, "*Appraisal Devices Realizing Attitudes in Barack Obama's Inaugural Speech*", Vision Journal, (vol.5, number 1, 2016) P.40.

## **CHAPTER III**

### **RESEARCH DESIGN**

#### **A. Research Design**

Research design refers to the outline, plan, or strategy specifying the procedure to be used in collecting data in a research. Researcher used qualitative research. In qualitative research, the data was analyzed using sentence. In conducting the research, the researcher used qualitative approach.

##### **1. Research Approach**

Considering data and the aims of research the researcher used qualitative research to conduct this study. Denzin and Lincon (1994) stated that (as cited in M.Yusuf, 2014: 329). Qualitative research is multi-method in focus. Involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomenon in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual tests that describe routine and problematic moments and meaning in individuals lives.<sup>1</sup>

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<sup>1</sup> A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabungan*, (Jakarta: Penadamedia, 2014) p.329.

In line with this, Wragg also argues that “qualitative approach tries to probe beneath the surface of events, to elicit the meanings sometimes deeply buried, the interpretations and explanations, significance, and impact of classroom life”. Therefore, qualitative research is not dealing with number or accounting, but rather with analyzing and interpreting a phenomenon of life. It describes the subjects’ behaviors, explanations, concept, characteristics, and also event and process oriented in the form of words.<sup>2</sup>

Bryman has summarized the main influences on qualitative research as caning under five headings, those are:

a. Phenomenology

This is one of number of generic terms to maintain the truth about something that can be obtained by catching the phenomena coming from research subject.

b. Symbolic Interaction

This approach has strong focus on the self especially on the symbols like language and gesture when engaging in interaction with others.

c. Verstehen

The principle of Verstehen is the observer might seek to recognize not only the teacher would use a different

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<sup>2</sup>Wragg. E.C, *An Introduction to Classroom Observation Second Edition*, (London: Routledge, 1999), P. 57.

voice to convey various message, but also whether that voice was interpreted as signaling impatience, anger, etc.

d. Naturalism

It is defined as the study of classroom that are often termed “naturalistic” settings which means that the observer tries to see the condition being observed as it really is.

e. Ethogenic

A central feature of ethogenic approach is the understanding of sequences of interlocking acts by individuals in social life.

This research was conducted to analyze the students’ attitude towards English for business, the qualitative method used in this research was conducted in the real condition or situation. The result of the analysis was then interpreted to find out the students’ attitude towards English for business at SMK N 1 Demak.

## **2. Setting of Research**

The place that became the object of the research is SMK N 1 Demak (Vocational High School). SMK N 1 Demak is located at Sultan Trenggono street No. 87 Katonsari, Demak. The students came from different region, and they also have different intelligent, social background and characteristic. This school is oriented in business and have five majors, which is Accountancy, Office Administration, Multimedia, Marketing,

and fashion. The program of learning activity is designed based on national curriculum.

Time of this research was conducted on August 2017. The researcher needs a month with four meetings in this research.

### **3. Source of Data**

The source of the data in this study was divided into two, namely human and nonhuman. Serves as a source of human data subject or key informants. While the data sources are not human in the form of documents relevant to the focus of research as a list of values, images, photographs, meeting notes or writings as a data source support. To determine the informants, it was done based on the following criteria:

- a.They (the subject) who control or understand something through the process daily, so something that is not just known, but also lived;
- b. They are classified as still engaged in activities that are being investigated;
- c.They (the subject is concerned with the study) who has time for questioning;
- d. They who can be used as a resources.<sup>3</sup>

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<sup>3</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), P. 293.

Sources of data in the study was primary data, data collected directly by researchers.<sup>4</sup> Data obtained from the observe students' attitude in practice English for business learning and transcript of the interview result from the students of office administration of second grade classes at SMK N 1 Demak in the academic years of 2017/2018.

#### **4. Scope of the Study**

The focus of this research was on the analysis of the students' attitude and their problems towards English business. Setting was limited to only speech act of the students when practice English for business learning such as, presentation or handling telephone. It mean the researcher was analyzed of the students' attitude that they had either positive or negative attitude and the problems faced by students of XI grade students of office administration at SMK N 1 Demak when using English for business.

#### **5. Technique of Data Collection**

To get the accurate data, in this study the researcher used some ways in the collecting data, they are as follow:

##### **a. Observation**

Observation is necessary done in every qualitative approach. Observation is one of primer data collection technique. It is very useful, systematic and selective way in

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<sup>4</sup> Riduwan, *Skala Pengukuran Variabel-variabel Penelitian*, (Bandung; Alfabeta, 2009), P.24.

monitoring and listening to interaction or phenomena which happened. Arikunto says that an observation is a way to get information by observing and taking notes systematically about observed phenomenon.<sup>5</sup>

This technique used to understand or investigate non-verbal students' behavior. Usually when viewed from the general pattern of individual behavior, then what is observed will involve (i) nonverbal behavior including body movement and expression of the individual in accordance with the activities undertaken. (ii) Linguistic behavior related to the content of the statement discussed and the structure of the conversation. (iii) Special behavior in relation to the circumstances of the individual. (iv) Extra linguistic behavior such as the speed of the conversation, the loudness of the conversation, or the spelling used. Therefore the researcher used this technique to analyze students' attitude towards English for business at SMK N 1 Demak.

#### b. Interview

To support the data, the researcher used this technique to gather the information from students. Semi structure interview was applied towards selected respondents. Semi structure interview is if the researcher develops a solid interview schedule, but does not use standard format and

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<sup>5</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p.272.

sequence. In this research the interview questions were half based on the guidelines and the rest of the questions were independent questions. The researcher gave seven main questions for six students as the representative of interviewer. Interviewer answered the question from the researcher one by one. By doing interview, the researcher made a transcript to make the data valid.

## **6. Validity**

According to Moleong, there are four kinds of data validity test: credibility, transferability, dependability, confirms ability.<sup>6</sup> In this case, researcher used credibility type to check the research validity. Data credibility was intended to prove data that were collected appropriately and correctly.

Some ways to get credibility are prolong, triangulation, increasing perseverance, checking member or peer conversation, checking the sufficient references, checking and crosschecking description against theoretical interpretations, and member check. In this research, the researcher used two ways. They were increasing perseverance and triangulation:

### **1. Increasing perseverance**

It means the researcher conducted a research accurately and continuously. By that ways, data validity could be got definitely and systematically. In this case, the researcher

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<sup>6</sup>Lexy J Moleong, *Metode penelitian kualitatif*, (Bandung: RemajaRosdaKarya: 1991), p.108.

checked, identified, and analyzed the data. The research also read the references, research result, and documentations were concerned with the research. That is all can be used to check the data whether it is believable or not.

## 2. Triangulation

According to William Wiersma, triangulation is qualitative cross validation. It assess the sufficiency of the data according to the convergence of multiple data source of multiple data collection procedures. In this research, the researcher used technique:

### a. Technique Triangulation

It is used to check data credibility by checking the data to the same source with the different technique. In this research, the researcher uses observation and interview. By those sources, the researcher makes transcript and notes to get the result of this research.<sup>7</sup>

In this research, advisor, teacher and the researcher took turn as an expert judgment who gave input and corrected the result of collecting the data.

## 7. Technique of Data Analysis

After collecting the data, the next step was analyzing the data. The researcher used technique Miles and Huberman Model. In this technique, the researcher

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<sup>7</sup> Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in education Sixth Edition*, (the USA and Canada: Routledge, 2007), p.142.

analyzed the data which were got from result of the observation and interview which were given to the students of eleven grade of office administration SMK N 1 Demak by using descriptive analysis. There were several steps in analysing the data as follow:

1. Data Reduction

In the first step, the researcher studied all of the data, selected, and coding data into indicators in each component they could be explained as follow, which were gathered through the observation and interview, where the final conclusions can be described and verified.<sup>8</sup>

2. Display Data

In this second step, the set of information that has been compiled, the researcher create the table and describe the data of the data reduction result. By such reason, researchers couldn't more easily understand what was happening, and then from that further work was planned based on what was already understood.

3. Conclusion / verification

The next step was to make inferences and or verification.<sup>9</sup>In this research conclusion drawing/verification

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<sup>8</sup>A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabungan* (Jakarta: Penadamedia, 2014) p. 407.

