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|  | **SEKOLAH TINGGI ILMU KOMUNIKASI DAN SEKRETARI TARAKANITA**  **LEARNING GUIDELINE** |

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| Subject | Business Speaking 3 | Semester | 3 |
| Studi Program | D3 – Secretarial Study | Subject Code |  |
| Lecturer(s) | English Lecturers Team | Credit | 1 |
| Prerequisite | Business Speaking 2 (Minimum Score C) | Revision |  |
| Studi Program Learning Outcome |  |  |  |
| SN-DIKTI Based Studi Program Learning Outcome (CPL) | 1. S5: Appreciate the diversity of culture, point of views, religions and believes, and opinion or the origininal findings of others (Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinil orang lain) (C3, C5) 2. S9: Perform responsibility to their own competencies (Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahlian secara mandiri) (C4) 3. P5: Master the theoretical concept of English language knowledge (Menguasai konsep teoritis bidang pengetahuan Bahasa Inggris) 4. KU5: Capable to collaborate, communicate, and innovate in particular works (Mampu bekerja sama, berkomunikasi, dan berinovatif dalam pekerjaannya) 5. KK1: Capable to communicate in oral and written English (Mampu berkomunikasi dalam Bahasa Inggris baik lisan maupun tulisan) | | |
| Cc5-Based Spirituality to develop | Cc2 Competence – Cc3 Conviction – Cc4 Creativity – Cc5 Community | | |
| Subject Learning Outcome (CPMK) | CPMK 1 Students are expected to be capable of handling managerial activities as Office Support Assistant (S9, P5, KU5, KK1)  CPMK 2 Students are expected to be able to exchange office conversation relevant to lower office managerial functions (S5, P5, KU5, KK1)  CPMK 3 Students are expected to be able to pronounce English words appropriately and acquire specific register (S5, P5, KU5, KK1)  CPMK 4 Students are expected to master most frequently used sentence pattern and language function (S9, P5, KU5, KK1) | | |
| Subject Description | This subject consists of students’ activities to exchange office dyadic conversation regarding to particular topics such as giving suggestion, apologizing (handling complain), job advertisement, job interview, organizational structure | | |
| Materials | 1. Giving Suggestion  2. Apologizing (handling complain)  3. Job Advertisement  4. Job Interview  5. Organizational Structure in Company  6. Explaining Ideas and Visual Information | | |
| References | Brieger, Nick and Anthony Cornish (1989), Secretarial Contacts. Prentice Hall International (UK) Ltd. Hertfordshire.  Brieger, Nick and Jeremy Comfort (1993). Developing Business Contacts. Prentice Hall International (UK) Ltd. Hertfordshire. | | |

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| WEEK | SUB SUBJECT LEARNING OUTCOME (SUB CPMK) | | DISCUSSION SUBJECT (Bahan Kajian) | INDICATORS | METHOD | TIME | LEARNERS ACTIVITIES | EVALUATION AND SCORING | SCORE |
| (1) | (2) | | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1-3 | Students are able to identify information from the report (C2)  Students are able to give suggestion in accordance to the report (C3) | | Introduction  Giving Suggestion | To organize events  To identify problems  To identify information in accordance to organizing events  To give suggestion in accordance to the information | Discussing  Role Playing | 50’  250’ | 1. The lecturer and the students talk about the rules and agreement for the whole semester.  2. The students get list of topic  and handout for the whole  semester.  3. The students read the s  1. Students make projects of organizing company events  2. Students present the progress report of the event preparation  3. Students give suggestion based on the presentation  4. Students practice conversation on how to give suggestion | Projects  Oral Test |  |
| 4-5 | Students are able to identify problems (C2)  Students are able to handle complain (C3)  Students are able to find solution  Students are able to ask for apologizing (C2) | | Apologizing - Handling Complain | To identify problem / complain  To handle complain  To give solution  To ask for apologizing |  | 200’ | 1. Students identify language expression for apologizing  2. Students watch video about handling customers’ complain  3. Students practice dialogue handling complain and asking for apologizing | Oral Test |  |
| 6-7 | Students are able to identify information from job advertisement (C2)  Students are able to explain specific information of the job requirements (C2)  Students are able to conclude the information required from the job ads (C4) | | Job Advertisement | To identify information from job ads  To explain specific secretarial jobs  To explain specific secretarial competency | Discussion  Demonstrating | 200’ | 1. The students find job advertisements from newspaper or internet 2. The students learn the English expression and function based on the topic 3. The students practice the dialogue in pairs | Assignment  Oral Test |  |
| 8 | | MID SEMESTER TEST | | | | | | | |

