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Developing Teaching Materials on English for Specific Purpose on Tourism Program of HKBP Grade Eleven

¹Kammer Tuahman Sipayung

²Tagor Pangaribuan

¹The Department of English Language Education of Teacher Training at University of HKBP Nommensen Medan

² The Department of English Language Education of Teacher Training at University of HKBP Nommensen Pematangsiantar

Bio-Profiles:

Kammer Tuahman Sipayung holds a PhD in Linguistic (Universitas Sumatera Utara). His research interest centered on applied linguistic particularly on translation, discourse analysis, and TEFL. He has already presented in national and international seminars and conferences and published several articles in national and international journals. The government of Indonesia presented grants for his other studies. His email is kammertuahmansipayung@gmail.com.

Tagor Pangaribuan holds a Ph.D. in English Education (University of Negeri Malang–Indonesia). His research focused on teaching English as a foreign language from the beginner level. He develops and innovates some model and instrument of teaching. He authored TEFL books and teaches the philosophy of TEFL and ESP at the University of HKBP Nommensen. His email is tagorp52@yahoo.com.

Abstract

The aims of this ESP research are the following: to develop teaching for vocational school for tourism at grade eleven, to describe the experts view and learners' perception on materials, to describe its result for revision, and to test hypothesis on control and experimental groups. The methodology used is descriptive quantitative and qualitative. Source of data are views from experts, teachers, students, and peers, collected through questionnaires. The

revision of qualitative questionnaires' experts and students is recommended. However the alternative hypothesis is accepted based on the t-test point of view.

Keywords: Teaching materials, ESP, Tourism program

Introduction

English is rapidly gaining status as a global language. This is true because the language is not only used in English-speaking countries but also in other countries where businesses flourish through negotiations delivered in English. In this case, English becomes the people's second or foreign language. The communication in English occurs in many contexts, like an advertisement, education and business, and the like. Many students from the basic level up to higher level attend English courses to develop their competence and skill in English. It means that they have various reasons to learn English. Basically, they want to master English actively in spoken and written form. In addition to that, most vacancies are requiring people who know English communicatively, to run their business. The competencies of students in English become an additional value to support their future careers in this globalized era. (Boroujeni & Fard, 2013) state that mastering English can guarantee one's opportunities and success in work, academic and social life. It is one of the reasons for non-native English to learn about English, especially for the learner of the tourism program. Based on this reason, it is important to prepare students with English.

In preparing the materials, the teacher needs to conduct need analysis because every English language learners need English for different purposes. Through need, analysis learning materials are developed indirectly. However, there are some steps to develop these materials. First, a teacher needs to develop the syllabus through learning the learners need, choose item by item from the syllabus then develop the materials. Second, the nature of learning materials and learning principles are something that needs to develop. The nature of learning is dealt with the teacher ability to differentiate between materials (content) and language. Like materials of listening can be chosen from cassette, CD-ROM, video and etc which able to help students to achieve the objective of learning which already formulated by the teacher. Learning principles are dealt with developing the content of materials. According to Tomlinson (1998), the materials should achieve the impact. In addition, He explains that the impact is achieved when the materials have a noticeable effect on learners, that is, when the learners' curiosity, interest, and attention are attracted. The impact of teaching can achieve through novelty.

A doctor should have the ability to explain the patients' health. Engineering needs to understand the vocabulary of engineering term. The ability of correspondence should be taught

to the secretary. A receptionist should be equipped with the ability to welcome speech the foreign guest. The examples of need above are indications that different English purpose must be taught with specific materials. General English (GE) and English for Specific Purposes (ESP) are two kinds of specification in teaching English as a foreign language in Indonesia. However, according to (Harsono, 2007) states that ESP is more demanded than that for GE because the availability of the ESP learning materials in public is very rare.

