

A Proposed English Syllabus for the Marketing Staff of PT Dharma Medipro

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ABSTRAK

Sejak bahasa Inggris digunakan sebagai alat komunikasi dalam dunia bisnis internasional, maka perusahaan-perusahaan pun mewajibkan para karyawannya menguasai bahasa Inggris, terutama untuk staf marketing. Staf marketing dianggap memiliki peranan penting untuk mengembangkan perusahaan dan bertanggung jawab untuk mencari pelanggan dan mempromosikan produk perusahaan mereka. Oleh karena itu, PT Dharma Medipro yang memiliki pelanggan asing mewajibkan marketing staffnya meningkatkan kemampuan bahasa Inggris mereka dengan memberikan kursus bahasa Inggris untuk mereka. Analisa kebutuhan perlu dilakukan sebelum merancang silabus kursus, dengan cara memberikan kuisioner dan wawancara kepada staf marketing dan manajer marketing untuk mendapatkan hal-hal yang berkaitan dengan deskripsi pekerjaan staf marketing. Setelah itu, hasil pengumpulan data analisis kebutuhan diolah untuk membuat silabus kursus mereka. Diyakini bahwa silabus yang dibuat berdasarkan pada kebutuhan siswa akan lebih efektif dan tujuan siswa untuk belajar bahasa Inggris dapat tercapai dengan baik. Hasil riset menunjukkan bahwa partisipan perlu meningkatkan semua kecakapan bahasa Inggris mereka terutama, kecakapan berbicara, dan menyimak. Oleh sebab itu, silabus yang diajukan menggabungkan unsur tata bahasa, fungsi, dan situasi yang berhubungan dengan staf marketing PT Dharma Medipro.

Kata kunci: *staf marketing, ESP, analisis kebutuhan, desain silabus*

ABSTRACT

Since English is used as a means of communication in doing business internationally, companies require their employees to master English, especially their marketing staff. The marketing staff has an important role to develop a company since they are responsible for finding customers and promoting company's products. Therefore, PT Dharma Medipro whose customers are foreigners requires its marketing staff to improve their English by providing them an English course. Before designing the course, needs analysis was conducted through questionnaires that were distributed to the marketing staff and an interview with a marketing manager to obtain more insights about marketing staff's job descriptions. Some of the marketing staff were also interviewed. Afterwards, the results of the needs analysis were interpreted to design a syllabus for them. It is believed that the syllabus based on learners' needs will be more effective and learners' goal to learn English can be achieved as well. The results indicate that the participants need to improve all skills, particularly speaking and listening. Hence, the proposed syllabus combines structure, functions and situations relevant for the marketing staff of PT Dharma Medipro.

Key words: *marketing staff, ESP, needs analysis, syllabus design*

BACKGROUND

Since trading companies expand their business throughout the world, they require their employees to be proficient in English. According to Zhang (2007) as stated in Jiang (2011, p.58) "based on statistic, percentage of using English as language for working in international companies is more than 80%". Esteban & Perez Canado (2004, p. 137) as stated in Jiang (2001, p.58) also added "...English has become the primary language for doing international business". So it can be said, the key to be successful in doing business internationally is to master English. Realizing such situation, the companies will surely hire people who are capable in English or at least they support their existing employees to improve their English skills by providing them with an English course.

One of the companies that deals with business and demand for language English communication competencies is PT Dharma Medipro which is engaged in healthcare industry. The company is a local company manufacturing healthcare equipment such as hospital beds, wheelchair, stretchers, examination table, operating Table, gynaecolog chair, medical Trolley (medicine trolley, Instrument trolley, Emergency trolley) and many others. As a manufacturing company that sells their products not only in domestic area but also to overseas, the owner/ the stake holders obligate the employees to have capability in English, especially, their sales marketing staff. A Marketing staff is a person that sells or promotes a product or a service of the company where he or she works. In general, marketing staff are responsible to sell and advertise the products, increase sales by understanding what customers want or need. Because PT. Dharma Medipro has overseas customers as well, the marketing staff are expected to be able to communicate with existing foreign customers or prospective customers to explain their product knowledge, make a deal with a customer, do correspondence (write and reply to an email), make a conversation via phone or teleconference by skype, and in many opportunities the marketing staff are assigned to visit another international healthcare companies abroad to present their products, or sometimes they accept customers who would like to have cooperation with their company.

This study tried to answer two research questions, namely:

1. What are the needs of Marketing staff in learning English?
2. What kind of syllabus design is appropriate to improve the communication skills and the language knowledge of marketing staff?

The purpose of this study is to seek the needs of the marketing staff in PT. Dharma Medipro to improve their English knowledge to serve customers better. Hence, the main objective of this study is to provide a proper syllabus for the marketing staff who wants to improve their English proficiency. In addition, the objective of this study is to search for the learning and target situation of the learners in order to make them perform better in the target situation.