<sup>9</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p. 252.

was done by analyzing the findings in the field, This step was percentage the data by calculating the number of the indicators for each component, in order to know the percentage positive or negative the students' attitude then describe the problems and make a conclusion.

The scoring in this research used determinate, 1= Yes and 0= No. For each component the researcher used indicators to analyze students' attitude towards English for business. For cognitive, researcher divided component into two indicators namely positive belief and negative belief. For affective component, the researcher only divided component into two indicators namely feeling like and dislike, and the last component is conative or behavioral, the researcher used behavioral assessment those are responsible, discipline, self-confidence, and courtesy.

To calculate the percentage of every students. The researcher used this pattern:

$$P = \frac{Fx}{N} \times 100\%$$

Where, **P** = Percentage

**Fx** = the sum of frequency from

XI graders Students of Office  
Administration

$N$  = total number of the XI graders students of  
Office Administration

**100%** = constant number.<sup>10</sup>

This step is analyzing and interpreting the data from observation. After that, describing the result of the data into words from observation, interviewing and studying of documentation to answer research questions. Finally, tabulation of the observation result was put into table.

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<sup>10</sup> Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 2001), Sixth Edition, P. 129.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

In this chapter, researcher focuses on analyzing the data in order to answer the research questions. As stated in the first chapter, there are two goals of conducting this research. The first one is to analyze the students' attitude that they have either positive or negative attitude. While the second goal is to find out the impact faced by eleventh graders of office administration at SMK N 1 Demak when using English for business. After conducting research and collecting all the data, the researchers processed data based on the classification written by Kreitner and Kinicki in the book *Organizational Behavior* (sixth edition).

#### **A. The Result of Students' Attitude towards English for Business of XI Grade Students of SMK N 1 Demak in the Academic Year of 2017/2018.**

Students' attitude towards English especially English for business was clearly an important one. Because in communicating is not only done with verbal but also non-verbal that will affect the perception of the other person.

In the book *Organizational Behavior* written by Kreitner and Kinicki describe the concept of attitude in three components,

namely Cognitive, Affective, and Conative or behavioral.<sup>1</sup> In each component there are two points that become the focus of positive and negative. A student has a positive attitude if it has a tendency of good attitude or in accordance with the criteria and the other way, students have a negative attitude if it has a tendency of attitude that is not good or does not meet the criteria. In this case it focuses on several criteria that become an indication of the assessment determined according to student achievement analysis.<sup>2</sup>

Based on the research, regarded from the students' cognitive, students tended to had positive belief towards English for business, they believe that learn English for business is very important, especially for the department of office administration in supporting the ability of students in the future, they are able to compete in the business field well and they will not have difficulty when communicating. In positive attitude students was 81.08% and for negative attitude was 18.91% who believes that English for business is not very important and will not affect their future. In other words, the cognitive students' attitude toward English for business was positive.

In affective, based on the research, it was obtained that 91.89% students tended to had positive attitude, and only 8.10% students who had negative attitude, it means that most of students

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<sup>1</sup> Robert Kreitner & Angelo Kinicki, *Organizational Behavior* Sixth Edition, (New York: The McGraw-Hill Companies, Inc, 2004), P. 197.

<sup>2</sup> See appendix 1

had feeling like in learning English for business, it can be seen that students did the task well, active and pay attention in learning. So, in affective component students had not big problem.

The last component is behavioral or conative, it was obtained that:

1. Students have 70.27% for good responsible, they had control over for their job and only 29.72% who had problem in their responsible. In others words the problem of responsible is not a big problem for students.
2. In discipline, all of students tended to have good discipline, they followed the learning process, and complete the task on time, it was also influenced from the school rules that familiarize students to always discipline with all school rules and instructions from the teacher. It means that discipline is not a problem at all for students.
3. As many as 54.05% of students tended to have good self-confidence during learning process and 45.94% of students who had problem in self-confidence, although positive numbers were still greater than negative but here become things that need to be addressed to avoid other impact negative attitude because, self-confidence influenced psychology by students in learning ability.
4. In courtesy, 97.29% students tended to have good courtesy in learning process, students showed mutual respect, courteousness in appearance and behavior, and only 2.70%

students who had problem in courtesy. In other words, courtesy is not a big problem for students.<sup>3</sup>

Overall it can be concluded that students' behavioral had more positive attitude than negative attitude, with total percentage 80.40% for positive and 19.59% for negative.

From the research result can be seen in the table below:

**Table 4.1**  
**The Result of students' attitude**

NO.	INDICATOR	POSITIVE		NEGATIVE		TOTAL (%)	
		Total	Percentage (%)	Total	Percentage (%)	Positive	Negative
1.	<b>Cognitive</b>					81.08	18.91
	a. Positive Belief	30	81.08	-	-		
	b. Negative Belief	-	-	7	18.91		
2.	<b>Affective</b>					91.89	8.10
	a. Feeling (Like)	34	91.89	-	-		
	b. Feeling (Dislike)	-	-	3	8.10		
3.	<b>Conative</b>					80.40	19.59
	a. Responsibl	26	70.27	11	29.72		

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<sup>3</sup> See appendix 2

	e						
	b. Discipline	37	100	0	0		
	c. Self-Confidence	20	54.05	17	45.94		
	d. Courtesy	36	97.29	1	2.70		

From the research results can be seen in the table that of 37 students of office administration the total percentage of cognitive positive greater than negative that was  $81.08\% > 18.91\%$ , Affective positive greater than negative that is  $91.89\% > 8.10\%$ , and Conative positive also greater than negative, that is  $80.40\% > 19.59\%$ . So, the overall results showed that students' attitude towards English for business of XI grade students of SMK N 1 Demak is **positive**.

## **B. The Analysis of the Impacts of Students' Attitude towards English for Business of XI Grade Students of SMK N 1 Demak in the Academic Year of 2017/2018.**

Based on the observation, it showed some impacts faced by students' attitude towards English for business. In each aspect had been analyzed some impacts as follow:

### **1. Negative Judgment**

This problem affected the psychology of the students, so that their development to complete the responsibilities that had been given to be less optimal and made students less confident. Students had a negative mindset about learning English, while learning there was one student who looked did

not serious in learning, he believe that learning English was difficult, he must memorize vocabs and learn grammar, especially when he was commanded told to practice or speak in public. This was certainly very influential on the spirit of student learning, it was also influential in feeling dislike for 8.10% students. This was stated by the students during the interview:<sup>4</sup>

*Student 1:* yes I like, but I am not proficient and afraid of being wrong.

*Student 2:* I am very nervous, because I cannot speak English proficiently, then seen many people would be nervous if we make mistakes.

In this case, it could be seen that the negative judgment made students had difficulty to control themselves because of anxiety, doubt, pessimism, and fear if they made mistakes. This was due to lack of insight, weak learning spirit, and negative routines that made students were afraid to try new things.

Supposedly if the students were already aware of their lack of ability in the mastery of the material made the students more active in learning and the role of teachers as a motivator was necessary so that students feel more confident in their abilities.

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<sup>4</sup> See appendix 4

## 2. Self-Confidence

Students still feel not confident with the ability that they have to speak in public, especially in English. The impacts that had been faced by students were:

### a. Low Abilities

Based on the observation, the habit of students to be active in the learning process was still low. It was shown when the learning in class, the students speak did not use English, at the time of interview most of the students also answered questions using bahasa Indonesian and sometimes mixed with English but using lack of vocabulary and grammatical as well. In understanding a question, students still difficult, so the interviewer must explain again the question using the bahasa Indonesian to make students understand.<sup>5</sup>

For example:

*Interviewer:* Do you think that English for business is important for you?

*Student:* Yes, according to me English is very important

*Interviewer:* Why?

*Student:* Because we can around the world and having for the job, karena dengan berbahasa inggris kita dapat mengelilingi dunia dan kita juga dapat memilih

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<sup>5</sup> See appendix 4

pekerjaan atau kita lebih mudah mendapatkan pekerjaan yang lebih baik.