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| 9 - 11 | Students are able to identify job interview questions (C1)  Students are able to answer job interview questions (C2)  Students are able to clarify their CV (C2)  Students are able to demonstrate taking job interview (C3) | | Job Interview | To mention most frequent questions in job interview  To clarify students’ profile in job interview  To answer job interview questions  To take job interview role play | Brainstorming  Lecturing  Discussing  Demonstrating  Roleplaying | 300’ | 1. The students find most frequent question in job intervew  2. The students practice to answer the question based on their own situation  3. The studens practice to take question and answer job interview questions in pairs  4. The students watch job interview video  5. The students learn the English expression and function based on the topic  6. The students practice the dialogue in pairs | Oral Test |  |
| 12-13 | Students are able to identify the organizational structure of a company (C2)  Students are able to explain job description of the managerial position (C2)  Students are able to explain the Standard Operating Procedure in a company (C2)  Students are able to demonstrate office conversation regarding company structure (C3) | | Organizational Structure | To mention managerial position in a company  To explain the in a company  To describe the organizational chart of a company | Assignment  Lecturing  Discussing  Presenting  Role playing | 300’ | 1. The students find and organizational chart from internet  2. The students identify the job description of each position  3. The students identify the SOP in a company  4. The students learn the English expression and function based on the topic  5. The students practice the dialogue in pairs | Oral Test  Assignment |  |
| 14-15 | Students are able to identify information from available data (C2)  Students are able to present visual data information (C2) | | Explaining Ideas and Visual Information | To conduct small survey  To apply appropriate language when describing data  To explain visual presentation | Assignment  Presenting | Praktik 4x50 | 1. The students make small survey  2. The students prepare a presentation to report the result of the survey  3. The students language expression for describing chart  4. The students present the result of the survey | Oral Test |  |
| 16 | | FINAL SEMESTER TEST | | | | | | | |

Reference

Reference

Brieger, Nick. 1989. Secretarial Contacts. Prentice Hall

Smith, David Gordon. 2007. English for Telephoning. Oxford: Oxford University Press.

Sweeney, Simon. English for Business Communication 2nd Edition. Cambridge: Cambridge University Press.

Toselli, Marisela & Ana Mariá Millán. 2008. English for Secretaries and Administrative Personnel. Singapore: Mc Graw Hill.

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| June 2023 | Curriculum Designer | English Lecturers Coordinator | Head of Study Program |
| AUTHORIZATION | Sr Lucia Yeni Wijayatri CB, S.Pd., M.Hum. | FA. Wisnu Wirawan, S.Pd., M.Si. | Maria Estri Wahyuningsih, M.Pd. |

Oral Test Rating Criteria

1. Fluency
2. Score 10 : Her speech is as fluent and effortless as that of a native speaker
3. Score 8 : The speed seems to be slightly affected by language problems
4. Score 6 : The speed and fluency are rather strongly affected by linguistics problems
5. Score 4 : She is usually rather hesitant, often forced into silence by language limitations. Her speech is halting and fragmentary.
6. Pronunciation
7. Score 10 : Her speech shows only a few traces of local accent, almost like native
8. Score 8 : Her speech is highly intelligible despite her local accent
9. Score 6 : Pronunciation problems necessitates concentrated listening often lead to misunderstanding
10. Score 4 : Her speech is hard to understand and must be frequently asked to repeat
11. Grammar
12. Score 10 : She makes only a few noticeable grammatical errors in her speech
13. Score 8 : She occasionally makes grammatical errors which do not obscure Meaning
14. Score 6 : She makes frequent grammatical errors affecting meaning
15. Score 4 : Grammatical errors make comprehension difficult. Her sentences are restricted to basic patterns
16. Vocabulary
17. Score 10 : Her use of vocabulary and idioms is virtually that of a native speaker
18. Score 8 : She often uses inappropriate terms because of lexical inadequacies
19. Score 6 : She frequently uses wrong words. Her conversation is rather limited
20. Score 4 : She misuses words, showing very limited acquisition of vocabulary
21. Comprehension
22. Score 10 : She appears to understand everything without a slight difficulty
23. Score 8 : She understands nearly everything at normal speed with little trouble
24. Score 6 : She understand almost everything said at slower than normal speed
25. Score 4 : She has great difficulty following what is said and can comprehend only social conversation spoken slowly