According to its marketing manager this course aimed at improving the English proficiency of the company's marketing staff, as well as providing better communication for their customers since their duties are promoting company's products by giving presentation, sending email, or making teleconference. In addition, dealing with customer is also important, so it is necessary for them to identify the language functions in order to succeed with their professional work. The manager also added information that healthcare equipment are mostly derived from English, in fact the staff often have problems in pronouncing the names, particularly when they meet foreign customers.

Teaching for particular occupation such as marketing staff is certainly different from teaching for non professional. In this case English for Occupational Purposes (EOP) as a branch of English for Specific Purposes is more appropriate to apply. To create a fruitful syllabus and in order to get best result, teacher or course developer should conduct needs analysis. It is necessary to show the marketing staff's recent situation, target situation, and learning situation. Since the syllabus is based on learners' needs, it is likely to be motivating for learners, who see the obvious relevance of what they are studying (Basturkmen, 2006). In general, a syllabus can be defined as a framework of a course which comprises information and the objectives in every meeting are described more detailed and specifically.

According to Richard (2001), a syllabus reflects, what a teacher and learners are willing to accomplish in the end of the course and how the significance of its roles depends on the teacher's perspective on what teaching and learning should be. It is obvious that a syllabus should be associated with the present language teaching and learning situation. According to Krahnke (1987), there are six types of syllabus in language teaching. These different types of

syllabuses rarely stay independent because actually they are not entirely distinct from one another. The syllabuses are *structural (formal) syllabus*, *notional/functional syllabus*, *situational syllabus*, *skill-based syllabus*, *task based syllabus*, and *content based syllabus*. Yalden (1991, p.93) proposed another type of syllabus, namely *proportional syllabus*. This syllabus is a combination of two or more syllabus. It means, the teacher or course designer is allowed to produce a *proportional syllabus* by combining one syllabus with another syllabus. Not only that, the teacher may decrease the weaknesses of one syllabus by using strong points found in another syllabus. The proportional syllabus, according to Yalden (1987), basically attempts to develop an "overall competence". In this study, the writer is going to choose a proportional syllabus.

In carrying out the ESP class, the materials and the methodology of teaching have been adjusted to their competence. Hence, ESP should be based on the principle of effective and efficient learning (Dudley Evan & St. John, 1998).

Dudley-Evans & St. John's (1998:4-5) argues that ESP should focus on profession or disciplines because it is different from general English. They specify two characteristics in ESP namely, absolute characteristic and variable characteristic as follows:

1. Absolute characteristics:
 2. ESP is designed to meet specific needs of the learner;
 3. ESP makes use of the underlying methodology and activities of the disciplines it serves;
 4. ESP is centered on the language grammar, lexis, register, skills, discourse and genres appropriate to these activities.
2. Variable characteristics:
 - a. ESP may be related to or designed for specific disciplines;
 - b. ESP may use, in specific teaching situations, a different methodology than that of general English.
 - c. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
 - d. ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

The absolute and variable characteristics above distinguish ESP's features and General English's.

CONDUCTING THE NEEDS ANALYSIS

Dudley-Evans & St. John (1998), Graves (2000), Hutchinson & Waters (1987) and Jordan (1997) stated that the needs analysis is important to measure the learners' needs in learning English, learning preferences, current skills and proficiencies, and learning situations. If a course designer is able to interpret all mentioned above it is possible that the product of its syllabus must be good and the course will be run successfully.

In doing needs analysis, the syllabus designer should pay attention to approaches such as PSA (present situation analysis), TSA (target situation analysis), and LSA (learning situation analysis). Dudley-Evans & St. John (1998) stated that present situation describes the learners' personal information, including their purpose in learning English, their current proficiency, and any shortcomings while target situation delineates the goals after joining the

course. In addition, learning situation is more what the learners like to do during the course. In this study those approaches that are suggested by Dudley-Evans & St. John (1998) are used. Particularly, this study uses methods such as questionnaires, relevant documents, and interviews to dig up learners' information or knowledge of English since those are very essential to produce beneficial syllabus. Dudley-Evans & St. John (1998) and Graves (1996) explain that interviews, observation and document analysis are effective methods in needs analysis.

METHODE RESEARCH

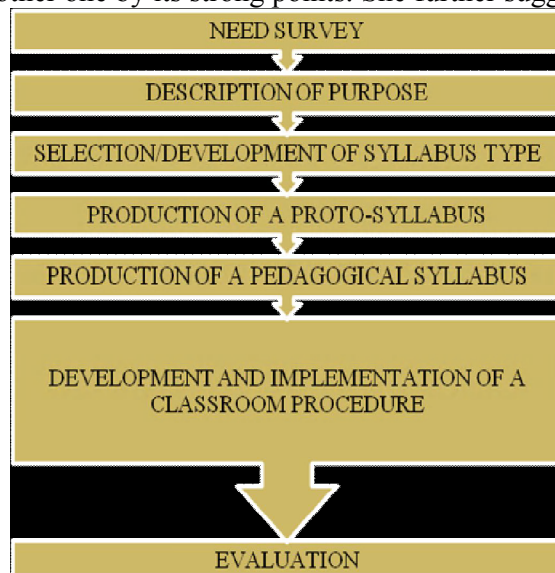
Distributing Questionnaires and Doing Interviews