Of course this indicates that these students also still had problems in their fluency when practicing dialogue handling telephone,<sup>6</sup> which the problems were:

- a. The tone of conversation was jerky, irregular and hesitant so there was repetition in some words;
- b. When spelling the name or telephone number, students did not do well and the information was not clear. As in the mentioning of the telephone number, the student must do it clearly and made absolutely sure the telephone number was correct;
- c. Students did not know where the correct emphasis was placed, such as in the emphasis of the question sentence and the confirmation sentence, they could not give the emphasis properly, so the conversation seemed flat.

#### **b. Low Qualities**

In learning English for business, it could be seen that some students still had low qualities to support their learning process, it will certainly hamper their learning process so it was not optimal. The indicator that showed students had low quality those were pronunciation, organization of idea, and diction:

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<sup>6</sup> See appendix 1

## 1) Pronunciation

Students' pronunciation were not good enough, their action or result of producing the sound of speech, including articulation and intonation still use Indonesian pattern and original dialect, this was shown when they practice handling telephone.<sup>7</sup>

For Example:

- a) *Uni's dialogue*: “**Could** you please tell Mr. Harianto to call me back?”

*Students' pronounce*: “**Kold** you please tell Mr. Harianto to call me back?”

Here, student still has the problem in their articulation to say “**could**” with the correct pronunciation. The letter “O and L” should have been omitted and the correct pronounced was “**kud**”.

- b) *Uni's dialogue*: “Do you **know** what time he will finish?”

*Students' pronounce*: “Do you **kenow** what time he will finish?”

Here, student still does not know how to pronounce “**know**” it's necessary to explain that most of English word started by letter “kn” for the pronunciation “k” should be omitted when we say “know” we should say “**n timer**”.

- c) *Aesa's dialogue*: “You can collect the details by the end of this month, December 31”

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<sup>7</sup> See appendix 3

*Students' pronounce:* "You can collect the detail by **THE end** of this month, December thirty one"

Student does not know how to pronounce "**the end**" when "**the**" is followed by vocal letters like o, e, a, i, the pronunciation it should have been "THi" and for date pronunciation, the students also do not know that the correct pronunciation for "December 31" is "December thirty-first".

In pronunciation also become the biggest fear of the students, because they had low habit to speak in English and didn't get correction from their teacher when they make mistakes in pronunciation.<sup>8</sup>

## 2) Organization of Idea

Students still in trouble to make their own sentences with different topics. As the result, some of them depend on their friends and internet especially google translate, so students had some mistakes in grammatical sentences. There were the problems that had been faced by students in organizing an idea.<sup>9</sup>

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<sup>8</sup> See appendix 4

<sup>9</sup> See appendix 3

a) *Wrong in tenses*

Most of the students still wrong in using a simple present sentence in their dialogue.

For example:

1. *Riska's dialogue*: "I believe Mr. Sunarto **know** this number"

*It should have been*: "I believe Mr. Sunarto **knows** this number".

This sentence uses incorrect grammar. In simple present tense, when subject use "he, she, or showing singular, third person/thing" so, the verb must be added by "s/es".

2. *Sri Astutik's dialogue*: "Sorry, Mrs. Lia out of the office at the moment".

*It should have been*: "Sorry, Mrs. Lia **is** out of the office at the moment".

Correction needed in this sentence was on the adding of to be "is" after the subject. Because it was showed that the sentence used simple present tense in nominal.

3. *Puji's dialogue*: "He going to be back?"

*It should have been*: "He **is** going to be back?"

The correction here was the addition of to be auxiliary "is" after the subject it should be added in order to aligning the use of tenses is the present continuous tense.

4. *Nurul Amalia's dialogue*: "What's happen?"

*It should have been: “What’s happening?” or “What happens?”*

The wrong grammar used was found in this sentence in adding the to be “is” the word happened was actually verb that does not need “is” after the question word “what”. The correct one is after word “happen” should be added “s”. There are two alternatives that can be used by the students whether using present continuous tense so, it should have been “What is happening?” or using simple present in verbal sentence that should have been “What happens?”.

*b) Error meaning*

In making the sentence the students still cannot translate the sentence well and make the sentence difficult to understand.

For Example:

1. *Siska’s dialogue*: “She again to the outside the city.

*It should have been: “She is out of town”.*

From the sentence it seems that student was still influenced by Indonesian translation. It was finally made the meaning of the dialogue not suitable with the meaning which was going to delivered by the student. If in the dialogue what student mean is “*Dia sedang diluar kota*” it should have been “**She is out of town**”.

2. *Risma's dialogue*: "My name again is Risma, and she can reach me at 444-131-5567".

*It should have been*: "**Let me repeat my name, my name is Risma, and she can reach me at 444-131-567**".

The trouble here, student wanted to confirm her identity to make sure the phone receiver. But the use of the sentence by the student was still influenced by Indonesian translation. If student wanted to confirm her identity "*ijinkan saya mengulangi nama saya kembali, nama saya Risma, dan dia dapat menghubungi saya di 444-131-567*" it should have been "**Let me repeat my name, my name is Risma, and she can reach me at 444-131-567**".

3. *Risma's dialogue*: "She sent over a fax, and the last page didn't cosmetic".

*It should have been*: "**She sent over a fax, but the last page was not sent.**"

From the sentence the error meaning made by the student was unknown purpose of meaning which was going to be delivered. If student wanted to say "*Dia mengirimkan fax dan lembar terakhirnya tidak terkirim*". So, the correct sentence it should have been "**She sent over a fax, but the last page was not sent**".

4. *Citra's dialogue*: "You need quite a lot of requirements that must be met".

*It should have been:* **“You need a lot of requirements that must be completed”.**

In this sentence it finds the miss meaning done by the student. If student wanted to say “*kamu membutuhkan banyak persyaratan yang harus dilengkapi*” the correct one was “You need a lot of requirements that must be completed”.

5. *Aina’s dialogue:* “Cream that she less two packs. I will need for him to resend the cream to me”.

*It should have been:* **“The last two packs of cream has not been sent. Could you tell her to resend the cream to me?”**

The error meaning in this sentence is the use of word “less” which was not suitable with the context. If what student mean was “*dua pack krim terakhir tidak terkirim, dapatkah kamu sampaikan kepadanya untuk mengirimnya kembali padaku?*” it should have been stated **“The last two packs of cream has not been sent. Could you tell her to resend the cream to me?”**

6. *Lilik’s dialogue:* “Is there something else that I can offer assistance?”

*It should have been:* **“Is there anything else that I can do for you?”**

Meaning correction in this sentence was found in word “*offer assistant*”. If what student means here is offering

help, it can be replace by “*I can do for you?*” the sentence should have been “**is there anything else that I can do for you?**”

### 3) Diction

In this indicator, students’ choice of words especially with regard to correctness, clearness, or effectiveness were still in trouble. There were the problems that had been faced by students of office administration based on the dialogue of handling telephone.<sup>10</sup>

#### a) *Missing Words*

In writing sentences, there were still many incomplete words that make the sentence confusing.

For example:

1. *Risma’s dialogue*: “I’d like to Miss Evi please?”

*It should have been*: “I’d like to **speak to** Miss Evi please?”

The word missing was the less of adding “verb” in the sentence. If student only say “*I’d like to Miss Evi please?*” the sentence is confusing. If what student mean was to speak to Miss Evi, it should have been “I’d like to **speak to** Miss Evi please?”

2. *Nurul’s dialogue*: “I am sorry but in this hotel we don’t let dogs”.

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<sup>10</sup> See appendix 3

*It should have been:* “I am sorry, but in this hotel we don’t allowed the dogs **come in**”.

In this sentence shows the confusions to the phone receiver, since the adding of “adverb” was less in this sentence. If student says “I am sorry but in this hotel we don’t let dogs” so, the sentence was not complete. If the word “don’t” is intended for the dog, then the sentence was incomplete. So, to complete the sentence it should be added by the adverb “*come in*” to clarify that the word “don’t” is for the dog not to come in the hotel.

3. *Umniyatus’s dialogue:* “I am animator from Walt Disney”

*It should have been:* “I am **an** animator from Walt Disney”

The word miss in this sentence was the less of adding article “*an*” in clarifying someone’s job. Student say in the dialogue “*I am animator from Walt Disney*” that should have been stated as “*I am an animator from Walt Disney*”.