The differences between GE and ESP are on the need analysis, vocabulary and subject matter. The similarities both of them are placed in the need. Hutchinson and Waters (1989) state that the existence of the need cannot distinguish ESP from GE but the awareness of the need itself. (Far, 2008) states that General English refers to context such as the school in which needs and interest cannot be specified particularly. It means that General English provide a wide range to teach than English for Specific Purposes. The need analysis for English for Specific Purposes plays an important role to design teaching plan and learners' request. According to (Unal, 2014) states that ESP concentrates more on the teaching of meaning than grammar instruction and the basic point is to teach indirect relation with the real worlds of students in terms of content. In line to that, (Hutchinson & Waters, 1987) describes that English for Specific Purposes is an approach in language teaching in which the content and method clearly depend on the learners' needs and interests. GE is learned by the senior high school while ESP is taught for vocational schools, like accounting, secretary, engineering and so forth.

Senior and vocational students learned English for a different subject matter. Vocational students do not have to learn as senior high students' materials and vice versa. The teaching materials of vocational students is based on the demand and the need for job vacancy after they graduate from their school. The specific materials on ESP will help them to get a job. In fact, based on the researcher's observed, the materials of vocational school are still General English. The materials between senior high school and vocational high school are similar. Based on the curriculum of 2013 the materials between senior and vocational high school are almost exactly the same. It means that, less difference in teaching materials point of view between senior high school or GE and vocational school or ESP. In addition to that, Based on the observation and interview with the English teacher of tourism school, the teaching and learning process is occurred conventionally, content-oriented, less practice and text-book oriented.

In addition to that, teaching and learning process still dominated by the ESP teachers. It was to indicate that teacher centre activities occurred in the classrooms. In this case, most students were just writing, sitting and listening. In other words, most of them were passive

since the materials in the ESP textbook for grade eleven on vocational of tourism school. Sometimes the ESP teachers focused on teaching grammar and reading than the other language skills and subskills. In addition to that, the ESP for tourism which can be found in the English textbook were not interesting. The materials are lack of picture, video and song. Based on the existing materials, it's provided with the translating text and the translation from English to Indonesia in the level of vocabulary. Teaching materials play a central role in teaching and learning, and as Garton and Graves (2014) in (Augusto-Navarro, 2015). In this case, the ESP materials are not contextualized to the topic. The materilas are not link to the students explicitly. Vocational school of HKBP is closed to Lake Toba as tourism destination however the materials are out of context. It means that the teaching materials are not related to the part of Lake Toba. This case lead to the unmeaningfull teaching since unable to engange, motivate, to find new angle on those topics.

Based on the fact above, the researcher formulates some research objectives, they are 1) to design teaching materials, it plays a central role in teaching and learning ESP. 2) to examine the designing materials on content, media and design of teaching materials, 3) to describe the result of validation by colleague and students, 4) describing the result of the implementation try out. The formulation on objectives above related to the goals of the school. (Gardner., 1983) states the purpose of school should be to develop intelligence and to help people reach vocational and a-vocational goals that are appropriate to the particular spectrum of intelligence. Similar research has been conducted by (Al-khatib, 2005). In his study stated that orientations toward the importance of studying ESP as a means of communication in relation to the group of workers using it and the workplace in which it is used.

Literature Review

Teaching Materials

Tomlinson (1998) stated that materials is anything which is used to help teaching language to the learners. Based on the statement above materials refers to the tool like video, newspaper, workbok and textbook. The researchers would like to declare that teaching materials not only textbook but broader than it. It's a great mistake if educators teach the students based on the textbook only and never used other materials in teaching. Graves (2000) defines that materials development as a planning which is create by the teachers to achieve the goals and objectives of the course. It means that teachers are developers of teaching materials. They are free to add, shorten, modify and lengthen the materials. However, the materials need to evaluate based on principles. The evaluation should be based on theory of learning and

theory of teaching and learning. The evaluation of materials should be based on three types of material evaluation. They are Pre-Use evaluation, Whilst-Use evaluation, and Post-Use evaluation. The first type evaluation is often subjective, unreliable and impressionistic. It measures the potential value of materials. The second type is often objective and reliable than the first type. It measures the value of materials. The last type of evaluation is used to know what has been taught, to know the students skills and etc. This type is used to measure the actual effect. (Tomlison, 1998) describes some criteria of good materials, such as achieve impact, help learners to feel at ease, help learners to feel confidence, relevant and useful to learners. It means that teaching materials should give the outcome or impact to the students.