The mechanism to gather information is by distributing questionnaires to the people working in the field, in this case is the marketing staff. There were ten marketing staff filled the questionnaires form. According to Richards (2001), questionnaires are the most common methods for addressing a needs analysis. Questionnaires can cover a number of subjects in just a few pages. Also, points in the questionnaires make the process easy to analyze. There are two types of questionnaires. The first is questionnaires given in a structured way. Since the questionnaire is structured, the researcher provides optional responses. Next we look at questionnaires with unstructured ways, which supply open-ended questions.

Four marketing staff were interviewed in order to get more insights regarding their jobs. Another one who gives much contribution in planning a syllabus is manager of the company. He was interviewed to provide additional information because his information is useful for the course developer to develop a syllabus. Regarding the relevant documents to this study, they are obtained from product catalogs, emails from the marketing staff to customers, etc.

Designing a Proportional Syllabus

One of the factors that make the ESP course successful is because of the syllabus. That is why the course designer should be aware in arranging the steps in the syllabus itself. In this study, Yalden's approach (Yalden, 1986:25) was adopted. She proposed a proportional approach in designing a syllabus. According to her, it is possible for a course designer to combine one syllabus with another syllabus. As long as the weaknesses of one syllabus can cover the other one by its strong points. She further suggested some steps to design a syllabus



as follows

This study, covered only several steps of syllabus design. It begun from needs survey to production of a proto- syllabus for the marketing staff in PT. Dharma Medipro. Development and implementation of classroom procedures and evaluation are not included in this study.

DATA ANALYSIS

This study is quantitative and qualitative research. In the quantitative analysis marketing staffs’ responses were calculated to get the illustration of the participants. The quantitative data were obtained from the information found in the questionnaires which were distributed to the marketing staff. A simple percentage analysis was used for the quantitative data. The highest percentage of responses from each question in the questionnaire shows what respondents chose mostly.

Meanwhile, the findings were analyzed descriptively and the qualitative data were collected by doing interviews to both parties, marketing staff as learners and marketing manager as the person who leads the marketing staff.

All the data from the marketing staffs and the management describes the strong points and the weaknesses about themselves towards their English competencies and also what their needs are in learning English. If both points and needs can be identified clearly, the proposed syllabus for the marketing staff can be designed as well.

The Proposed Syllabus for Marketing Staff

In this proposed syllabus for marketing staff, the writer combines structural syllabus, functional syllabus, and situational syllabus. The Structural syllabus focuses on grammatical forms. The learner is expected to master each structural pattern and recognize the pattern well since it is also important to put emphasis on communicative purpose and conceptual meaning of language the functional syllabus is also integrated. To focus on the situations that are really relevant for the participants, situational syllabus is also considered important to be integrated. It tries to predict those situations in which the learners will encounter in their work. The materials used will bring the learners to real situations in which language occurs or is used.

The reasons why the writer uses the proportional syllabus are based on the result of respondents’ questionnaires and based on the findings of the interview. The results are summarized in the Table below:

No	Findings	Expectations	Suggestions
1	Speaking is the most important skill to learn	<ul style="list-style-type: none"> a. They want to be able to speak English with foreign customers b. They want to be able to give presentations about company profile or products knowledge well c. For personal development 	<ul style="list-style-type: none"> a. Watching a video about individual or group presentations, doing role plays, and discussion with peers are useful activities to improve English speaking skill b. Learning functions of particular expressions are very helpful
2	The next two skills to	<ul style="list-style-type: none"> a. They want to be able to 	<ul style="list-style-type: none"> a. Listening to audio-

	learn are listening and reading	<p>understand the conversation on the phone</p> <p>b. They want to be able to comprehend the texts in catalogues or brochures</p> <p>c. They want to be able to improve vocabulary related to medical equipment and marketing area</p> <p>d. They want to be able to pronounce or spell the words correctly</p>	<p>taped materials are helpful to understand the conversation on the phone</p> <p>b. Exercises to answer questions based on the texts in catalogues or brochures, giving skimming and scanning practice.</p> <p>c. Vocabulary exercises, find difficult words from online dictionary and memorize them.</p> <p>d. Practice pronunciation while listening, speaking, or reading activities conducted. For example, teacher asks students to repeat the words after they heard from audio tape or online dictionary</p>
3	Most of the respondents admitted that they were weak in grammar	<p>a. They want to be able to improve grammar knowledge</p> <p>b. They want to be able to speak English in grammatically correct</p>	<p>a. Grammar exercises should be given in sessions in the course</p>
4	There were some of the respondents found difficulties in pronunciation	<p>a. They want to be able to pronounce or spell the words correctly</p>	<p>e. Practice pronunciation while listening, speaking, or reading activities conducted. For example, teacher asks students to repeat the words after they heard from audio tape or online dictionary</p>
5	There were some of the respondents found difficulties in understanding the texts in product catalogues or brochures because they lacked of vocabulary	<p>a. They want to be able to comprehend the texts and vocabulary excersises to improve their vocabulary</p> <p>b. They want to be able to capture detailed information from the texts</p>	<p>a. Reading activity such as answers questions based on catalogs or brochure</p> <p>b. finding difficult words and finding their meanings from online dictionary</p> <p>c. giving scanning and skimming techniques</p>