*b) Inappropriate Words*

Students still cannot determine the proper use of words in making of sentences such as in determining the

preposition, noun, adjective, pronouns, and formal or informal word in their dialogue.<sup>11</sup> For example:

1. Winda's *dialogue*: "I need to apply **on** that employment" (incorrect preposition)

*It should have been*: "I need to apply **for** that employment".

The error in this sentence is inappropriate preposition. For the word "*apply*" the appropriate preposition is not "*on*" but "**for or to**".

2. Taufiqi's *dialogue*: "May I speak **with** your manager?" (incorrect preposition)

*It should have been*: "May I speak **to** your manager?"

Another inappropriate preposition for the word "*speak*" the appropriate one if student use word followed by preposition "**to**"

3. Cici's *dialogue*: "I am wondering to know whether **you** company offer a job for marketing or not?" (incorrect pronoun)

*It should have been*: "I am wondering to know whether **your** company offer a job for marketing or not?"

The correction for this sentence is found on the inappropriateness of using pronoun. If it is stated that is the possessive of the company, so the correct pronoun is "**your**" not "*you*".

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<sup>11</sup> See appendix 3

4. *Uswatun's dialogue*: “**Good bye Riska. Have a nice day**” (informal)

*It should have been*: “**Good morning/Thank you**”.

As in the dialogue the conversation is for business, so the use of language is formal conversation. If student wanted to start or end the conversation, it is better for her to say “**Good morning or thank you**” than “*Good bye Riska. Have a nice day*”.

c) *Wrong-word in Writing*

In addition to find errors in diction selection and error in word error also occurs in word spelling, where the authors still found errors in the writing of word by word in English in their text dialogue such as below, so the word was not in accordance with the meaning of the word meant by students in writing dialogue.

1. *Lilik's dialogue*: “You can gather the points of interest before the current **mont's** over, November 27”.

*It should have been*: “You can gather the points of interest before the current **month** over, November 27”.

In writing the dialogue some wrong-word writing was found such as in this sentence of word “*month*” for example: January, February,...etc. But student wrote “*mont's*” which it has no any meaning.

2. *Sri Astutik's dialogue*: "Would you like to **liave** a message?"

*It should have been*: "Would you like to **leave** a message?"

Another lack of writing word was found in writing "leave". In this case student wrote it with "liave" which also it has no meaning.

3. *Umniyatus's dialogue*: "I am going to arrange a meeting with her to present **out** products".

*It should have been*: "I am going to arrange a meeting with her to present **our** products".

Any correction for this sentence was on the writing of "out" which was actually not suitable with the context. The suitable one is "our", so the complete sentence is "I am going to arrange a meeting with her to present **our** products".

4. *Sri Astutik's dialogue*: "sorry, can you **spell** your name please?"

*It should have been*: "sorry, can you **spell** your name please?"

The wrong-word writing found in this sentence was the writing of "spell" which actually what the student means. But the student wrote it wrong that was "speel" that did not give meaning for the sentence.

### **3. Responsible**

Based on the observation of 37 students, there were 11 students who had a negative responsibility, although not too big but this could lead bad habits to student behavior in learning.

The impact that had been faced by students was students did not have control over for their job. Students depended on their friends to do tasks and searched on the internet. This could be seen from the task in making dialogue handling telephone, on average they made the same dialogue but only changing the identity of their company.<sup>12</sup>

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<sup>12</sup> See appendix 3

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter outlines the conclusion and suggestion. The conclusion was taken as last part of the research and it was presented to answer the research questions of this research. Then the following part is suggestion.

#### **A. CONCLUSION**

The research conclusion was presented according to the data which has been analyzed in the previous chapter:

1. In the study of students' attitude towards English for business at SMK N 1 Demak could be concluded from each component that of 37 students of class XI administration office that has done practice handling telephone using English, obtained that:
  - a. The students' cognitive of the total 37 students having percentage 81.08% for positive belief and 18.91% for negative belief.
  - b. In Affective component, there were only two indicators that were feeling like (positive) and feeling dislike (negative) with percentage feeling like 91.89% from 34 students, and feeling dislike 8.10% from 3 students.
  - c. In the conative or behavioral component there were four indicators had a percentage of 80.40% positive with details of responsible 70.27% from 26 students, Discipline 100% from 37 students, self-confidence 45.05% from 20

students, and courtesy 97.29% from 36 students. While for the negative had a percentage of 19.59% with details that was responsible 29.72% from 11 students, discipline 0% from 0 student, self-confidence 45%, and courtesy 2.70 from 1 student.

It mean that the class XI students of Office Administration had a positive Attitude in learning English for business.

2. The impacts that most students experience in learning English for business were:

a. Negative Judgment

Students had a negative mindset about learning English, while learning there was one student who looked did not serious in learning, he believe that learning English was difficult, he must memorize vocabs and learn grammar, especially when he was commanded told to practice or speak in public.

b. Self-confidence

Students still feel not confident with the ability that they had to speak in public especially in English, that's because students had low abilities that influence in their fluency and low qualities that are indicated the lack of ability in pronunciation, organizing their ideas, and diction.

c. Responsible

The impact that had been faced by students was students did not have control over for their job. Students depend on their friends to do tasks and searched on the internet.

## **B. SUGGESTION**

Based on the conclusion above, here are some suggestion to the teachers, students, and next researchers:

1. For the Teachers

Teaching English is challenging so that the teachers have to understand the student's need in the learning. Teacher must emphasize all aspects of learning so that students can master the English skills, especially English for business, because these students are required to have a special skill that they will use in the business field. Nowadays teachers should be able to take advantage of technological developments in learning to support students' abilities, such as using applications that can train their listening skills, speaking and grammar. Then the students will not feel a monotonous learning and evaluate themselves in learning.

2. For the Students

In mastering English skills, especially English for business, students must do a lot of practice in learning and give attention on their attitude because after the students

plunge into the business field will be very necessary once the skills in completing the work, either intelligence or attitude.

### 3. For the Next Researchers

This research is expected to help the next researcher. This research can be useful in developing his research from other aspects toward English for business.

## **C. CLOSING**

The praise only belongs to Allah SWT, who gives power and health until this final project can be finished. The researcher is sure that this thesis is far from being perfect. So, critics and advices are really expected to make following research better.

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## APPENDIX 1

### Table of Observation

**This observation was based on learning process**

No	Component	Positive Indicator	Total Students	Negative Indicator	Total Students
1.	Cognitive	Students follow the lesson seriously and practice what the teacher asks.	30	Students do not follow the lesson seriously and practice what the teacher asks.	7
2.	Affective	Students are active in learning, doing a good job, feeling like, and paying attention to learning.	34	Students tend to be passive, unable to do a good job, and less serious when following the lesson.	3
3.	Conative/Behavioral	Students do the tasks by their selves.	26	Students cheat friends, and searching on the internet.	11
		Students follow the lesson and complete the task on time.	37	Students are late in following the lesson and completing the task.	0
		Students speak fluently and use good pronunciation in English for business communication.	20	Students do not speak fluently and use bad pronunciation in English for business communication.	17
		Students show mutual respect, courteousness in appearance and behavior.	36	Students do not show mutual respect, disrespect in appearance and behavior.	1

## APPENDIX 2

### Table of Indicator Estimation

**Table 4.1**  
**COGNITIVE**

No.	Name	POSITIVE	NEGATIVE
		Belief	Belief
1.	Aditya Nugraha	1	0
2.	Aesa Cahyaningrum	0	1
3.	Aina Roikhatus S.	1	0
4.	Arifatul Hidayah	1	0
5.	Atika Melani	0	1
6.	Cici Seliana P.	1	0
7.	Citra Andrianasari	1	0
8.	Dwi Ayu Safitri	1	0
9.	Fany Maulana	0	1
10.	Fara Afista Putri	1	0
11.	Fransischa Devia K.D.	1	0
12.	Ika Silfiana	1	0
13.	Kamaludin Hidayatullah	0	1
14.	Khusnul Khofidiyah	1	0
15.	Lilik Rahmawati	1	0
16.	M. Taufiqi Ridho	1	0
17.	Natasha	1	0
18.	Niken Putri M.	1	0
19.	Ni'mah Fauziyah	1	0
20.	Noviana Nurul Kumala	1	0
21.	Nurul Amalia S.	1	0
22.	Putri Mustika Wati	1	0
23.	Rahma Afiatun	1	0
24.	Riska Dewi Arfiningtyas	0	1
25.	Risma Esa Riyani	1	0
26.	Rowinda Imawati	1	0
27.	Selviani	1	0
28.	Sri Astutik	1	0
29.	Sri Pujiati	1	0
30.	Sri Uni	1	0
31.	Tiara Oktavia	0	1

