

What should teachers evaluate before planning and operating the teaching and learning process?

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Abstract: Evaluating the desired skills that should be achieved by students should be done prior to designing planning and operating the teaching and learning process. An evaluative case study on developing literacy skills is presented as a model of evaluation research. Cipp model which stand for context, input, process and product evaluation is used as the evaluation model. Literacy was chosen as the paradigm because all activities need literacy skills and professional business email is one of the literacy skills needed in the work place. Professional's email is the data used for the analysis which is supported by data taken from the interview. In context analysis, it was found that this email applied twelve language components, mix-literacy types and high level of literacy. The input analysis showed that the writer used tangible and intangible resources. The results of process analysis showed that the learning process used is learning-cycles techniques. The email is categorized excellent in product analysis. This evaluation gave clear pictures of how to develop the teaching and learning process especially in learning writing business email in the educational institution so that the desired competence according to the stakeholders' needs can be achieved.

Keyword: teaching, learning process, planning and operating,

Introduction

Planning and operation are two aspects which considered mostly in the teaching and learning process in all higher educational institutions. The standard instruments that supported these two aspects have been regulated in the Quality Assurance and Educational National Standard which set up by the Ministry of Higher Education in the acts no 12 year 2012 chapter 52 article 3 and the Structure of the Policy of the Ministry of Research and Higher Education No 44 year 2015 (Kementrian Riset, Teknologi, dan Pendidikan Tinggi, Direktorat jenderal Pembelajaran dan Kemahasiswaan, Direktorat Penjaminan Mutu). Therefore, all higher educational institutions provide these instruments in executing the teaching and learning process. However, these planning and operating standards will create problems without doing prior evaluation.

According to Bathia & Bremner (2012), changes in aspects of life have influenced the professional practice, research, and theories. Although the planning and the operation are well arranged, without prior evaluation the results will only fulfill the requirements of what the institutions' wants and far from what the stakeholders' needs. This has been proved by Evans (2014) in his study that in the learning process, the materials

used were still accommodate the educational institutions' choice instead of the market's needs which lead to what the students learned did not meet the market requirements. Bathia & Bremner and Evans suggested to overview what have been applied in the learning activities to match the need of the changing in practices, research and theories. Thus, the educational evaluation should be done before planning and operating steps.

Gall et.al.(2003) claimed that educational evaluation is the process of making judgement about the value or worth of educational programs. There are nearly 60 evaluation models that have been developed which can be used for evaluation research. One of them is the CIPP model proposed by Stufflebeam and his colleagues (Gall et.al. 2003). CIPP stands for context evaluation, input evaluation, process evaluation, and product evaluation. They stated that this model was formulated to show how the results of the evaluation can contribute to the planning and operating of the educational program. This model is used in this study.

This study is aimed to provide an example of doing evaluation before doing planning and operating steps in the teaching and learning activities. The area chosen for the analysis is literacy com-

petence as the concept. It is chosen because what students learn is all under literacy concepts. One of the literacy skills which was chosen for this study is writing business email. Business email was considered urgently required by vocational tertiary students due to the skills needed in business activities (Zees, 2014). This subject actually has been put in the curriculum of State of Polytechnics in Indonesia since 1988. The business email chosen is sales letter.

According to (Gall et.al. 2003) the aim of evaluation research is to find out the discrepancies between the existing condition and the desired condition. The evaluation should be done in both business institution setting or in educational setting. Doing evaluation from professional side is worth for finding the desired literacy competence used in the real situation while doing evaluation from educational sides is worth for finding the facts or existing teaching learning process. However, this article is aimed only to present how to evaluate instead of finding the discrepancies. Therefore the discussion is only about the result of the analysis from one side, that is from literacy development in business situation. By finding the exact learning target, it will help the teacher arranging the plan more precisely. This evaluation model can be applied for further research in evaluation on the other side which can be continued to find out the discrepancies.

Method of research

According to Gall et al. (2003), the research design on evaluation research must be done in eight steps. The steps of this study are (1) clarifying reasons for doing the evaluation, (2) selecting an evaluation model, (3) identifying stakeholders, (4) deciding what is to be evaluated, (5) identifying evaluation questions, (6) developing evaluation design and time-line, (7) collecting and analyzing evaluation data, and (8) reporting the results.