			and practice them. d. vocabulary exercises
6	A few of the respondents admitted that they found difficulties in writing.	a. They want to be able to write and respond emails to customers correctly	a. Giving formal expressions in writing b. Grammar-focused exercises

The distribution of lessons and contents of the syllabus can be seen in the next pages.

The syllabus for the marketing staff in PT Darma Medipro

Level : one
Total hours : 30
Schedule : twice a week

Session 1:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
2 hours	<ol style="list-style-type: none"> 1. Introducing themselves 2. Talking to the current foreign customers 3. Talking to the prospective current foreign customers 	<p>Structure: Participants are able to:</p> <ul style="list-style-type: none"> • use auxiliary verbs (do, does, is, am, are) correctly. • make yes-no questions. make questions by using question word (What, Who, Where, When, How). • respond to questions <p>Vocabulary: Participants are able to use sufficient vocabulary to introduce</p>	<ul style="list-style-type: none"> • Auxiliary verbs, i.e. is, am, are, do, and does. • Question words, i.e. what, who, where, when, and how) • Greetings: Good Morning, Good Afternoon, Good Evening, 	<ul style="list-style-type: none"> • Teacher explains the materials they are going to study in the meeting. Teacher and participants negotiate about the regulation of the class • Teacher explains auxiliary

		<p>themselves to their prospective customers, and have sufficient and proper vocabulary to speak to current customers.</p> <p>Listening: Participants are able to:</p> <ul style="list-style-type: none"> • recognize greeting sentences from interlocutors. • recognize the WH questions from interlocutors. <p>Speaking: Participants are able to:</p> <ul style="list-style-type: none"> • greet customers. • introduce themselves. • questions by using WH questions. • speak using correct auxiliary verbs 	<p>How are you, and How do you do?</p> <ul style="list-style-type: none"> • Vocabulary : Introduce, opportunity, please, know, remember, invite, see, meet, present, glad, happy,new, former, previous, recent, etc 	<p>verbs, and questions words</p> <ul style="list-style-type: none"> • Teacher play video about a simple introduction and asks the participants to do role play between a customer and a marketing staff • Teacher mentions certain words and participants repeat after her <p>Participants:</p> <ul style="list-style-type: none"> • Pay attention to a video and do role play, one participant act as marketing staff and the other as a customer • Discuss some vocabulary or key words in the video.
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				<ul style="list-style-type: none"> • Practice making questions
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Session 2:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
2 hours	Company's Profile Presentation slides	<p>Structure:</p> <p>Participants are able to :</p> <ul style="list-style-type: none"> • A differentiate Adjectives and Adverbs • put adjectives and adverbs in the correct position • design their own company's profile presentation slides • use simple present & present continuous tenses <p>Vocabulary:</p> <p>Participants can use some adjectives and adverbs that are often found in a company's profile.</p> <p>Writing :</p> <p>Participants are able to show others the</p>	<ul style="list-style-type: none"> • Simple present tenses, and past tense • Adjective and adverbs for presenting a company's profile. 	<ul style="list-style-type: none"> • Teacher explains about adjective, adverbs, simple present tense, and past tense • Teacher plays video about presenting company profile • Teacher asks participants to present their company's profile individually • Teacher asks participants to discuss or give comments on their friends' presentation <p>Participants:</p> <ul style="list-style-type: none"> • Watch the video carefully • Decide some characteristics of their company which they will put on their slides. • Present company's profile individually • Discuss their friends' performances. • Discuss some vocabulary or key words in their presentation.

		<p>highlights of their company in their presentation slides</p> <p>Speaking :</p> <p>Participants give a presentation about their company's profile</p>		
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Session 3:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
2 hours	4. Presenting and describing the company's products (part I)	<p>Structure: Participants are able to:</p> <ul style="list-style-type: none"> • identify the correct forms of verbs in perfect tense • noun phrase form • use countable and uncountable nouns <p>Vocabulary: Participants are able to use adjectives to describe the specification of items. i.e: big, small, low, high, strong, good, the</p>	<ul style="list-style-type: none"> • Present continuous tense and perfect tense. • Noun phrase • Countable & uncountable nouns 	<ul style="list-style-type: none"> • Teacher explains present perfect tense, noun phrases, and nouns. • Teacher gives some texts about certain products and asks participants to read carefully and answer the questions • plays a video in which someone is describing products of a company. • Teacher asks participants to do role play and describe their own company's products <p>Participants:</p> <ul style="list-style-type: none"> • Do role play, a marketing staff presents his or her