No.	Name	POSITIVE	NEGATIVE
		Belief	Belief
32.	Tri Ernawati	1	0
33.	Umaroh	1	0
34.	Umniyatus Solekhah	1	0
35.	Uswatun Hasanah	1	0
36.	Yunica Cita Mutiara	1	0
37.	Yuyun Kismawati	0	1

**Table 4.2**  
**AFFECTIVE**

NO.	NAME	POSITIVE	NEGATIVE
		Feeling (LIKE)	Feeling (DISLIKE)
1.	Aditya Nugraha	1	0
2.	Aesa Cahyaningrum	1	0
3.	Aina Roikhatus S.	1	0
4.	Arifatul Hidayah	1	0
5.	Atika Melani	1	0
6.	Cici Seliana P.	1	0
7.	Citra Andrianasari	1	0
8.	Dwi Ayu Safitri	1	0
9.	Fany Maulana	0	1
10.	Fara Afista Putri	1	0
11.	Fransisca Devia K.D.	1	0
12.	Ika Silfiana	1	0
13.	Kamaludin Hidayatullah	1	0
14.	Khusnul Khofidiyah	1	0
15.	Lilik Rahmawati	1	0
16.	M. Taufiqi Ridho	1	0
17.	Natasha	1	0
18.	Niken Putri M.	1	0
19.	Ni'mah Fauziyah	1	0
20.	Noviana Nurul Kumala	1	0
21.	Nurul Amalia S.	1	0
22.	Putri Mustika Wati	1	0
23.	Rahma Afiatun	1	0
24.	Riska Dewi Arfiningtyas	1	0
25.	Risma Esa Riyani	1	0
26.	Rowinda Imawati	1	0
27.	Selviani	1	0
28.	Sri Astutik	1	0
29.	Sri Pujiati	0	1
30.	Sri Uni	1	0
31.	Tiara Oktavia	1	0
32.	Tri Ernawati	1	0

NO.	NAME	POSITIVE	NEGATIVE
		Feeling (LIKE)	Feeling (DISLIKE)
33.	Umaroh	1	0
34.	Umniyatus Solekhah	1	0
35.	Uswatun Hasanah	1	0
36.	Yunica Cita Mutiara	1	0
37.	Yuyun Kismawati	0	1

**Table 4.3**  
**CONATIVE (Behavioral)**

NO.	NAME	POSITIVE				NEGATIVE			
		Responsible	Discipline	Self-confidence	Courtesy	Responsible	Discipline	Self-confidence	Courtesy
1.	Aditya Nugraha	1	1	0	1	0	0	1	0
2.	Aesa Cahyaningrum	1	1	1	1	0	0	0	0
3.	Aina Roikhatus S.	0	1	1	1	1	0	0	0
4.	Arifatul Hidayah	1	1	0	1	0	0	1	0
5.	Atika Melani	1	1	1	1	0	0	0	0
6.	Cici Seliana P.	1	1	1	1	0	0	0	0
7.	Citra Andrianasari	1	1	0	1	0	0	1	0
8.	Dwi Ayu Safitri	1	1	0	1	0	0	1	0
9.	Fany Maulana	0	1	0	0	1	0	1	1
10.	Fara Afista Putri	0	1	0	1	1	0	1	0
11.	Fransisca Devia K.D.	0	1	1	1	1	0	0	0
12.	Ika Silfiana	0	1	1	1	1	0	0	0
13.	Kamaludin Hidayatullah	0	1	1	1	1	0	0	0
14.	Khusnul Khofidiyah	1	1	0	1	0	0	1	0
15.	Lilik Rahmawati	1	1	1	1	0	0	0	0
16.	M. Taufiqi Ridho	0	1	1	1	1	0	0	0
17.	Natasha	1	1	1	1	0	0	0	0
18.	Niken Putri M.	1	1	1	1	0	0	0	0
19.	Ni'mah Fauziyah	1	1	1	1	0	0	0	0
20.	Noviana Nurul Kumala	1	1	0	1	0	0	1	0
21.	Nurul Amalia S.	1	1	1	1	0	0	0	0
22.	Putri Mustika Wati	1	1	0	1	0	0	1	0
23.	Rahma Afiatun	0	1	1	1	1	0	0	0
24.	Riska Dewi Arfiningtyas	1	1	0	1	0	0	1	0
25.	Risma Esa Riyani	0	1	0	1	1	0	1	0
26.	Rowinda Imawati	1	1	0	1	0	0	1	0
27.	Selviani	1	1	0	1	0	0	1	0
28.	Sri Astutik	1	1	1	1	0	0	0	0
29.	Sri Pujiati	1	1	0	1	0	0	1	0
30.	Sri Uni	1	1	1	1	0	0	0	0
31.	Tiara Oktavia	1	1	1	1	0	0	0	0

NO.	NAME	POSITIVE				NEGATIVE			
		Responsible	Discipline	Self-confidence	Courtesy	Responsible	Discipline	Self-confidence	Courtesy
32.	Tri Ernawati	1	1	1	1	0	0	0	0
33.	Umaroh	1	1	1	1	0	0	0	0
34.	Umniyatus Solekhah	1	1	0	1	0	0	1	0
35.	Uswatun Hasanah	1	1	0	1	0	0	1	0
36.	Yunica Cita Mutiara	0	1	1	1	1	0	0	0
37.	Yuyun Kismawati	0	1	0	1	1	0	1	0

## APPENDIX 3

### Students' Dialogue

Lilik Rahmawati (15)	
Rowinda Imawati (26)	
Winda	: "Good morning. I am pondering to know whether your organization offers work for showcasing or not?"
Lilik	: "Yes, we give employments opportunity to promoting? Would you like to apply for that employment?"
Winda	: "Yes, I need to apply on that employment. What would it be advisable for me to plan?"
Lilik	: "You need to bring your curriculum vitae and work application letter. You can gather the points of interest before the current month's over, November 27."
Winda	: "Are only a CV and work application letter, that would it be advisable for me to bring? Do I need anything something else?"
Lilik	: "You require a considerable amount of necessities that must be met. To get more data, you can visit the site on <a href="http://www.sapuanjaya.co.id">www.sapuanjaya.co.id</a> and get the prerequisites that must be finished."
Winda	: "Well, I comprehend that I have to do."
Lilik	: "Is there something else that I can offer assistance?"
Winda	: "No, much obliged to you."
Lilik	: "You're Welcome."

Siska : "Good afternoon, Sweet Company."

Risma : "Good afternoon, this is Risma from beauty company, i'd like to miss Evi please ?"

Siska : ~~She again to the outside the city.~~ Would you like to leave a message ?

Risma : Yes, can you have Evi call me back when he is available ? my name again is Risma, and she can reach me at 444-131-567.

Siska : It's Risma at 444-131-567. Can I tell him ~~her~~ what this is regarding ?

Risma : She sent over a fax, and the last page didn't Cosmetice. I will need for him to resend the fax to me.

Siska : I'll let him know ~~a~~ missing word

Risma : Thank you

Siska : Ok, thank you for calling Sweet Company.

fiction

Name : Natasha and Sri pujiati

Natasha : Good morning . Big hit company , is there anything I can help ?

Puji : Good morning , this is Puji from Puji gallery . I would like to speak to Mr. Mark , please ?

Natasha : He is in a meeting in America . Would you like to leave a message ?

Puji : Yes . Can you have Mark call me back ~~over 4~~ when he going to be back . ?

Natasha : Could you give me your mobile number , please

Puji : Yes , my number is 081557448221 .

Natasha : Can I tell him what this is regarding ?

Puji : No , thanks . I just want he call me back . Thank you . Good morning

Natasha : Good morning : " : " .

him to call

A : Aesa cahyaningrum

B : Cici Setiana Putri

A : Good morning, CV Bumi Indonesia is here.