Advantages and Disadvantages of Teacher-Produced Teaching Materials

In case of designing teaching materials generally for GE and particularly on ESP, the teachers are not allowed for it. Actually there are advantages and disadvantages if the GE and ESP teachers are given the opportunity as materials designer. The advantages are teachers will improve their literacy through teachers-produced materials. They will produce the materials based on context. (Howard & Major, 1995) stated that some teaching contexts will be rich in resources such as coursebooks, supplementary texts, readers, computers, audio-visual equipment and consumables such as paper, pens and so on. It's to indicate the students will get a rich knowledge and have a positive impact. The next advantage is individual need, this approach will overcome the students heterogeneity in the classroom. The ESP teachers will get a focus in designing materials. Personalisation is the next advantage in teacher-produced materials. The ESP teachers feel free to add personal touch based on students' culture, personality and learning styles. (Howard & Major, 1995) stated that in designing teaching materials teacher need to take account of the learning styles of students is likely to increase motivation and engagement in learning. Based on some advantages above, they will avoid the idea of "one-size-fits-all"

There are three disadvantages if the teacher-produced materials. They are organisation, quality and time. Generally, in producing textbooks are organised through principle of identifiable and follow the norm. This regulation is made to avoid incoherence materials overall. Storage of materials and physical organization are the next aspect which are regulated by the organisation. The next disadvantage is about the quality. The content of teacher-produced materials will lead to the poor of constructed, lack of clarity and lack of diction. It occurs since the teachers are lack on experience. The last disadvantage is about time. In producing materials need a passion however many teachers are not viable to allocate their time.

(Howard & Major, 1995) stated that teacher-made materials, and perhaps the key factor inhibiting many teachers from producing their own teaching materials, is time.

The Effective Teaching Materials

According to (Howard & Major, 1995) There are six factors that need to account in designing teaching materials. They are learners, curriculum and the context, resources and facilities, personal confidence and competence, copy right compliance and time. In addition to that (Graves, 2000) proposes fifteen criteria of good activities in designing materials. They are:

1. Activities should draw on what students know and be relevant to them
2. Activities should focus on students' outside of class needs, if appropriate.
3. Activities should build students' confidence
4. Activities should allow students to problem solve, discover, analyze.
5. Activities should help students develop specific skills and strategies.
6. Activities should help students develop specific language and skills they need for authentic communication.
7. Activities should integrate the four skills of speaking, listening, reading, and writing. In this research, the researcher just focus on two skills, they are listening and speaking skills.
8. Activities should enable students to understand how a text is constructed.
9. Activities should enable students to understand cultural context and cultural differences.
10. Activities should enable students to develop social awareness.
11. Activities should be as authentic as possible.
12. Activities should vary the roles and groupings.
13. Activities should be of various types and purposes.
14. Activities should use authentic texts or realia when possible.
15. Activities should employ a variety of materials.

Moreover (Hutchinson & Waters, 1987) also propose that good materials will contain interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, content which both learner and teacher can cope with. They also state that good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way to maximize the chances of learning. Based on the statements above teacher as a designer of teaching materials need to be aware in constructing materials.

Method

This study is conducted with the qualitative descriptive and quantitative method. This way is conducted since the data in two forms. The first is in the form of score from questionnaires and experiment study. The second is a form of development from the first draft up to the third draft of teaching materials. Research development in this study applied some steps which are developing by Sugiyono (2008). Based on Sugiyono, there are ten steps in doing development research, however, the writer only used the first steps up to sixth steps, these steps are summarized into three main steps, they are 1). a preliminary study, 2) design, 3) development. The preliminary study consists of three analysis: 1) potentially analysis and problem, 2) need analysis, 3) learning analysis. While in designing steps, it consists of learning and product design. Learning design produced syllabus and lesson plan while product design produced the first draft of the textbook. The last stage in development by 1) testing materials content, media and the first draft of teaching materials from the expert, 2) revision and produced the second draft of teaching materials, 3) peers' and students' validation about the second draft of teaching materials, 4) revision and produce the third draft of teaching materials, 5) the effectiveness or experiment test. The sample of this test consists of two learning experts, five peers of teacher, seven students as validity test about the appropriate product and 30 students as a control group and 30 students as an experimental group.