		<p>best, thickness, dimension, color, size etc.</p> <p>Listening: Participants are able to:</p> <ul style="list-style-type: none"> • get the detailed information when someone is describing a product <p>Speaking: Participants are able to:</p> <ul style="list-style-type: none"> • describe items by using simple present tense and proper adjectives. • Describe the features of medical equipment 		<p>company's products, and a customer prepares questions related to the products.</p> <ul style="list-style-type: none"> • Discuss the conversations they watch from video • Each participant asks questions and responds to questions after describing products
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Session 4:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
2 hours	5. Presenting and describing company's products (part II)	<p>Structure: The participants are able to:</p> <ul style="list-style-type: none"> • Use passive active voices <p>Vocabulary: Participants are able to:</p> <ul style="list-style-type: none"> • use noun and noun phrases when describing company's products. • Learn more 	<ul style="list-style-type: none"> • passive active voices • noun phrases and adjectives 	<ul style="list-style-type: none"> • Teacher explains passive active voices • Teacher gives the texts related to the healthcare devices and asks participants to answer the questions correctly. • Teacher gives grammar and vocabulary exercises such as choosing the right forms of verbs, correct adjectives.

		<p>adjectives for describing products</p> <p>Listening: Participants are able to:</p> <ul style="list-style-type: none"> • understanding the conversation on the video. <p>Reading : Participants are able to:</p> <ul style="list-style-type: none"> • comprehend the texts given. • Answers the questions based on the texts correctly 		<p>Participants:</p> <ul style="list-style-type: none"> • Read the products catalogs and discuss the verbs or adjectives used to describe company's products. • Discuss some vocabulary or key words that are used in describing products • Each participant asks questions and responds to questions after describing products
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Session 5:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
2 hours	Comparing one product to another product	<p>Structure: Participants are able to:</p> <ul style="list-style-type: none"> • understand the comparative degree • distinguish adjective, comparative, and superlative forms <p>Vocabulary: Participants are able to use some adjectives, noun and adverbs that are often found in a product catalog</p>	<ul style="list-style-type: none"> • The forms of adjective, comparative, and superlative. <p>Examples:</p> <p>Adjective</p> <ul style="list-style-type: none"> - profitable - high - low - new - old - expensive -good <p>Comparative:</p> <ul style="list-style-type: none"> - higher - lower - better 	<ul style="list-style-type: none"> • Teacher shows different things and explains the comparative, superlative by using pictures • Teacher asks participants to do a group discussion and asks them to discuss the strengths and weakness of their products. • Teacher gives vocabulary-exercises <p>Participants:</p> <ul style="list-style-type: none"> • will see medical pictures shown on slides and then they

		<p>Speaking: Participants are able to:</p> <ul style="list-style-type: none"> • use correct tenses in a conversation. • use adjectives in their sentences. • compare one of the company's products to another company's product 	<p>- cheaper - thinner</p> <p>Superlative: -the most expensive - the cheapest - the biggest - the heaviest - the thinnest</p> <p>Words that are often found in product catalogues</p>	<p>describe the features of these items.</p> <ul style="list-style-type: none"> • describe the products by using correct comparative forms. • do a group discussion to describe the differences between the products and also describe their strengths and weaknesses • do a vocabulary-exercise : find the meanings of the difficult words and match the words with the right pictures
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Session 6:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
2 hours	Dealing with number of products or the prices of products	<p>Structure: Participants are able to:</p> <ul style="list-style-type: none"> • identify ordinal and cardinal numbers • recognize and comprehend the amount of money <p>Vocabulary: Participants are able to use vocabulary related to order quantity, and products' prices to customers.</p>	<ul style="list-style-type: none"> • Cardinal and ordinal numbers <p>Examples:</p> <ul style="list-style-type: none"> • There are seven-hundred of wheelchairs ordered by the United Nations. 	<ul style="list-style-type: none"> • Teacher explains about cardinal and ordinal numbers • Teacher plays a cassette about numbers and asks participants to listen carefully, and then asks them to practice to pronounce the words • Teacher shows the pictures and the pricelist, then ask participants to pronounce the pictures and the pricelist • Teacher asks participants to do a role play, act as a marketing staff who explains the products' price to a customer and a