B : Good morning, I am cici. I am wondering to know whether your company offers a job for marketing or not? .

A : Yes, we provide jobs vacancy for marketing. Do you want to apply for that job? .

B : Yes, I want to apply on that job. What should I prepare?

A : You have to bring your curriculum vitae and a job application letter. You can collect the details by the end of this month, Desember 31 thirty first

B : Are just <sup>only</sup> a CV and a job application letter that should I bring? Do I need anything else?

A : You need quite a lot of requirements that must be met. To get more information, you can visit the website on [www.bumindo.co.id](http://www.bumindo.co.id) and get the requirements that must be completed.

B : Wev, I understand that I need to do.

A : Is there anything else that I can help?

B : No. Thank you

A : You're welcome.

*Handwritten signature*

Hi'mah : "Good morning, skin care beauty company."

Aina : "Good morning, this is Aina from AVON Company.  
May I speak to Ms. Ana please?"

Hi'mah : "She's meeting a client right now. Would you like  
to leave a message?"

Aina : "Yes, Can you have Ms. Ana call me back when she  
is available? My ~~(name is again is)~~ Aina, and she  
can reach me at 555-432-5670."

Hi'mah : "It's Aina at 555-432-5670. Can I tell him what  
this is regarding?"

Aina : "Cream that she left two packs. ~~to~~ <sup>could you</sup> I will need for him  
to resend the cream to me."

Hi'mah : "I'll let him know."

Aina : "Thank you."

Hi'mah : "Thank you for calling."

A : Hi'mah Fauzriyah (19)

B : Aina Rokhmawati Samra (09)

Send → Action.  
Take → Grammar

Practice makes perfect



kamatudin sebagai : A  
Taufiqi sebagai : B

sama

Date : \_\_\_\_\_

### Business telephone calls

A : "Good morning ! This is kamal , from Mnarok compang."

B : "Good morning, this is Taufiq from Tempel company. May I speak with your manager?"

A : "My manager is out the office now, would you like to leave a message?"

B : "Yes, Can you have your manager call me back when he is available? My name <sup>15</sup> again is Taufiq, and he can reach me at 222-5978-6661."

A : "Let me see if I got ~~that~~ right. Your name is Taufiq and your phone number is 222-5978-6661, correct?"

B : "Yes, it's true. I want to talk <sup>10</sup> with your manager."

A : "I'll let him know."

B : "Thank you."

A : "Thank you for your calling, Taufiq."

Name : - kamatudin hidayatullah (13)

- K.M. Taufiqi ridho (16)

15 H True

A → Selviyani

B → Noviana Nurul Kumala

A = "Good morning, Makmur Company."

B = "Good morning, This is Arum from business Center, May I  
Speak with Mrs. Nina Please?"

A = "I'm Sorry, she's not here today. would you like to leave a  
message?"

B = "No. I will ~~to~~ talk with ~~his~~ alone. ~~when~~ Can you have Mrs. Nina  
call ~~be~~ me back when she is available? My name ~~again~~ is Arum,  
and she can reach me at 222 - 321 - 525."

A = "It's ~~June~~ Arum at 222 - 321 - 525"

B = "Thank you"

A = "Thank you for calling Makmur Company."

Name : - Citra An@iana sari

- Khusnul khafishiyah

Class : XI OTP 2

Citra : "Good Morning, CV Bumi Indonesia is here."

Khusnul : "Good morning I am Khusnul. I am wondering to know whether your company offers a job for marketing or not?"

Citra : "Yes, we provide jobs vacancy for marketing. Do you want to apply for that job?"

Khusnul : "Yes, I want to apply on that job. What should I prepare?"

Citra : "You have to bring your Curriculum vitae and a job application letter. You can collect the details by the end of this month, December 31."

Khusnul : "Are just <sup>only</sup> a cv and a job application letter that should I bring? Do I need anything else?"

Citra : "You need ~~quite~~ a lot of requirements that must be met. To get more information, you can visit the website on [www.bumiindonesia.co.id](http://www.bumiindonesia.co.id) and get the requirement that must be completed."

Noma Angora

Nurul Amalia S. (21)

Tiara Oktavia (31)

1) M: Good morning, you are calling to the hotel pepito.  
How can I help you?

S: Good morning. I want to know if you have a  
vacancies.

M: One moment please.

S: Oh

M: We just have one bedroom for two people.

S: Oh there is a problem.

M: What's happen?

S: We are three people, my husband, my dog and  
me.

M: Your dog?

S: Yes, Papadopoulos my dog.

M: I am sorry but in this hotel we don't let  
dogs ( )? (come in - a missing word)

S: But my dog is like other person.

M: Yes, but it is a rule of the hotel.

S: Oh, that's a pity.

M: Wait I can look for a place for dog.

S: That's perfect.

M: One moment ... I just have found one and  
it's close here.

S: Oh! That's perfect

M: Could you give me your name and number, please?

S: My name is Cruella de Vil and my Mobile  
Number is 123456789.

M: Oh Very good. How many days? And when will

To be a winner, all you need is to give all you have

BOSS

A = Good morning, may I speak to Mrs Lia.  
Please?

B = Sorry, Mrs Lia, <sup>15</sup>Out of the office at the moment.

Whos calling please?

A = I am <sup>animatoe</sup> from wait disney

A = Could you tell me When she is going to come back?

B = She is going to come back at 1pm.

would you like to leave a message?

A = Please tell her, I am going to arrange a meeting with her to present but products

B = Ok. Sorry could I know your name please?

A = My name is Agunite

B = Sorry, can you spell your name please?

A = A - S - T - U - T - A - K

A = Please ask her to call me back

B = How can she call you back (Mrs?)

A = At...

0506 - 794 - 011220

B = Ok, I'll give her this message

A = Thank you for your help. Good Bye...

Good Bye...

action missing words

action spelling

action spelling

## **APPENDIX 4**

### **INTERVIEW 1**

Name: M. Taufiq Ridho

A : Hello, what's your name?

B : My name is Taufiq.

A : Taufiq? Oke Taufiq.. I wanna ask you some questions, first do you like learning English for business?

B : Ya saya suka English for business, tapi saya tidak terlalu pandai berbahasa inggris.

A : Terus apa yang membuatmu suka dengan bahasa inggris?

B : Karena saat pembelajaran bahasa inggris sangat menyenangkan.

A : Oh begitu.. khususnya pada English for business ya?

B : Iya.

A: Oke.. itu sesuai dengan jurusan kamu juga, jadi itu dapat membantumu, Menurut kamu seperti itu?

B : Iya seperti itu.

A : Then, what do you like when you learn English for business? Which part? Pelajarannya, gurunya atau mungkin materinya?

B: Ya dari materinya itu tidak membosankan

A : Berarti kalau kamu disuruh mengerjakan tugas seperti English for business kamu langsung mengerjakannya?

B : Iya kalau bisa'

A : Oh kalau bisa.. kalau gak bisa berarti?

B : Berusaha untuk ngerjainnya.

A : Ok good, and then apakah menurut kamu belajar English for business itu penting atau tidak?

B : Menurut saya belajar English for business itu sangat penting karena dalam mencari pekerjaan akan mudah.

A : Ok, jadi kamu berharap nanti kamu dapat pekerjaan yang bagus dengan bakat kamu, dengan ketika kamu belajar English for business?

B : Iya saya ingin mendapatkan pekerjaan yang bagus.

A : Itu akan membantumu untuk mendapat pekerjaan yang lebih baik, jadi apakah kamu merasa bangga ketika belajar English for business?

B: Bangga sekali karena saat kita belajar English for business kita dapat menguasai dunia pekerjaan.

A : Iya, soalnya bahasa inggris juga bahasa yang luas dan dapat digunakan dalam segala bidang.. and then apakah ketika kamu speak

English for business in the front of class, apakah kamu merasa nervous?

B : Iya kadang-kadang saya merasa gugup atau demam panggung.

A : Kenapa kamu merasa gugup seperti itu?

B : Karena dilihatin teman-teman.

A : Oh, bukan karena takut salah atau sebagainya?

B : Iya takut salah juga sih.

A : Kenapa? Apanya yang takut salah?

B : Takut salah seperti kosakatanya dan pengucapannya.

