

Business English Book Development Based on Multimodality in Improving the Student's English Proficiency of Entrepreneurship Study Program Universitas Negeri Medan

Sabda Dian Nurani Siahaan¹, Esa Setiana², Lenti Susanna Saragih³, Haryani Pratiwi Sitompul⁴, Berkat Prima Telambanua⁵

{sabda@unimed.ac.id¹, esasetiana@yahoo.com², lenti@unimed.ac.id³, tiwisitompul@unimed.ac.id⁴, berkat.prima0510@gmail.com⁵}

Entrepreneurship Study Program, Faculty of Economic, Universitas Negeri Medan¹
Accounting Study Program, Faculty of Economic, Universitas Negeri Medan²
Business Education Study Program, Faculty of Economic, Universitas Negeri Medan³
Accounting Education Study Program, Faculty of Economic, Universitas Negeri Medan⁴
Entrepreneurship Study Program, Faculty of Economic, Universitas Negeri Medan⁵

Abstract. The problem found in this study is that students English language skills are still weak, which is evidenced by the low academic results of students. The purpose of this study is to prepare a business English book based on multimodality. This research is developmental research/research and development (RnD). The methodology of this research uses the 4D (four D) development model, which consists of 4 (four) phases, which are: (1) Define, (2) Design, (3) Develop and (4) Deploy. Data analysis techniques used are validity and practicality. This book has been validated by three experienced validators and the results show that the book is very feasible but needs revision. After the review of the book, the practical level of the book was studied among students in the A and B classes of the second semester of business education. The results showed that business English books based on multimodality belong to the very practical category.

Keywords: Book, Validity, Practicality, Business English

1 Introduction

The Entrepreneurship Study Program of Universitas Negeri Medan is among the academic establishments that actively participates in the planning of entrepreneurship education. This study program has a vision to produce entrepreneurs. One of the skills required for an entrepreneur is the ability to speak internationally. Graduates of the Entrepreneurship Study Program as prospective entrepreneurs are required to have good foreign language abilities so as to be able to take part in the midst of the current rapid technological developments. English for students who are not English majors is called English for Specific Purpose (ESP). The purpose of ESP is for students to be able to master English according to the field they are studying.

Entrepreneurship Study Program also plays an active role in improving students' English skills, including Student Exchange activities to Pangasinan State University (PSU) Philippines. This Student Exchange activity is one of the Merdeka Belajar programs. In the

Even Semester of 2021/2022, there are 10 students of the Entrepreneurship Study Program who participated in the Student Exchange Program at PSU. Therefore, this effort must be supported as much as possible by implementing classroom learning. Students of the business curriculum take the business English course as a compulsory subject in the first semester. The business curriculum raises the question that students and English skills are still weak as proven. Below is a summary of the student's business course results.

Table 1. Business English Score

Academic Years	Class	Total of Students	Score (%)			
			A	B	C	E
2020/2021	A	36	27,77	61,11	2,77	8,33
	B	32	31,25	65,62	0	3,12
	C	35	45,71	37,14	11,42	5,71
2021/2022	A	25	28.00	64.00	8.00	0

Source : Final Score Participant List

The lack of Business English books that lecturers hold is assumed to be the cause of this issue, which affects how poorly lessons are implemented in the classroom. So far, the material provided is still in the form of adoption material which is summarized in general without adjusting to the needs of students to improve international language skills. Lecturers do not have their own textbooks so lecturers do not have clear guidelines in teaching. The unavailability of teaching materials results in less varied and undirected teaching. Based on this, lecturers who teach Business English courses need to create their own books because they must be able to be as creative as possible to help students understand Business English. Books as teaching materials are the main guide for lecturers in teaching. The quality of learning will certainly be greatly influenced by the books used

Based on the explanation, this study aims to create a multimodal business English book to improve students' English language skills. Books based on multimodality can be interpreted as books in which text is combined with images, colors, symbols and other semiotic sources. Business English books based on multimodality definitely have an opportunity for students to understand the material better, because the material in the book is more versatile and the presentation of pictures makes it easier to understand the book. The business English book, based on multimodality, is expected to improve students and English language skills.

Several studies have shown that learning outcomes improve with the preparation and development of learning materials, include [1] [2],[3]. Hinge on the background, Researchers are eager to carry out studies under the heading “Business English Book Development Based on Multimodality in Improving the Student’s English Proficiency of Entrepreneurship Study Program Universitas Negeri Medan”.