		<p>Speaking: Participants are able to:</p> <ul style="list-style-type: none"> • explain prices of products • use ordinal and cardinal numbers in speaking correctly <p>Listening: Participants are able to: respond or answer the customers' questions about the products' quality and their prices.</p>	<p>customer who asks for the products' price</p> <p>Participants:</p> <ul style="list-style-type: none"> • practice pronouncing the numbers, amount of money. • Do a role play between a customer and a marketing staff performing how to order products and asks for a pricelist
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Session 7:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
2 hours	1. Telephoning 2. Telemarketing	<p>Structure: Participants are able to:</p> <ul style="list-style-type: none"> • take notes • take and respond to telephone calls • greet on the phone <p>Vocabulary: Participants are able to:</p> <ul style="list-style-type: none"> • use proper vocabulary when talking to customers on the phone <p>Speaking: Participants are able to:</p> <ul style="list-style-type: none"> • deliver their intention to the customers via phone and answer the questions clearly. • spell numbers or 	<ul style="list-style-type: none"> • Confirmation/ tag questions words (aren't, isn't) • introducing modals such: -can/ could -should -may/ might -must -shall/ shall • vocabulary for telephone conversations 	<ul style="list-style-type: none"> • Teacher explains the confirmation form/ tag questions • Teacher introduces modals • Teacher plays a cassette about conversation on the phone and asks participant to explain what the conversation is about • Teacher asks participants to do a role play,

		<p>letters clearly</p> <p>Listening: Participants are able to:</p> <ul style="list-style-type: none"> • comprehend or identify what customers are talking about on the phone 		<p>act as a marketing staff and a customer on the phone</p> <p>Participants:</p> <ul style="list-style-type: none"> • Listen to the conversation on the tape about asking and answering questions between a customer and a marketing staff • Take part in a role play to practice how to make and receive calls • Take a part in role play to practice how to promote the products through telephone
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Session 8:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
2 hours	Answering customers' inquiries (including giving discount, guarantee procedures, product quality, etc)	<p>Structure: Participants are able to:</p> <ul style="list-style-type: none"> • identify and use conditional sentences type I and type 2 • use modals forms 	<ul style="list-style-type: none"> • Forms of conditional sentences type I & type II • Forms of modals • Vocabulary related to purchasing 	<ul style="list-style-type: none"> • Teacher explains the forms of conditional sentences type I & type II • Teacher explains forms of modals • Teacher gives grammar and vocabulary excercises. The grammar excercises focuses on conditional sentences and modals

		<p>correctly and their functions:</p> <p>-can/ could/ could not</p> <p>-should/ should not</p> <p>-may/ might/ may not/ might not</p> <p>-must/ must not</p> <p>-shall/ shall not</p> <p>-will/would/ would not</p> <p>Vocabulary: Participants are able to use vocabularies related to purchasing order, product quality</p> <p>Speaking:</p> <ul style="list-style-type: none"> • Participants are able to explain the amount of purchased orders, prices, and to give discounts if the customers buy many products. <p>Listening: Participants are able to:</p> <ul style="list-style-type: none"> • answer the questions about the conversations 	<p>order and product quality</p>	<ul style="list-style-type: none"> • Teacher asks participants to do a role play between a customer and a marketing staff that are talking about products' quality, guarantee, by using correct conditional sentences and modals <p>Participants are able to:</p> <ul style="list-style-type: none"> • explain the discount from the normal prize to customers. • do a role play between a customer and a marketing staff performing the condition when a customer asks a special price to a marketing staff. • do a role play between a marketing staff and a customer when she or he wants to offer new products.
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		they have listened to		
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Session 9:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
2 hours	Handling customers' complaints	<p>Structure: Participants are able to:</p> <ul style="list-style-type: none"> • express regrets • express apologies • express promises • express excuses <p>Vocabulary: Participants are able to:</p> <ul style="list-style-type: none"> • use proper vocabulary to respond to customers who are unsatisfied with the products or 	<ul style="list-style-type: none"> • expression of regrets • expression of apologies • expression of promises • expression of excuses 	<ul style="list-style-type: none"> • Teacher gives examples of expressions used to express regrets, promises, apologies • Teacher asks participants to do a role play, in which one of them express a customer's complaint and the other uses correct expressions of apologies, regrets, promises, and excuses • Teacher asks participant to practice how to handle customers' complaints on the phone