The instrument of this study is a set of questionnaires. The questionnaires are distributed to the teachers and students. The range of is 1 – 4 for each question. The interval and conversion of quantitative data (questionnaire) can be seen in the following table.

Table 1.

Questionnaire Conversion

Score	Interval of the Mean Value	The Other Forms of the Interval	Category
4	≥ 3.53	$X \leq 3.53$	Very good
3	3.02- 3.52	$3.02 \leq X \leq 3.52$	Good
2	2.51- 3.01	$2.51 \leq X \leq 3.01$	Poor
1	2.00-2.50	$2.00 \leq X \leq 2.50$	Very Poor

The open and close questionnaires are distributed to the learning expert. The last is to conduct the experimental research between before and after materials development.

Results and Discussions

The result from the preliminary research shown that students need to learn more about tourism technical term (vocabulary) in the textbook. It can be seen in the following table.

Table 2

Sample of Questionnaires

No	Questionnaires	N	%
1	What activities do you want to learn vocabulary?		
	a. Grouping words	3	5
	b. Completing a blank text with available words	15	25
	c. Finding the synonym/antonym of words	42	70
	d. Identifying the parts of speech	0	0
	e. Spelling the words correctly	0	0
	f. Others....	0	0
2	What is the learning topic that you want in ESP for tourism program?		
	a. The topic related to school environment	2	3,33
	b. The topic related to tourism technical term	58	96,66
	c. The topic related to families	0	0
	d. The topic related to daily activities	0	0
	e. The topic related to nature and environment	0	0
	f. The topic related to technology	0	0

In addition, students need to practice how to book a hotel with the classmate through role play or other collaborative ways. The existence materials need to revise based on the company needed in this case is the tourism business. In designing, the researcher produced syllabus, lesson plan (based on K-2013 revision) printed of material teaching of English for tourism on grade eleven. The printed of teaching materials can be divided into two textbooks, the first textbook is for the third semester and the second book is for the fourth semester. Both textbooks are saved in the CD.

The result on development showed that 1) validation on content from experts states that content is related to correctness level and concord with teaching materials with the score is 94,81%. The uniformity on media based on the expert of teaching media get the score 98%. The experts of teaching materials stated that the score written-systematically on teaching materials is 92%.

Table 3

Validation on Content from Experts

No	Designing Materials	%
1	Contents	94,81
2	Uninformity	98
3	Materials	92

Based on the scored on some aspects above, it is to indicate that whole qualification are almost perfect but some revision should be done based on the suggestions of experts. The second draft of teaching materials is produced based suggestions of experts.

Validation test is important to do on the second draft teaching materials. This test is done by the teachers' peer and some students. Each teachers evaluated the second draft of teaching materials description which related to the appropriateness of teaching materials. After revising, the general mean based teachers and other experts are 3,57. It means that the content of materials are very good. It can be seen in the following table.

Table 4

Experts Judgment on Second Draft of Teaching Materials

No	Statements	Score				Mean	Category
		4	3	2	1		
Contents of Teaching Materials							
1	The Materials are suitable with English for tourism purpose	3	1	1	0	3.60	Very Good
2	The materials are link to relevant text in their daily life.	3	2	0	0	3.60	Very Good
3	Each units involve related units	4	1	0	0	3,80	Very Good
4	The materials lead to spoken words which relevant to social function.	2	3	0	0	3,40	Good
5	The social function of the text are related to their daily life.	3	1	1	0	3.40	Good
6	The materials have an impact to develop the ability of systematic thinking	4	1	0	0	3.80	Very Good
7	The materials develop the students' ability in communication.	3	2	0	0	3.60	Very Good
8	The vocabularies are related to the technical of tourism.	2	3	0	0	3.40	Good
General Judgment of Content						3,57	Very Good

In addition to that, students also conducted a validation test to some description of the accord and clarity on language, media, and teaching materials. The mean is 3,6. It means that the language accord and clarity in the material is very good. The description can be seen in the following table.