Discussion

Literacy is used as the thinking framework of this study. This is because the importance roles of literacy in human lives. According to Pahl & Rowsell (2005; 3) literacy associated with practical purposes. All practices for human activities are based on literacy abilities from the very simple one such as reading the weather's like to

the complex literacy skill such as reading the business situation.

UNESCO claimed that literacy is human right because it is an essential component of basic quality education to provide life-long learning to enable individuals to achieve their goals, to develop knowledge and potential, and to participate fully in the community and wider society. This literacy was instructed to be the foundation of education internationally (UNESCO, 2004). All knowledge, skills, or competences provided in both formal and informal learning environment, consciously or subconsciously learned for life survival are learned under the umbrella which is called literacy.

Literacy is defined as the ability to read and write (Kern, 2000; Street & Lefstein, 2007, Pahl & Rowsell, 2005). But according to Street & Lefstein (2007) reading had been seen as the main force of literacy work. Then there are many terms of literacy such as functional literacy, metaphoric literacy, basic literacy, modern literacy, multimodal literacy and many others. Then, what the literacy actually is? Reading skill only or combination of reading and writing? How about speaking and listening? Do they include to literacy skills or exclude? Why in Al Qur'an, reading became the first instruction from God to human being?

According to Kern (2000), there are three aspects govern the literacy skills; language aspects, social aspects and cognitive aspects. He claimed that language is the core of the literacy. Language is static which function as a tool. Language is meaningful when it works according to its social function. Cognitive take parts in deciding what language should be used to match with the social situation or vice versa. Therefore scholars proposed terms of language usage and language in use. When language stands alone, it is what is known as language usage. When it is put in its social situation, then it is known as language in use. Cognitive make language placed in its right place, on the right time, in the right situation, to the right person.

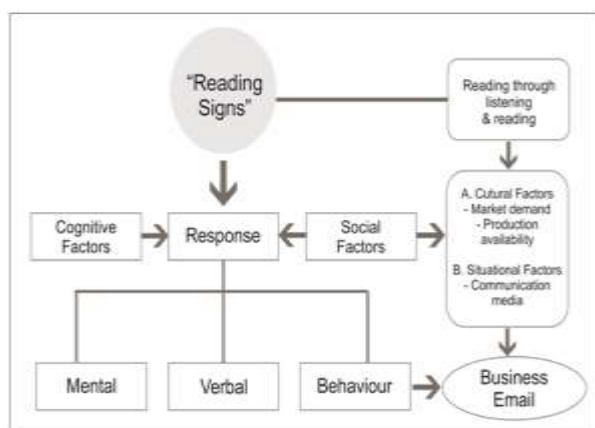


Figure 1. The position of business emails in a literacy competence

figure 1 shows the position of business email competence as literacy skill. Reading is the main force, but literacy is more than reading. Literacy is the response which is required after reading in which the responses are influenced by the social factors and cognitive factors which can be in the form of mental responses by thinking, understanding or remembering, verbal responses by saying something or behavioral responses by doing something such as writing business email.

Once the definition of literacy has set up, then the literacy users know what they have to do. In educational institution, the school management and the teacher know what they have to evaluate, prepare and practice for teaching and learning process. Literacy context is used as the basis of the evaluation research on context, input, process and product.

Context evaluation

The context analysis was focused on the three aspects governed the literacy skills. They are language aspects, social aspects and cognitive aspects. The analysis on these three aspects will be used as guidance for planning and operating the learning activities so that it can be treated properly according to the literacy skills intended to achieve.

The language aspects were analyzed to find out the grammatical components used in the literacy product. The social aspects influence the type of the literacy adopted whether it is written literacy, spoken literacy or mix literacy from those two. The cognitive aspects were analyzed to find out

what level of literacy applied in the email whether it uses low level such as remembering and understanding, medium level such as apply and analyze, high level such as evaluate and create.

Language aspects

From the analysis using several language theories theories such as from from Biber et.al (2007) and several online dictionaries, it was found that the sales letter contains 12 Language (signs) components; (1) 2 genres, (2) 4 paragraphs, (3) 14 sentences, (4)24 clauses, (5) 47 phrases, (6) 16 acronyms, (7) 187 words, (8) (9) 71 different symbols, (10) 2 semographs, (11) 13 pictures, and (12) 12 colours.

This email has one literacy function which is called sales letter. It is then distributed by the writer into two genres, the covering letter and the quotation as the attachment. The covering letter and the quotation have two different kinds of genre and they have different messages which cannot be put in one text. They were separatedly written because they have their own specific social functions although they function the same as sales correspondence in general.