2. Theoretical Review

2.1 Teaching Material

Teaching materials are the fundamental and most compelling things that should be claimed by each instructive unit. Teaching materials with regards to learning are one of the parts that should exist, it is the foundation for students to understand lessons and at the same time can provide guidelines for their learning. All types of resources that are organized are

considered teaching materials systematically that allow pupils to pursue autonomous learning and are designed in accordance with the applicable curriculum [4]. Furthermore, [5] defines teaching materials as a bunch of learning materials as media or programming that are organized intelligently and deliberately to make it more straightforward for instructors / lecturers (facilitators) and students to achieve the desired competency standards.

2.2 Business English Course Learning Outcomes

Learning results are changes in conduct as learning results from a more extensive perspective covering mental, successful, and psychomotor fields [6]. The quality of learning and students' understanding of the course is illustrated through learning outcomes. [7] claimed that the effects of learning are from the assessment of students' abilities determined in the form of numbers after undergoing the learning process. Learning outcomes are the culmination of the learning process. Learning results can likewise be deciphered as the degree of progress of a student in learning the topic. Pupil learning results can be known after an assessment. The aftereffects of the assessment can show the high or low learning results.

2.3 The Designing of Business English Book

In learning, Business English books are easier to understand if they are made based on multimodality. The multimodality approach is a hypothesis of correspondence and social semiotics, this approach underlines the coordination of pictures, varieties, words, and sound as correspondence media [8]. A book will be less meaningful if it does not provide a clear representative idea of the meaning of a text even though there is its own linguistic section. English for Specific Purposes education such as for students majoring in Entrepreneurship at this time emphasizes a learner-centered approach where needs, motivations, lessons, and content must be integrated with each other to improve their abilities. Students should be given the opportunity and convenience to engage in the process of 'learning by doing' and understand text through images, colors, words etc. Therefore, the multimodality approach is very relevant for making Business English course books. Learning with a multimodality approach will be more reflective and motivated learning will be more enthusiastic so that it can improve students' English language skills.

2.4 Relevant Research

[1] conducted an examination with the title "Improvement of Educating Materials to Improve Student Learning Outcomes in Learning Strategy Courses". The subjects of the study were students of the fourth semester of the Physics Study Program, University of Mataram. 4D models which stand for Define, Design, Develop, and Disseminate are the study methodology employed. The findings indicated that the Learning Strategy teaching materials had undergone validity testing and were deemed appropriate for use. Additionally, the results of the N-Gain test indicated that 0.67% of the samples fell into the medium range and the resulting books were able to improve student learning outcomes. Furthermore, [3] conducted a research with the title "ADDIE Development Model in the Preparation of State Financial Administration Textbooks (Qualitative Studies in the D-III State Administration Study Program of FISH Unesa)". The development model used is the ADDIE model which includes: Analysis, Design, Development, Implementation, Evaluation. Outcomes showed that the

practicality and effectiveness of the State Financial Administration textbook products showed good categories. The results also showed that the book improved student learning outcomes.

2.5 Roadmap of Research

Researchers' previous research was considered in the development of this study. Research institutions are under the Research of "Entrepreneurship Education" and the sub-theme "Preparation of Teaching Materials". Based on the theory and also the background of the problems described earlier, it is very important to conduct further research on the preparation of teaching materials so that the vision and mission of the institution and study program can be achieved. Based on this, the team will work by utilizing various research results that have existed before. This is done so that this research has a strong foundation and contributes maximally to the development of related topics in the future. The research roadmap is shown in the following figure:

Table 2. Roadmap of Research

2020	2021	2022	2023	Future Study
Blended Learning Strategies for Motivation, Results, and the quality of student learning	The Effect of Online Explaining Skills on Teacher Competence	Preparation of Teaching Materials Based on Theory and Practice in the Business Introduction Course	Business English Book Making R&D	Development of Application and Website-Based Teaching Materials

3. Research Methodology

3.1 Research Work

This study is a research and development (RandD) project. A research technique called "research and development" It is used to create certain products and evaluate their effectiveness [9]. Research and development can also be interpreted as a process or stage to create and develop a new product or improve an existing product. The methodology of this study uses the 4D (four D) model development model, which consists of 4 (four) phases, namely: (1) Define, (2) Design, (3) Develop and (4) Deploy.