Table 5

Students Judgment on Second Draft of Teaching Materials

No	Statements	Score				Mean	Category
		4	3	2	1		
The accord and clarity on language, media, and teaching materials							
1	The language in ESP for tourism materials are suitable with students' cognitive development level.	3	1	1	0	3.40	Good
2	The instruction in the materials are suitable with students' cognitive development level.	4	1	0	0	3.80	Very Good
3	The language used is based on students' socio-emotion.	3	2	0	0	3.60	Very Good
4	The language in the media and materials are clear (not ambigue)	3	1	1	0	3.60	Very Good
5	The language has a high readability	4	1	0	0	3.80	Very Good
6	The language is arranged in correct grammar	3	2	0	0	3.60	Very Good
7	The language difficulty is facilitated explicitly	3	1	1	0	3.40	Good
General Judgment of Content						3,6	Very Good

Based on both result of validation, revision is conducted on the second draft and produce the third draft. The example of revision based on some experts can be seen in the following table.

Table 6.

Experts Suggestion to Revise of Unit 3

Parts of unit	Suggestion to revise
Task 1	Revising the instruction
Task 2	Revising the instruction
Task 3	Adding some dialogues and pictures
Task 4	Changing the instruction
Task 5	Revising the instruction
Task 6	Adding some dialogues and pictures

The next stage is to conduct experimental research. The researcher chooses one competence to measure in control and experiment class. The improvement in control class is not significant however in experimental class is significant. The calculation can be seen in the following presentation.

$$\begin{aligned}
 t &= \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} \\
 &= \frac{9,7 - 5,4}{\sqrt{\left(\frac{484,2 + 347,2}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} \\
 &= \frac{4,3}{\sqrt{\left(\frac{831,5}{58}\right) \left(\frac{2}{30}\right)}} \\
 &= \frac{4,3}{\sqrt{(14,3)(0,06)}} \\
 &= \frac{4,3}{\sqrt{0,8598}} \\
 &= \frac{4,3}{0,97} \\
 &= 4,43
 \end{aligned}$$

It is obtained that the value of t-observed is 4.43. The distribution of t-observed is used as basis of counting t-critic. In certain degree of freedom (df) the value which was obtained is 58. Based on the calculation above, the result of the research shows the mean score the experimental group (64,1) is higher than control group (45,4). The difference was tested by using t-test formula. The result of the calculation shows that t-observed value (4,43) is higher than t-table value (1,671) where Pr (probability) is 0.05 in two-tails. It can be concluded that there is a significant effect of revision materials than original. In other words, Ha is accepted while Ho is rejected.

Conclusion

The major findings on this research shown that materials which is developed by the researchers was effective. Research and development research design was used in this study based on Sugiono (2008). It involves several steps. The product as findings in this research has met the ideal criteria. Moreover, this product is able to improve the students motivation and achievement on ESP for tourism program. It is recommended to conduct further work on

particular language skills based on the local wisdom. It is suggested since the belief of value in the local area. Indonesia is rich with local value as culture reflection. It means that culture plays a capital role to design strategies of teaching and learning process.

Pedagogical Implication

As the effective learning materials (pedagogical implication) the product of this research met the criteria of effective materials. It can be seen from the students' motivation, desire, expertise and need. Generally speaking (Augusto-Navarro, 2015) stated that material design should consider and try to harmonize situated possibilities with learners' needs and wants. Nunsan (1998) in (Howard & Major, 1995) described that the materials should be contextualised to the curriculum they are intended to address. (Howard & Major, 1995) stated that Materials should also be contextualised to the experiences, realities and first languages of the learners. Teacher as designer of teaching materials should be able to link the students prior knowledge in the syllabus and lesson plan. Technical term which is related on cultural content in the program of tourism need to translated into accurate translation in the target.

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