There is no paragraph in the quotation as the attachment. The paragraphs are found in the covering letter. Three paragraphs applied one paragraph type and one paragraph applied mix paragraph. The first paragraph is expository paragraph, the third and the fourth paragraph used descriptive paragraph. The second paragraph used combination of two characteristics; expository to provide instruction and descriptive paragraph to describe something. Thus in creating this email, the writer should have literacy skills in using the different paragraphs components to realized different functions of information.

There were fourteen sentences used in this email. This email only used two kinds of sentences. They were imperative and declarative. 2 sentences or 14.29% of the sentences were imperative sentences which shows that sals letter can have instruction in it and 12 or 85.71% of the sentences were declarative sentences which shows that the sales letter mostly giving information.

There are twenty four clauses used in this email which has their own specific literacy functions. 18 clauses or 75% of clauses are independent clause. The dependent clauses are only 6 or 25%. The dependent clauses are distributed into two; four from six are adverbial clauses and the rest two are adjective clauses. The adverbial clauses are used to explain the term condition of the production process. The adjective clauses are used to elaborate more about the products.

There are forty seven phrases used in the email produced by a professional. These phrases were distributed in 17 noun phrase, 1 prepositional phrase, 4 adverbial phrase, and 25 nominative phrases. The nominative phrase looks like a clause but lacks of true finite. For example "CC: 'Agus Siji'". The function of colon sign is similar to verb function in a clause, however it does not meet the requirement of verb. This email had these kinds of phrases which gives characteristic of literacy requirements of an email which is different from other text. 53.19% of phrases used in this email were nominative phrases. 17 phrases or 36.17% were noun phrases. These noun phrases had big percentage because this email had function of explaining products. Adverbial phrases took the third position with 8.51%. These adverbial phrases were also used to meet the requirements of correspondence communication policy such as the use of 'dear Elly' and 'best regards'. There is only one prepositional phrase used to give more details of the products.

There are sixteen acronyms used in this email which are distributed to three kinds of terms used; 2 acronyms were used for correspondence term, 8 acronyms were used for technical terms and 6 acronyms were used for business terms. From these three different groups, we can see that the business email contained not only business terms but also correspondence terms because the communication happened in the email as one kind of corresponding media. Technical terms also were used because the email contained selling products as the main purpose of this literacy skill.

There were 13 colors used in this email which has units of literacy meaning. There are two groups of colors; permanent colors and optional colors. The first group is still distributed to three different literacy characteristics. The first is the color set by the computer which cannot be changed. It is the blue color which is found in

the email address. The second is the green color which was set by the writer at the beginning before the email written and it cannot be changed during its use. The third is the range of colors presented in the pictures of the products. Similar to logo, these colors cannot be changed by the writer because the colors were there before the email has written and they were set by the camera. The second groups which are optional colors are also distributed into two literacy characteristics. The first was the black color of the font used in almost part of the email. Although it is set up by the computer, but the writer has possibility in changing it. Black color is used because it meets the convention of color used in business email. The second is the blue and orange colors which were used to block certain area in the email to draw the attention on the important parts in this text. These colors can be changed according to writer interests and concerns.

There was 1 semograph which had literacy functions as the logo of the company. The semograph was designed from the combination of letters, natural symbol which is represented by the leaf and the green color. The font is chosen according to the writer artistic's taste. This semograph is used twice in two different documents. One is used in the covering letter together with the detail information of the company and the other one is used in the quotation as the attachment in the email. The logo is put together with the detail information about the company. To have literacy skill in writing this email, the writer should have literacy skill in putting the logo in its place correctly according to the requirement of the email. Creating the logo is not at the time the email written but it has already created and used as the logo of the company. The skill needed in this literacy skill is only on the ability to locate the semograph in its position properly.

There are 13 pictures found in this email. Eight of them have literacy functions as the picture of the products sold and the rest five are the pictures of raw materials. Thus, to have literacy skills in writing this email, the writer should have skills in using pictures as the language components to pass the message to the reader. The skills cover the ability in putting the pictures in their position in the email so that they can blend with other information which supported each other to have the whole message passed clearly.