1) Define

At this step, there are several activities carried out, including:

- a. When analyzing student needs, the goal is to find out what students need in terms of books, which books students need.
- b. Analysis of learning objectives, the aim is to synchronize the book with the learning objectives.
- c. Analysis of study materials, in this stage study materials are analyzed based on students' needs.

2) Design

In this stage, the researcher plans the book to be created. In Thiagaraja's publication [1] he divides the design phase into four activities, namely: Criterion Benchmarking, Media Selection, Format Selection, Preliminary Design. In the planning phase, the researchers made preliminary products (prototypes) or production plans for the educational materials according to the content framework of the curriculum and the results of the analysis of the material.

3) Development

The next step in researching this 4D model is development. The development stage is the stage in which the product is produced, namely the business English book. This development phase consists of two stages, which are peer review (expert review) and development testing (developments).

- a. Peer review is a technique to get advice from experts to improve the material. Peer review of this study will be conducted by validators. According to the assessment of the experts, the feasibility (suitability) of the book is known, and improvement suggestions are received for the finished book.
- b. Developmental tests conducted to obtain direct input from the book being produced in the form of student responses, reactions and comments. This development test includes research samples. This test is also called a practice test so that the level of practicality of the book can be known through this development test..

4) Disseminate

At this stage, the collected books are distributed to the students as research samples. The main objectives in the implementation stages are: 1) to guide students to achieve learning goals, 2) to ensure problem solving to solve problems that students encountered earlier in the learning process, 3) to ensure that at the end of the students' learning and learning as a result of learning, the English language skills.

3.2 Time and Place of Research

This research was carried out at the Entrepreneurship Study Program, Faculty of Economic, UNIMED, during January-November 2023.

3.3 Population and Research Sample

Students in the second semester of business studies (class of 2022) participate in this course. This population is determined because the students are new to the first semester of the Business English course. The population consists of two classes namely A and B. There are 25 students in class A and 39 in class B. The example of this review was B students because this figure met half of the population.

3.4 Data Collection Techniques

a. Observation

Observation is an activity of observing a particular object carefully directly at the location of the study. Observations in this study were carried out in open class on the research sample.

b. Questionnaire

A questionnaire is a statement sheet accompanied by answer choices used to obtain information from the subject under study. The questionnaire in this study consisted of a validation questionnaire and a practicality questionnaire. Material validation sheets are used to find out how complete and deep the material is used while student response questionnaires are used to find out student responses to the teaching materials prepared.

3.5 Data Analysis Techniques

The data in this study is quantitative. Data analysis techniques used in research include 2 (two) types, they are Validity and Practicality:

a. Validity

The validation stage is a phase to assess the validity of teaching materials and research instruments that have been made [10]. Appraisal of the legitimacy of showing materials is completed by master validators. Appraisal of the legitimacy of showing materials is done utilizing approval sheets. The consequences of the appraisal of all perspectives are estimated utilizing the Likert Scale. The Likert scale is a psychometric scale usually utilized in surveys, which comprises of positive or negative explanations about an item. The Likert scale answer form consists of strongly agree, agree, disagree, and strongly disagree. In this review, the solutions to the instrument things were arranged into five choices Every pointer estimated is given a scale score of 1 to 5, namely: Invalid, Less Valid, Valid Enough, Valid and Very Valid. Once the instrument of validity is given to validators the subsequent phase is to survey the practicality of the accumulated book The legitimacy estimation equation should be possible utilizing the accompanying recipe [11]

$$\text{Validity (r)} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\% \quad (1)$$

Eligibility categories are based on the following criteria:

Table 3. Product Validity Criteria

No	Score in %	Validity category
1	0 - 21 %	Invalid
2	21 - 40 %	Less Valid
3	41 - 60 %	Valid Enough
4	61 - 80 %	Valid
5	81 - 100 %	Very Valid

Source : [12]

b. Practically

One of the requirements of a research instrument is practicality. Learning materials are very practical if they are practical and easy to manage [12]. Organized teaching materials should be usable, as long as experts and experts say that the presentation materials are hypothetically applicable in the field, and the degree of execution is memorable for the brilliant class. In this review, the comprehension tests were administered by undergraduate students acting as grade tests. The results of the survey were processed according to a Likert

scale as shown in the following table with a score of 1-5, ie. not practical, less practical, quite practical, practical and very practical. An examination of the degree of rationality of the items in the survey can be determined by the following equation [12]:

$$\text{Practicality Score} = \frac{\text{Number of score obtained}}{\text{Maximum Number of Score}} \times 100\% \quad (2)$$