A : Pemilihan katanya dan pronunciationnya takut salah?

B : Iya

A : Ok, thank you for your participation.

## **INTERVIEW 2**

Name: Yuyun Kismawati

A : Hello, what's your name?

B : My name is Yuyun

A : Oke Yuyun, I wanna ask you. Do you like learning English for business?

B : Yes I like.

A : Why?

B : But, saya tidak mahir.

A : Oh, tidakpapa masih proses belajar jadi itu hal yang wajar. Oke, Apa yang kamu suka ketika belajar English for business?

B : Yang saya suka yaitu pelajarannya menyenangkan, kita bisa mengetahui bagaimana cara berbisnis yang baik

A : Iya, jadi kita bisa menjalin relasi yang lebih luas lagi ketika kita mahir berbahasa Inggris, right?

B : Iya seperti itu.

A : Terus menurut kamu belajar English for business penting atau tidak?

B : Oh itu sangat penting.

A : Kenapa penting?

B : Ya karena sekarang kita di era globalisasi bu.

A : Yes.

B : Di era globalisasi kita dituntut untuk bisa berbahasa asing karena kita bersaing dengan Negara-negara di ASEAN, kalau kita tidak bisa berbahasa Inggris dengan baik maka kita akan tergantikan atau tersisihkan, jadi bahasa inggris sangat penting untuk bisnis.

A : Ok, so ketika kita sudah mahir atau menguasai English for business, apakah kamu berharap kamu akan mendapatkan pekerjaan yang lebih bagus nanti kedepannya?

B : Iya, kita berharapnya yang baik-baik bu, ketika kita sudah bisa berbahasa Inggris dengan baik dan lancar, lalu dipercaya suatu perusahaan tentu pihak perusahaan akan mempertahankan, jadi seharusnya bisa menjadi bahan pertimbangan.

A : Good, so when you learn English for business do you proud of learning English for business?

B : Bangga, bangga sekali, karena bisa lebih baik dari yang lain

A : Well, ketika kamu berbicara bahasa Inggris di depan kelas atau di depan public, apakah kamu merasa nervous?

B : Iya, nervous sekali bu, karena salah satunya belum bisa berbahasa Inggris dengan mahir, kemudian dilihat banyak orang pasti grogi kalau kita salah harus bagaimana.

A : Berarti kamu kesimpulannya suka dengan English for business ya?

B : Agak suka.

A : Kenapa agak suka?

B : Karena takut kalau salah.

A : Oh right, tapi jangan jadikan itu sebagai masalah karena kita masih proses belajar, ok thankyou.

B : Yes.

### **INTERVIEW 3**

Name: Tri Ernawati

A : Hai, what's your name ?

B : My name is Tri Ernawati

A : Tri Ernawati I wanna ask you, do you like learning English for business ?

B : Yes I like because I very enjoyed and sesuai with me.

A : With your major?

B : Yes.

A : Ok, if you like so, what do you like from learning English for business?

B : Saya dapat pengetahuan yang lebih banyak tentang bisnis dan juga dapat mempelajari bahasa Inggris.

A : Ok, jadi dengan bahasa Inggris kamu juga bisa mempelajari literature business yang lebih banyak lagi right? Then, do you think that English for business is important for you?

B : Yes according to me English is very important.

A : Why?

B : Because we can around the world and having for the job, karena dengan berbahasa Inggris kita dapat mengelilingi dunia dan kita juga dapat memilih pekerjaan atau kita lebih mudah mendapatkan pekerjaan yang lebih baik.

A : Jadi dengan kemampuan English for business, nanti harapannya kamu akan dipertimbangkan oleh perusahaan yang kamu ingin tempati right?

B : Yes.

A : Ok, so are you proud of learning English for business?

B : Yes, I'm proud, Because English is the language of the world, dengan bahasa Inggris kita dapat mengelilingi dunia.

A : Bisa mendapatkan pengetahuan yang lebih luas lagi ya? Then, what do you feel when you learn English for business?

B : I'm nervous because saya belum pandai berbahasa Inggris dengan baik.

A : Jadi kamu takut salah? Which part? grammaticalnya atau ketika berbicara?

B : Mungkin takut salah perkataannya.

A : Well, then do you want to get a good job after you learn English for business ?

B : Yes because I want to be successful, dan mendapat pekerjaan yang baik.

A : Ok, ketika kamu praktek menggunakan English for business, apakah kamu merasa. nervous Ketika berhadapan dengan public yang banyak?

B : Yes, because I do not believe myself.

A : Jadi kamu harus ditingkatkan lagi kepercayaan dirinya.

B : Ok.

A : So, secara keseluruhan apakah kamu suka ketika belajar English for business?

B : Suka, tetapi kemampuan bahasa Inggrisnya saya kurang

A : Kurang mumpuninya seperti apa?

B : Ya seperti, grammarnya dan pronunciationnya.

A : Ok, thank you very much

B : Your welcome

## **INTERVIEW 4**

Name: Nurul Amalia Sholehah

A : Hello, what's your name?

B : My name is Nurul Amalia Sholehah.

A : Nurul Amalia I wanna ask you some questions. Do you like learning English for business?

B : Ya saya suka, karena bahasa Inggris sering digunakan dalam berbisnis maupun berkomunikasi.

A : Well, jadi di jurusan kamu pun English for business itu sangat penting, right? And then, what do you like when you learn English for business?

B : Karena belajar bahasa Inggris itu sangatlah menyenangkan.

A : Apakah ada factor lain yang mempengaruhimu yang membuat kamu senang belajar English for business?

B : Faktor lain?

A : Mungkin karena kamu memang suka bahasa Inggris atau mungkin karena gurunya?

B : Karena saya ingin belajar bahasa Inggris.

A : Berarti kamu memang tertarik dengan English?

B : Yes.

A : Kalau kamu mendapatkan tugas English English for business apakah kamu langsung mengerjakannya?

B : Yes.

A : Kamu selalu mengerjakan tugasnya? That's good and then apakah kamu berfikir bahwa English for business itu penting atau tidak untuk kamu?

B : Iya, sangatlah penting karena bahasa Inggris adalah bahasa internasional, jadi kalau kita bertemu dengan orang asing tidak susah untuk berkomunikasi.

A : Lalu kalau di dunia bisnis sendiri bagaimana menurutmu, apakah English for business itu penting apa tidak?

B : Penting, karena jika ada client dari luar negeri kita bisa saling berkomunikasi.

A : Jadi kita bisa mendapat banyak relasi right? And then, are you proud of learning English for business?

B : Bangga, karena bahasa Inggris dalam hidup itu menguntungkan.

A : Kalau untuk dirimu sendiri bagaimana, ketika kamu praktik bahasa Inggris apa yang kamu rasakan? Apakah kamu merasa jika kamu bisa bahasa Inggris, jadi aku merasa keren atau seperti apa?

B : Ya merasa bangga, senang, ada sukanya ada dukanya.

A : Ada suka dan ada dukanya? Dukanya apa?

B : Dukanya kalau tidak bisa.

A : Jangan takut salah, ok?

B : Ok.

A : Then, what do you feel when you learning English for business?

B : Saya merasa senang dan bangga

A : Good, lalu ketika kamu praktek apakah kamu merasa nervous?

B : Nervous, karena takut salah

A: Tapi kamu ketika disuruh maju kedepan kelas kamu bisa melakukannya?

B : Bisa.

A : Ok, yang penting mau mencoba praktek, English itu harus praktek, ketika kita mau usaha inshaallah kita bisa. And after you learn English for business apakah kamu berharap akan mendapatkan pekerjaan yang baik or yang sesuai dengan yang kamu inginkan?

B : Iya, karena saya ingin menjadi orang yang sukses.

A : Dengan kemampuan your English for business?

B : Yes.

A : Ok, thank you very much.

B : Yeah your welcome.

## **INTERVIEW 5**

**Name: Risma Esa Riyani**

A : Hai, what's your name?

B : My name is Risma Esa Riyani

A : Can I call you Risma?

B : Yes.

A : Ok, I wanna ask you, do you like learning English for business?

B : Yes, I like (nada ragu)

A : Kenapa ragu?

B : Yes I like, because mudah dipahami dengan adanya pelajaran English for business kita dapat memahami dunia bisnis dengan cara berbahasa Inggris.