There are 187 different words with the total of 360 words used in this email for both covering letter and the quotation. These words are distributed on 122 different nouns with the total used of 219 nouns, 25 different verbs from the total of 31 verbs used, 8 different adjectives which was 14 in the total of used, 7 different adverbs in the total of 10 used, 6 determiners used from 4 different determiners, 11 different prepositions in 30 used, conjunctions, 1 article which was used 16 times, 1 exclamation word which is used twice. There are only two pronouns but one pronoun is used 7 times, 5 modal verbs which are from 3 different types of modals, and only two conjunctions with the total of four used because one is used three times. There is also one phrasal verb. In order to have literacy skill in writing this email, the writer must have literacy skills in using different words as language components for different functions.

To have literacy skill of symbols in writing this email, the writer should have skill using 71 different symbols from the total of 293 symbols used. The most punctuations used are full stop, colon and comma. Besides punctuation, there are 21 different symbol of number, 7 letters as single units which are not belong to words, 20 symbols as combination of number and punctuation, 3 symbols from combination of number and letter, 5 symbols of combination of number and typography, 3 symbols of the combination of number, punctuation and letter, 2 symbols of typography and 1 symbol for script.

Social aspects

There are thirteen social indicators mentioned by Holm (2004) that can be used to show the tendencies of the literacy whether each of them adopted more speech or writing features or combination of these two. Furthermore he stated that writing or speech did not absolutely applied these factors, but these instruments help in analyzing the specific characteristic of speech and writing.

For morphological and syntactical complex/simple, this email uses both complete simple and complex for morphological systems and syntactical systems. Similar to morphological and syntactical complete/incomplete analysis, this email also uses both complete simple and complex for morphological systems and syntactical systems.

From the interpersonal and objective analysis it was found that the email has the tendency of adopting characteristics for both in speech and writing. For speech characteristics, this email has 29.17% of clauses using pronoun 'we' as subjects, 8.33% of clauses used imperatives and started these clauses with adverb 'pls' which stand for please at the beginning of the clauses. For writing characteristics, besides the use of nominalization and noun as subject to shows the objectivity of the message or focusing on activities rather than focusing the interpersonal, this e-mail also used complex sentences which contain many clauses which were indicated by the use of six conjunctions to group the clauses in one sentence. There are also subjects which used 'wich' that clearly showed that the clauses are connected to the previous clauses.

Monologue is usually embedded to written text because of the absence of the writer. On the other hand dialogue is embedded to spoken text because the attendance of the listener when the communication happened. The analysis on dialogue or monologue showed that this email e-mail used dialogue because one single email itself has its own icon 'reply' which means that it expects a response. So, the format indicated that this e-mail applied two way communication or a dialogue text. The beginning part of the e-mail contained information about the sender, the date, the receiver(s), complimentary close, subject and attachments. This part actually represents the face to face meeting where the message sender indicated by sender's name and address, meet the message receiver indicated by the receiver's name and address on the certain time showed by the date. It continued with salutation 'dear Elly' which means greeting to certain person. Thus, this email uses mix literacy types which combine monologue as there was no interruption but the sound of the language, the format and discourse were spoken.

Ephemeral means lasting for a very short time and durable means able to stay longer. As a product, the email applied basic literacy because it is durable, stay longer, kept to be documented as formal document for business transaction.

Contextualized/decontextualized analysis is about how the e-mail text is placed in context or isolated from its context. There are two contexts proposed by Halliday (1976); context of culture and context of situation. This text was viewed

whether it is placed in those context or isolated from its context. The indicators used to show the context are the use of endophoric and exophoric (Holme, 2004). Anaphoric refer to items mentioned previously in the text and cataphoric refers to items mentioned in the text after them. Endophoric is something refer to items or context in the text which usually can be in the form of anaphoric or cataphoric. While exophoric refers to a context outside the text (Halliday and Hassan, 1976). The analysis showed that this e-mail used both endophoric and exophoric.

This e-mail is a written text which can be read using two approaches, linearly or scannable depend on the interests of the reader. The interviewee said that, if the email is copied (cc) to him, then he only scanned and read the important parts he concerned. If it was sent to him directly, he would read linearly. Thus to be literate in handling emails, the reader should have the ability or skill to decide what choice must be used in reading e-mails, whether scannable or linearly. So it used mix literacy types. However, in planning or spontaneous analysis, all e-mails including this e-mail are planned so it applies written literacy type.