		<p>service given.</p> <p>Speaking: Participants are able to:</p> <ul style="list-style-type: none"> • express their regrets when they make mistakes • utter apologies when their customers are not satisfied with the products or the service. • use appropriate expressions to apologize. <p>Listening: Participants are able to:</p> <ul style="list-style-type: none"> • comprehend or identify how customers feel about the products or service discussed about on the phone so the participants will be able to respond correctly 		<p>Participants:</p> <ul style="list-style-type: none"> • Listen to a conversation on the tape about handling customers complaints in an office and on the phone • Identify and recognize the words related to complaints • Do a role play between a customer and a marketing staff ,(in which one of them express a a customer’s complaint and the other uses expressions to ask for apology. • Do a role play on how to handle customers complaints on the phone
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Session 10:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
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2 hours	Offering help or Giving solutions to customers	<p>Structure: Participants are able to:</p> <ul style="list-style-type: none"> • use <i>modals</i> or <i>preferences</i> correctly when offering help or giving solutions. <p>Listening: Participants are able to:</p> <ul style="list-style-type: none"> • comprehend or identify what problems customers have <p>Speaking : Participants are able to:</p> <ul style="list-style-type: none"> • give solutions to customers correctly use modals or preferences in a sentence correctly 	<ul style="list-style-type: none"> • Modals <ul style="list-style-type: none"> - Might - Can/ could - Shall/ should/must <p>Examples:</p> <ul style="list-style-type: none"> - May I help you? - Can I help you? - Would you like our driver to pick up the devices ? - Could you wait a moment until I get permission from my boss? - Would you like to ...? - Do you mind if....? <ul style="list-style-type: none"> • Preferences <ul style="list-style-type: none"> - Prefer + noun + to +noun <p>Prefer + V1ing+ to V1ing</p>	<ul style="list-style-type: none"> • Teacher reviews the use of modals usage, and explains preferences and gives examples. • Teacher asks participants to do a role play how to offer helps and give solutions to customers • Teachers asks participants to write participants' experiences when they offered helps to a customer or gave solutions to a customer. Then they are asked to tell the story to the class <p>Participants are able to:</p> <ul style="list-style-type: none"> • do a role play between a customer and a marketing staff, performing how to offer some helps to customer and give solutions to customer <p>write their own experiences when they offered helps to a customer or gave solutions to a customer.</p>
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Session 11:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
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2 hours	<p>E-mails:</p> <ul style="list-style-type: none"> • Reading emails From other customers or companies • Writing emails to customers or other companies 	<p>Vocabulary:</p> <p>Participants are able to</p> <p>use proper vocabulary to greet and express thank you to others through email or letter</p> <p>Reading :</p> <p>Participants are able to comprehend detailed information on email.</p> <p>Writing:</p> <p>Participants are able to write emails to customers and respond to their emails</p>	<ul style="list-style-type: none"> • Formal expressions in writing an email • Greeting, opening, closing, salutation in an email 	<ul style="list-style-type: none"> • Teacher explains how to write email. • Teachers shows examples of formal emails between a marketing staff to a customer <p>Participants:</p> <ul style="list-style-type: none"> • read e-mails from customers or companies • try to understand the intentions of the e-mails • find the meanings of difficult words • learn how to write a business email • discuss some vocabulary or key words in a text.
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Session 12:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
2 hours	Reading a manual book/ a catalogue/ a brochure (part I)	<p>Vocabulary:</p> <p>Participants are able to :</p> <ul style="list-style-type: none"> • recognize words as many as possible which are available in a catalog or a 	<ul style="list-style-type: none"> • vocabulary used in catalogues, manual books or brochures 	<ul style="list-style-type: none"> • Teacher gives some texts that are taken from manual books and catalogs. • Teacher asks participants to read and explain what was the topic about and answers the questions. • Teacher asks the participants to search

		<p>manual book</p> <p>Reading :</p> <p>Participants are able to:</p> <ul style="list-style-type: none"> • find the meanings difficult words • capture the details on a text • spell and pronounce the difficult words/ particular words <p>Speaking:</p> <p>Participants are able to:</p> <ul style="list-style-type: none"> • retell what they read 		<p>medical equipment in catalogs or brochures from other companies</p> <ul style="list-style-type: none"> • Teacher asks the participants to find what information is included in a catalog or brochure by skimming or scanning • Teacher gives some games <p>Participants are able to:</p> <ul style="list-style-type: none"> • browse a catalog or a brochure of another company • explain and answer the questions related to the brochure • find the meanings of difficult words and practice to pronounce particular words • discuss some vocabulary or key words in the text. • compare what they have at their company with the things they can find in other companies • discuss with other participants about their findings
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Session 13:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
2 hours	Reading manual book/ catalogue/ brochure (part II)	<p>Vocabulary:</p> <p>Participants are able to :</p> <ul style="list-style-type: none"> • find the meaning of 	<ul style="list-style-type: none"> • Reading instructions 	<ul style="list-style-type: none"> • Teacher plays an online dictionary and asks participants to listen to certain vocabulary carefully. Then she or he asks certain them to practice pronouncing

		<p>difficult words,</p> <ul style="list-style-type: none"> • find synonyms of words <p>Reading :</p> <p>Participants are able to:</p> <ul style="list-style-type: none"> • get the main idea of a paragraph/ a text • Conclude or summarize texts 		<p>particular words</p> <ul style="list-style-type: none"> • Teacher asks the participants to find what information inside a catalog or brochure is by skimming or scanning • Teacher gives some games • Teacher gives vocabulary exercises match the words with the appropriate pictures <p>Participants are able to:</p> <ul style="list-style-type: none"> • Listen to an online dictionary carefully and practice pronouncing particular words. • find the meanings of difficult words • discuss some vocabulary or key words in the text. • do exercises on vocabulary
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Session 14:

Time allotment	Topic/content	Learning outcomes	Language components	Class activities
2 hours	Listening to a presentation (about a marketing staff who is explaining new products)	<p>Structure: Participants are able to:</p> <ul style="list-style-type: none"> • Identify the structures of sentences used in the presentation <p>Vocabulary: Participants are able to memorize the</p>	<ul style="list-style-type: none"> • Structure of subject + Verb + Object • Complex sentences 	<ul style="list-style-type: none"> • Teacher plays a cassette and asks participants to listen to a presentation carefully • Teacher asks participants what the presentation is about • Teacher explains the structure of subject + verb + object and complex sentences • Teacher asks participants to do a role play, performing as a marketing staff

		<p>specific words that are used in a presentation</p> <p>(e.g: words or expressions related to products knowledge, products selling, competitors, analysis of the company's weakness, and strengths.</p> <p>Listening :</p> <p>Participants are able to catch the messages that are delivered by speakers.</p>		<p>who is giving a presentation and another listens to him carefully</p> <ul style="list-style-type: none"> • Teacher asks participants to give comments or questions to a presenter. <p>Participants are able to:</p> <ul style="list-style-type: none"> • understand a presentation • explain about what they listened to. • do a role play, a marketing staff as a presenter and others as participants or listeners.
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Session 15:

Time allotment	Topic / content	Learning outcomes	Language components	Class activities
2 hours	Proposing an idea in a meeting & presenting an argument in a meeting	<p>Structures:</p> <p>Partipants are able to :</p> <ul style="list-style-type: none"> • give an opinion and present an argument <p>Vocabulary:</p> <p>Partipants are able to :</p> <ul style="list-style-type: none"> • memorize and master words related to giving opinions and presenting arguments. 	<ul style="list-style-type: none"> • Proposing ideas in a meeting • Giving opinions for example: in my opinion, based on the fact • Accepting and refusing ideas or opinions politely 	<ul style="list-style-type: none"> • Teacher shows a video about a number of employees that are conducting a meeting • Teacher asks participants to explain what the meeting is about • Teacher gives examples of expressions of giving and refusing opinions politely • Teacher asks participants to do a role play and use the expressions they have learnt correctly.

		<p>Listening : Partipants are able to :</p> <ul style="list-style-type: none"> • catch messages from speakers so they are able to give an opinion that is relevant to what a speaker said. <p>Speaking : Partipants are able to :</p> <ul style="list-style-type: none"> • express their opinion and present their argument in a formal meeting clearly and politely 		<p>Participants are able to:</p> <ul style="list-style-type: none"> • explain the content of a meeting in a video in some employees are having a meeting • identify the words or pharses of the employees when they give opinions and present arguments. • do a role play. They stimulate as if they have a meeting and they perform how to give an opinion and state their arguments in a meeting.
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CONCLUSION AND SUGGESTIONS

Conclucion

After analyzing the collected data, the writer comes to some conclusions of the study. Firstly, according the collected data, all marketing staffs at PT. Dharma Medipro need to learn English to improve their English competencies because their routine jobs are mostly related to foreign customers and the product catalogues are written in English. The contents in the syllabus are based on the participants' needs, so it will become a fruitful syllabus. Thus, the marketing staff will attend the course enthusiastically. Hopefully, the course will achieve the targets of the participants.

Secondly, most of the marketing staff have been working more than six years; therefore, it can be assumed that they are quite proficient in English. In fact, some of them say that they dare to speak English evethough the grammar is not good. This means that some of them kept talking in English eventhough they were not sure about the correct grammar. Because of this, teaching grammar is included in the course. Since their pronunciation also needs some improvement, pronunciation practices are also integrated in speaking and listening sessions. They also need to improve their reading skill, so that they will be able to understand the vocabulary in texts, and to comprehend the texts. Although most of the marketing staff have no difficulties in writing, they need to write when they have to give information about new products and when they have to reply to emails from customers or suppliers. Therefore, one session is allocated to improve their writing.

Thirdly, the contents of the syllabus focuses more on speaking, listening, and reading skills. The activities such as performing a role-play, watching video, drilling pronunciation, are used to develop the participants' competencies.

Suggestion

Almost all of the marketing staff are able to speak English, and a few of them are at moderate level. The writer suggests to the teacher who will use this syllabus to learn about healthcare equipment before delivering the course. Meanwhile participants are suggested to download English online dictionary on their smart mobile phones. It is very useful to practice English pronunciation, word spelling and also to find difficult meanings.

Learning language needs continuity. It is not possible for the participants to master English in three months with once a week meeting. As the syllabus is only a prototype syllabus to start an English class in PT. Dharma Medipro, the participants are suggested to have another English course to develop other languages skills.

Finally, the writer is aware that this study is a preliminary study of designing a syllabus for marketing staff at a healthcare manufacturing company. The writer also realizes that this study is not perfect. For that reason, suggestions and comments to improve this study are welcomed to make this study more perfect and reliable. Participation, evaluation, comments from other parties in PT. Dharma Medipro could be a valuable input in developing a syllabus.

Hopefully, this syllabus could give useful contributions, especially for the marketing staff of PT. Dharma Medipro to improve their English and this study could be beneficial and might help other researchers who are interested in the field of syllabus design.

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