A : Ok, jadi bisa menyelami dunia bisnis dengan lebih banyak referensinya dan Karena kemampuan berbahasa kita lebih banyak, right?. And then apa yang kamu suka ketika kamu belajar English for business?

B : Saat pelajaran English for business asyik, dan bisa menambah pengalaman atau wawasan yang luas

A : Well, jadi kamu suka ketika pelajaran bahasa Inggris, mungkin dari penyampaian materinya, atau cara mengajar gurunya, atau bagaimana?

B : Tergantung cara mengajar gurunya, ketika cara penyampainnya materi dari guru mudah dipahami, saya suka.

A : Kalau kamu suka, kemudian kamu disuruh mengerjakan tugas apakah kamu langsung mengerjakannya atau menundanya karena bahasa Inggris itu susah jadi kamu malas mengerjakan?

B : Terkadang malas. jadi tidak langsung dikerjakan.

A : Tapi kalau secara pribadi kamu sendiri beranggapan bahwa kamu itu suka atau tidak dengan English for business?

B : Suka, tapi diri saya sendiri kurang bisa bahasa Inggris.

A : Tapi tidak apa-apa kamu sendiri masih belajar, and then apakah kamu berfikir English for business itu penting atau tidak buat kamu?

B : English for business itu sangat penting bagi saya karena sekarang masyarakat ASEAN dan warga Negara asing banyak yang berbisnis disini, jadi English for business itu sangat penting.

A : Jadi itu bisa membantu kamu untuk menjalin relasi right? Are you proud of learning English for business?

B : Bangga.

A : Bangga? Why? Apa yang membuat kamu merasa bangga?

B : Karena melatih saya untuk lebih bisa berbahasa Inggris.

A : Untuk menjalin komunikasi dengan yang lain, Jadi ketika kita menyampaikan sesuatu kepada orang lain bahasa kita tertata rapi dan kita juga bisa menguasai bahasa Inggris, menurutmu begitu?

B : Yes.

A : Ok, and then setelah kamu mempelajari bahasa Inggris apakah kamu berharap kamu akan mendapatkan pekerjaan yang bagus?

B : Iya, sebenarnya jika semua orang bisa memahami bahasa Inggris dan bisa berbicara bahasa Inggris lancar akan mendapatkan suatu pekerjaan yang diinginkan.

A : Good, kemudian apa yang kamu rasakan ketika kamu speak or practice English for business?

B : Masih belum percaya diri.

A : Kenapa? Apa yang membuat tidak percaya diri?

B : Karena pengucapannya kurang lancar dan kurang baik.

A : Kamu takut salah?

B : Iya.

A : Iya, semuanya masalahnya hampir sama yaitu takut salah, but don't worry, ok? Jadi kamu ketika praktek bahasa Inggris kamu merasa kurang percaya diri, kamu merasa nervous tidak?

B : Iya, nervous dan kurang percaya diri.

A : Ok, thank you very much.

B : Yes.

## **INTERVIEW 6**

Name: Uswatun Hsanah

A : What's your name?

B : My name is Uswatun Hasanah

A : Panggilannya?

B : Uswah

A : Oke Uswah, I want to ask you. Do you like learning English for business?

B : Yes, because saya bergerak di jurusan AP (Administrasi Perkantoran), AP membutuhkan lebih banyak pengetahuan bahasa Inggris di business.

A : Sangat membantu untuk kamu berarti ya?

B : Iya.

A : Oke, jadi apa yang kamu suka ketika kamu belajar English for business?

B : Because more gained knowledge about English for business.

A : Jadi kamu bisa lebih banyak mendapat pengetahuan?

B : Yes.

A : Kalau tentang penyampaian materinya sendiri, pembelajaran di kelas apa yang kamu suka? Dari cara pengajarannya atau memang kamu suka materi English for business?

B : Dari pengajarannya, soalnya itu cepet nyampai ke otak.

A : Jadi kamu gampang paham dan senang ketika belajar English for business? Then apakah kamu berfikir bahwa English for business itu penting apa tidak buat kamu?

B : Yes, because jika kita memahami bahasa Inggris, kita akan lebih gampang untuk melamar pekerjaan ketika kita lulus nanti, karena sekarang persaingan semakin ketat, sekarang ada ekonomi ASEAN yang berlomba-lomba mencari pekerjaan sehingga kita harus mempunyai keterampilan salah satunya bahasa Inggris.

A : Kalau untuk di akademik kamu, apakah English for business dapat membantu kamu d pembelajaran sekolahan?

B : Iya.

A : And then apakah kamu merasa bangga ketika kamu dapat menguasai English for business?

B : Iya, karena bahasa Inggris itu penting jadi kita merasa percaya diri dan bisa seperti orang pintar seperti itu.

A : Jadi ketika kamu praktek dan menguasai English kamu merasa ada yang lebih dari diri kamu.. ok that's good.. terus ketika kamu mempelajari English for business apa yang kamu rasakan?

B : Senang bu, kita masih diberi kesempatan untuk sekolah, untuk belajar bahasa Inggris jadi kita harus memanfaatkan dengan baik agar kedepannya bisa lebih baik lagi.

A : Seperti yang kamu sebutkan, sekarang persaingannya semakin ketat di ASEAN ekonomi tadi, ketika kamu belajar English for business apakah kamu berharap dapat mendapatkan pekerjaan yang lebih bagus?

B : Iya, karena jika kita mempunyai keterampilan juga gaya bahasa yang baik, serta menguasai bahasa yang baik kita bisa lebih mudah mencari pekerjaan, seperti saat interview kita lebih unggul.

A : Well, ketika kamu praktek di depan kelas apakah kamu merasa nervous?

B : Iya, karena saya tidak menguasai bahasa Inggris dengan baik.

A : Ok, tidak apa-apa, kamu masih belajar, memang penguasaan itu diperlukan untuk menunjang kemampuan kita.

B : Ok.

A : Ok, terus belajar yaa.. thank you.

## **APPENDIX 5**

### **Profile of SMK N 1 Demak**

#### **1. History**

Formerly this school was called SPG (School of Teacher Education). SMK N 1 Demak is the new name of SMEA N 1 Demak. This change is based on SK Number 036 / O / 1997 dated March 7, 1997. The location of SMEA N 1 Demak is in Demak city. Since 1990 SMEA N 1 Demak changed its name to be SMK N 1 Demak. The name is used until now.

Since December 10, 2005, Director of Dikmenjur Jakarta Vocational High School (SMK) got the trust as ICT center of Demak and its surroundings. Now it can be nominated as a National Vocational High School with international level of multimedia expertise program. SMK N 1 Demak located in Demak city is one of vocational schools based on information technology and computer. A strategic school location makes it easy for students to move. At SMK N 1 Demak, all academic activities with all resources are ready to help and guide students to enter the world of fun education. Armed with experience in the education world for 20 years, SMK N 1 Demak matured and modern in the implementation of education. Teaching and Learning Activities is conducted in classrooms equipped with adequate infrastructure and facilities.

SMK N 1 Demak offers several skill programs that match the demand of the world of work. Currently SMK N 1 Demak has 5 skill programs, namely;

1. Accredited Accounting (B)
2. Accredited Office Administration (A)
3. Accredited Sales (A)
4. Accredited Multimedia (B)
5. Accredited
6. Fashion Boutiques (A)

Students will be equipped with skills appropriate to their vocation, thus providing professional graduates with professional technology and non-technological skills.

## **2. Visions and Missions**

### **a. Visions**

Becoming a center of education and training to prepare a middle-class devoted to God Almighty, Professional and skilled who have environmental insight.

### **b. Missions**

- 1) Preparing graceful and virtuous graduates, having a work ethic and entrepreneurship spirit.
- 2) Toward an international Vocational High School.
- 3) Increasing the absorptive power of graduates in the business world/industrial world and can continue education to a higher level.

- 4) Enhancing the role of vocational schools as centers for the development of education and training at the regional and national levels.

## **PICTURE**

### **1. Giving Explanation About Handling Telephone**



### **2. Students' Practicing dialogue 'Handling Telephone'**



### 3. Office Administration 1 Students of SMK N 1 Demak





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Semarang, 03 Januari 2018

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