This e-mail, although it is a written text but the time was treated at present just like the spoken text compare to the time constrain in written text which is in the past and future. Although it could not be denied that there is a different time in communication time between the e-mail sent and the reply. The communication chain is assumed in present and the reader can read it as soon as it is sent. The present time is also embedded to the email because it discusses the present activities. From the analysis on the concern of present, past and future, we can say that the email used spoken literacy which concerns the present situation.

Being formal or informal depends on the purpose. If focus on the message oriented, then it tends to be formal. On the other hand, if it is socially directed, then it tends to be informal. Written text is message-oriented while spoken text is social-oriented. Formality of the text is also shown by the complexity of language rules and structure. This e-mail is written text. Based on the analysis on the sentence construction, there were some sentences applied complex sentences, although the writer denied of using

complex sentences which implied the use of spoken text characteristics. It means that it has social oriented and message oriented. So this email applied mix literacy type.

Language becomes meaningful when it is removed from its context. The context can be performed in an abstract way or concrete way. Words or letters do not have the same value as the object represented when it is put out of context. Therefore writing is embedded to abstract and speech is embedded to concrete. This e-mail contains abstract systems. This situation will create problems in understanding the message if one of the communicants does not understand the reality although it is in the context. Therefore this email uses picture or photos to represent the object which is explained using symbols as abstract systems to make the message concrete. The result of the analysis showed that this e-mail applied mix literacy type because it used both abstract and concrete aspects. It also used multimodal literacy which combine symbols and images.

Speech is claimed containing narrative style while writing contains expository. Speech is dense highly on sharing events and writing highly dense on analyzing. This email contained more expository where the analysis plays roles most on the text. The complex sentences and complex paragraphs showed that some action were taken prior or after some actions. Causes and effects are also performed in the text. The analysis takes place in this text. Thus, based on the analysis on narrative and expository, this email applied written literacy type because the text contains expository statements rather than narrative ones.

This e-mail is categorized as formal documents, so that it automatically has high structure. If it used loose structure then there can be three results possibilities. First, it would create another genre which is not belong to business email. second, it had another email function which is not a sales letter. third, it still can be a sales letter but the message conveyed would be unclear.

From the analysis of text from linguistic and social point of view of the language, it can be concluded that this email applies mix literacy. This email was categorized as literacy product which blend the orate and literate forms of communication (Kern, 2000).

Cognitive aspects

The level of literacy represents the cognitive ability of the literacy doers. In this study the level of literacy applied in the email was analyzed using taxonomy table proposed by Anderson and Krathwoll (2001) which is the revision of Bloom's framework (1956). The literacy knowledge is mapped into four areas; factual, conceptual, and metacognitive as a

continuum framework. The cognitive process dimension of the four areas are analyzed in six categories which are tread as a continuum process from the simple one to the complicated level; remember, understand, apply, analyze, evaluate and create. The result of the analysis on all language components shows that this email applied high level of literacy which can be seen in the tabel 1 below.

Table 1. Summary of cognitive level of literacy skills in professional email

The Knowledge Dimension	The Process Dimension					
	Low		Middle		High	
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge						
Procedural knowledge						
Meta-cognitive knowledge						Business Email

Input analysis

The input which will be discussed is the resources or procedural knowledge used by the writer in helping him creating the email. The resources contain two elements: tangible and intangible.

The intangible resources are the available designs which have already possessed by the writer and the tangible resources are the pedagogic materials, authentic materials, and people used in helping creating the email.

Tabel 2. Input analysis

Tangible Resources			Intangible Resources	
Resources	Gaining From		Resources	Gaining From
Pedagogic Materials	Textbook	x	Writing	Conscious Learning
	Handout	x	Systems	Conscious Learning
	Module	x	Vocabulary	Subconscious Learning
	Internet	v	Phrases	Conscious Learning
Authentic Materials	Others	x	Syntax	Conscious Learning
		v	Cohesion and	Conscious Learning
				Subconscious Learning
Teachers/Trainers		x	Coherence	Learning
Friends		x	Organizational	Conscious Learning

Colleagues	v	Pattern	Subconscious Learning
Other People	x	Genre and Styles	Subconscious Learning
		Stories	Subconscious Learning
		Declarative Knowledge	Conscious Learning
			Subconscious Learning

used as learning resources to develop the texture and structure.