Table 4. Practicality Rating Criteria

No	Score in %	Validity category
1	0 - 21 %	Not Practical
2	21 - 40 %	Less Practical
3	41 - 60 %	Quite Practical
4	61 - 80 %	Practical
5	81 - 100 %	Very Practical

Source : [12]

4. Research Results

4.1 4D Model Results

This research has been carried out for 1 month, in June 2023. The entire research activity includes 4 (four) stages, they are: (1) Define, (2) Design, (3) Develop and (4) Disseminate. The results of this study can be described as follows:

4.1.1 Define

The first phase implemented is the Define stage. Activities carried out at this stage include Student Needs Analysis, Learning Objectives Analysis, and Learning Material Analysis.

a. Student Needs Analysis

Student needs analysis is carried out with the aim that researchers obtain information about what students need in the lecture process in the Business English course. The method carried out at this stage is by interviewing several research samples, namely students of the Entrepreneurship Study Program Semester 2 Class A and B. From the results of the interview, students need books that can be used as a guide in learning. Books are indispensable so that students have guidelines in learning. In the implementation of learning, students need that in the book there are clearly and in detail what bills or tasks are set so as to help students to remember the tasks given by the lecturer. In addition, especially in Business English courses, books should be interesting, contain pictures and colors to make the learning process more interesting. Business English books must also include honing in 4 skill areas, namely Speaking, Listening, Writing, and Reading. In this manner, the consequences of the examination of student needs are used as a guide in the composition of Business English books.

b. Learning Objective Analysis

The learning objectives are analyzed so that the produced business English language coursebooks match the learning outcomes of the course. Based on Book 2 of the Business Study Program 2021, the Business English course is a course that aims to help students with business communication and management of working life both verbally and orally and in writing according to challenges and possible problems. The learning outcomes of the course are that the student can actively or passively communicate and communicate in English, write offer letters and business cooperation in English, and simulate communication and interaction in English. Based on this, the above learning outcomes are a reference for the preparation of business English language books.

c. Learning Material Analysis

Study material is analyzed to find sources or references to material used in books. In this phase, the existing semester curriculum is reviewed to determine what material should be added or reduced. The definition of book material must be adapted to the needs of the students and also to the learning outcomes of the course. The aftereffect of studying the study materials is the content of the book.

4.1.2 Design

At this stage, there are several processes carried out:

a. Preparation of The Criterion Comparison Test

In this phase, researchers develop assessment tools to be used in books and research. Assessment tools are tools used to make an assessment or evaluation, tests or non-tests can be used as assessment tools, and both systematic and non-systematic observation methods can be used to make observations. In this phase, an assessment tool is created to measure students' skills, namely in the form of tests or tasks at each meeting. These tasks are done in different formats in each chapter, including multiple choice, word box, case study analysis, etc. In addition to instruments that measure student knowledge, researchers also assemble validation instruments at this stage to assess the feasibility of the books and the practicality of the practical books.

b. Media Selection

Generally, choices are made to assign learning environments that are relevant/related to the characteristics of the material. The choice of media depends on the study of the needs of the understudy as book subscribers, the results of the study objects and study materials. Media selection should be based on increasing the use of the presentation materials in the teaching experience during the time the presentation materials are being created. The teaching media used in the books are pictures or photographs. Pictures or photos can help users understand the book because pictures can illustrate the content of the book. Later in the lesson, learning is supported through other media.

c. Format Selection

The layout composition decision for this book plans a plan of procedures, approaches, strategies and learning resources. Basically, the entire content of the book is designed with the concept of student-centered activities. Therefore, the book has more exercises to do

simulations or practice speaking English in business, rather than the dominant learning theory your English can improve if you speak and practice.

d. Initial Design

At this stage, the scientists draw all the plans made in the books. The resulting book consists of 10 chapters, namely::

Unit 1 : 16 Tenses in Business English

Unit 2 : Making Introduction

Unit 3 : Meeting

Unit 4: Telephoning

Unit 5: Business Contract

Unit 6 : Marketing and Sales

Unit 7 : Business Trip

Unit 8: Finance and Banking

Unit 9 : Job Interview

Unit 10 : Business Culture

The definition of book content is adapted to the needs and learning goals of students as book users. Each chapter contains a variety of practice questions and also supports speaking, writing, listening and reading skills. There are also case studies, project assignments and other KKN assignments.