Process

There are two aspects under the process analysis. They are evaluation on the lesson plan as the instructional design and the evaluation on the learning process as the instructional application. From the interview, it was found that there was no lesson plan used in the learning process. It was logic because lesson plan was only found in the educational institution. There is no lesson plan, but there is still a process of learning. Handling email needs skill which make the writer need to learn. Because it is a skill, therefore, it should be learned differently from learning process of gaining knowledge. Therefore the instrument used for analysing the learning process of the email is learning cycles our steps; building knowledge of the text, modelling of the text, joining construction of the text, independent construction of the text.

In building knowledge of the text, the learner took emails from his colleagues. The learner collaborate with colleagues to share the experience of the context of the email he was learning to use. Through this activity, he built the relevant culture knowledge, the knowledge of the social activity and subject matter, knowledge of the roles and relationship of those communications and the knowledge of means of communication and how to use it. There was a scaffolding from colleagues. Problem solving was done in this phase on text-based exploration.

In modeling of the text, the learner was introduced to a model text of the type he was learning to use so that he got the experiences using the whole text in its context. There is no teacher involvement to get his attention on the language of the text. The learners independently did the learning explicitly and systematically on how the meaning in the text are shaped by the context in which it was used. The knowledge of grammatical pattern which possessed by the learner was

The learner use strategies in this phase to establish social context which generate a

genuine need to use text of the type being studied. He draw his attention strategically to language features in a model text which reveal the text's structure, texture, lexicogrammatical features and features of expression; or asking colleagues or search explanation from the internet to get the right understanding. There was no activities on paragraph-writing practice and other artificial activities which happened in the formal class including doing exercises. Using colleagues or internets to get opportunities to evaluate the model text, to decide who is the 'ideal' listener/reader is, to discuss how it might be improved or changed and to determine the effect of this text on readers or listeners or look for other examples of the text type to compare different choices made by writers/speakers when using the same text type for example, illustrations, diagrams, tables, icons, video clips, use of border, breakers and white space, layout or presentation style.

In Guided practice and joint construction, the colleagues and internets did not take big roles.

Joint construction became part of the independent construction. The writer only needed examples of the sentence for delivering certain messages. When the sentences' models as tangible resources were understood in the modeling phase and with the intangible resources, the learner moved directly to the professional writer in the independent construction phase.

In independent application phase, The learner undertook his own learning process to construct his own text. The tangible and intangible re-

source resource were still the sources of producing the email text. In an environment in which the routines are familiar, the learner did not need helps from the colleagues. All activities in this phase were genuine activities. Self evaluation was still done for revision and review.

In conclusion, all steps in learning cycles were applied in the environment of context of working situation. How long he spend on each phase depend on the needs. But in this email, the time spend much was on the independent construction.

From observation and interview, there was no conscious learning such as what it happened in the formal class. Therefore there was no analysis

Tabel 3. Result of products analysis on professional's email

Criteria	Score	Achievement
Task/content appropriateness (How well does the writing accomplish its pupose)	25-21	excellent ✓
	20-16	Good
	15-11	Fair
	10-6	inadequate
	5-0	unacceptable
Rhetorical appropriateness (How well does the the organization of the writing takes its intended audience into account)	25-21	excellent ✓
	20-16	Good
	15-11	Fair
	10-6	inadequate
	5-0	unacceptable
language appropriateness (How well does language use suit the context of communication)	25-21	excellent ✓
	20-16	Good
	15-11	Fair
	10-6	inadequate
	5-0	unacceptable
Formal appropriateness (How well does the writing meet genre-relevant norms for formatting, spelling, neatness)	25-21	excellent
	20-16	Good ✓
	15-11	Fair
	10-6	inadequate
	5-0	unacceptable

Conclusion

From the analysis, it can be concluded that evaluation research is important to determine what should be considered in planning and operating the learning process. The evaluation should be done on context, input, process, and product of literacy skills. The context evaluation covers language, social and cognitive aspects. The input evaluation covers the tangible and intangible resources. The process evaluation should meet the steps of gaining skills instead of gaining knowledge only. The

on the learning process such as the amount of learning, the quality of teaching, course book, curriculum design, teacher satisfaction except the quality of learning which can be categorized success due to the text that can be produced and

used in the real communication. From the email, the writer could sold the products and have good business relationship with the buyer.

Products

From grading the email made by profesional, the result was marked 90 which was presented in the table below.

product evaluation covers the requirements from the task, genre, language structure to the neatness of the text. By having the information of the desired skills need to be achieved, planning and

operating steps will be executed more accurate and appropriate.

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