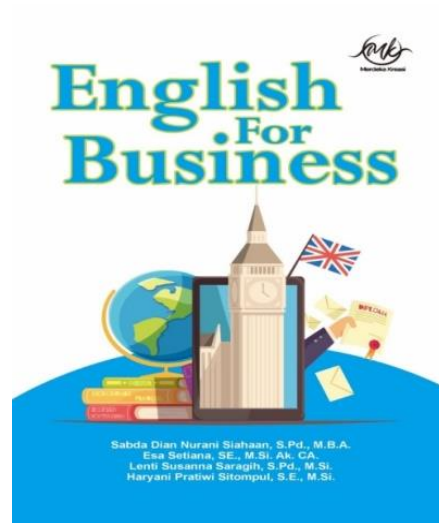


Fig 1. Book Cover Design

4.1.3 Develop

The third stage in the implementation of this research is Develop. The creation of a development product takes place throughout the development stage. This phase is divided into two parts: developmental testing and expert appraisal with revision.

a. Expert Appraisal

One method to obtain ideas for material improvements is through expert appraisal. The book was then rewritten in accordance with professional guidance after an evaluation by specialists was conducted and recommendations for improvement were obtained. Expert review is anticipated to improve the book's accuracy, potency, testing, and technical quality. In this book, there are 3 aspects that are tested for feasibility, namely Content Feasibility, Presentation Feasibility, and Language Feasibility. Researchers used 3 validators, namely lecturers of the Faculty of Economics UNIMED who have experience in the field of Business English courses.

Table 5. Validator Assesment Data

No	Validator	Aspect			Average	Criteria
		Material	Design	Language		
1	Evaluator 1	95,00	92,00	89,23	92,08	Very Valid
2	Evaluator 2	88,00	86,67	92,31	88,99	Very Valid
3	Evaluator 3	93,00	94,67	89,23	92,30	Very Valid
	Average	92,00	91,11	90,26	91,12	Very Valid

Source: Pocessed data

b. Development Testing

Development testing is a type of testing that is done on the real target topic for product creation. During the testing, information on replies, reactions, or remarks from the model's intended users was sought for. The trial's outcomes are used to the product's improvement. The product is evaluated again until it achieves useful results after it has been fixed. Practical tests were carried out with research samples, ie. 60 students from the second semester entrepreneurship course. Questionnaires are distributed to the students and the students rate the book. There are twelve questions in total, five of which are about material functionality, four about design and three about language.

Table 6. Practical Score

No	Aspects	Percentage	Category
1	Material	91,47%	Very Practical
2	Design	89,33%	Very Practical
3	Language	90,17%	Very Practical
	Total	90,50%	Very Practical

Source: Pocessed data

4.1.4 Disseminate

The Disseminate step is the last step carried out. This step consists of 2 steps, they are:

a. Book Dissemination

Book distribution is the stage where books are applied as research objects. The purpose of carrying out this step is to find out how effectively produced books students and English proficiency as measured by academic results.

b. Book Finalization

At this point, the book's language has been updated and significantly reduced to aid with reader comprehension. As a result, a book that has been evaluated for accuracy and usefulness has been produced thus far. The findings demonstrated how well books enhance students' learning objectives. All steps of study are going well, starting from the steps of Define, Design, Develop, and Disseminate.

4.2 Discussion

4.2.1 Book Validity Rate

The results of the feasibility test of the validators are considered from three points of view, namely content, presentation and linguistic feasibility aspects. Based on the feasibility of the content, the suitability score of 92.08% is included in the highly suitable category. When it comes to design, the percentage of 91.11% is very much in the competent category. Regarding language, the percentage of 90.26% is included in the very valid category. Overall, the three validators had a combined due diligence percentage of 91.12%, which was included in the highly valid categories.

4.2.2 Book Practically Rate

Reviewing the findings of the questionnaires given to students as research objectives, the practical test results are examined. Three factors are evaluated: language, design, and substance. It is clear from the responder questionnaire findings that the book has a 90.50% practical value, indicating that it is a useful resource for business English.

5.2 Conclusions and Recommendations

5.2.1 Conclusions

Multimodality-based Business English course book products for Entrepreneurship Study Program students are developed using the Four D (4D) models, namely: (1) Define, (2) Design, (3) Develop, and (4) Disseminate. The book consists of 10 chapters, namely: (1) 16 Tenses in Business English; (2) Making Introduction ; (3) Meeting ; (4) Telephoning; (5) Business Contract ; (6) Marketing and Sales ; (7) Business Trip ; (8) Finance and Banking ; (9) Job Interview; (10) Business Culture. The book consists of 175 pages. The research product, the English for Business book, has been proclaimed appropriate for use in learning. The Research products, English for Business book, have been declared practical to use in learning.

5.2.2 Recommendations

Because the study conducted is inextricably linked to the constraints of researchers, the following recommendations were compiled:

1. To decide which materials to assemble, researchers and study programs especially lecturers and supervisors of Business English courses need to communicate well with one another.
2. We recommend that the material compiled in the book be developed from low to high difficulty with semester learning plans and available infrastructure so that it can be well planned and run optimally.
3. The book in this study should be treated properly so that they are not easily damaged.

References

- [1] S. Rahayu, A. Harjono, and P. Studi Pendidikan Fisika, "Pengembangan Bahan Ajar Untuk Meningkatkan Hasil Belajar Mahasiswa Pada Mata Kuliah Strategi Pembelajaran," *J. Penelit. dan Pembelajaran Fis. Indones.*, vol. 1, no. 1, pp. 26–30, 2019.
- [2] E. Nuryasana and N. Desiningrum, "Pengembangan Bahan Ajar Strategi Belajar Mengajar Untuk Meningkatkan Motivasi Belajar Mahasiswa," *J. Inov. Penelit.*, vol. 1, no. 5, pp. 967–974, 2020, doi: 10.47492/jip.v1i5.177.
- [3] N. Noviyanti and G. Gamaputra, "Model Pengembangan ADDIE Dalam Penyusunan Buku Ajar Administrasi Keuangan Negara (Studi Kualitatif di Prodi D-III Administrasi Negara FISH Unesa)," *J. Ilm. Manaj. Publik dan Kebijak. Sos.*, vol. 4, no. 2, p. 100, 2020, doi: 10.25139/jmnegara.v4i2.2458.
- [4] I. Magdalena, T. Sundari, S. Nurkamilah, N. Nasrullah, and D. A. Amalia, "Analisis Bahan Ajar," *NUSANTARA*, vol. 2, no. 2, pp. 311–326, 2020.
- [5] S. T. Khairun Nikmah, R. Mursid, "Pengembangan Bahan Ajar Kewirausahaan Berbasis Kontekstual Pada Mata Pelajaran Bisnis Manajemen," vol. 8, no. 1, pp. 71–79, 2021.
- [6] R. Mansur, "Belajar Jalan Perubahan Menuju Kemajuan," *J. Vicratina*, vol. 3, no. 1, pp. 145–158, 2018, [Online]. Available: <http://www.riset.unisma.ac.id/index.php/fai/article/view/1075>
- [7] M. Adiyacht and R. Utomo, "Kecerdasan Visual-Spasial, Kemampuan Numerik, dan Prestasi Belajar Matematika," *Formatif*, vol. 7, no. 3, pp. 234–245, 2018.
- [8] R. Yulian and Y. Yuniarti, "Pengembangan Bahan Ajar Business English Berbasis Pendekatan Multimodality Dan Authentic Materials," *Pena Kreat. J. Pendidik.*, vol. 8, no. 2, p. 143, 2019, doi: 10.29406/jpk.v8i2.1870.
- [9] A. Rustandi, "Penerapan model ADDIE dalam pengembangan media pembelajaran di SMPN 22 Kota Samarinda," *J. Fasilkom*, vol. 11, no. 2, pp. 57–60, 2021.
- [10] Adnan, Muharram, and A. Jihadi, "Pengembangan E-book Biologi Berbasis Konstruktivistik untuk Meningkatkan Motivasi Belajar Siswa SMA Kelas XI," *Pengemb. E-b. Biol.*, vol. 22, no. 2, pp. 112–119, 2019.
- [11] Y. Marzuki, H. Azis, and A. Triana, "Validitas, Reliabilitas, Praktikalitas, Dan Efektifitas Bahan Ajar Non Cetak (meliputi Audio, Audio Visual, Video)," 2019.
- [12] H. Azis, "Pengembangan Bahan Ajar Fisika Validitas, Reliabilitas, Praktikalitas, Dan Efektifitas Bahan Ajar Non Cetak (Meliputi Audio, Audio Visual, Video)," 2019.