

.Research Article

Evaluating Business Letter Writing Materials Through Peer Editing Technique to Management Department Students of Economics Faculty at The Tridinanti University of Palembang

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Abstract:

The current study was aimed to find out whether the developing business letter writing materials through peer editing technique were valid, practical and had potential effect for the management students of Faculty of Economics at Tridinanti University of Palembang. Developmental research proposed by Akkeri.e analysis, design, evaluation and revision was applied in this study. In the evaluation phase, formative evaluation model proposed by Tressmer was used (i.e self evaluation, expert review, one to one small group and field test). There were 3 students participating in one to one evaluation, 9 students in small group and one class (34 students) i field test. There were also two validators in reviewing the developing business letter writing materials through peer editing technique. One was expert of content and another one was expert in instructional design. The result of expert's judgement showed that the product was valid with average score was 89.2 categorized in good validity. The product was practical with average score in one to one evaluation was 84.3 and in small group phase was 86.8. the effectiveness of the product could be seen from the average score of students'achievement in field test. The score was 92.8 meaning that the score was higher than the criterion of minimal mastery (KKM) of developing business letter writing materials through peer editing technique. Therefore, the product had potential effect categorized in very good level. It could be used for the better improvement and contribution in the field of ESP language teaching and learning.

Key words: Developmental Research, Business Letter Writing Materials, Peer Editing, Technique

Introduction:

English proficiency plays an important role in every sector for the development of Indonesia. Not only it is important for education but also for businesses. Therefore, writing English business letters is an important skill for Management students. According to the syllabus of Management department of Economics Faculty of Tridinanti University Palembang, students should have a good ability in writing business letters. In addition, writing business letters is one of the compulsory subjects. Thus, the Management graduates should be well-prepared to communicate through business letters. In spite of its importance, acquiring this ability, however, requires a great

effort. Furthermore, in line with our national policy, this problem is relevant to the aim of teaching and learning English in Indonesia. The Minister of Education underlines the importance of English to speed up the development of our country and nation (maximum development of human and economic resources) and to have our students obtain a working knowledge of English. Institutionally, this thesis contributes itself to the improvement of the teaching and learning' business letter-writing for the students of Management department Faculty of Economics Tridinanti University of Palembang in particular and the lecturers of EAP in business letter-writing in general. In addition, it is also a

good competence for managers and other company employees who deal with Management correspondence. Therefore, business letter—writing is very important. First, writing a business letter is crucial in a company because a company is concerned with requesting a service, confirming a service, ordering, confirming an order, requesting and providing information, writing claim and adjustment letter. (King, 1981). Second, business correspondence is essential in the management system because without it a company or an office cannot function (Murphy, 1984; Warrick, 1995). Particularly in the global world, international Management is crucial. Therefore, the ability in writing business correspondence cannot be neglected by managers, otherwise they are not able to develop their Management activities effectively (Murphy, 1984). Third, letters are written long before beginning careers. Another reason is that as a consumer, one might have complaints about defective items or disappointing service. Finally, as a job applicant, letter—writing may be a key to success (Lannon et al, 1984:119). A number of studies have been done on business letter—writing overseas. This study discovered that students find problem in writing business letters is on the language. There is no problem with factual knowledge, such as lay out, address, date, salutation, complimentary close and signature (Scharer, 1984:205). However, according to several investigations done in Indonesia, particularly on writing business letter for secretarial students and the analytic scoring scale was used in scoring the direct measurement. The study was related to the sentence grammar, tone, figures, facts, styles, attitude, punctuation, spelling, content, organization. In general, the results of this study indicated that the subject letter was good but there were some weaknesses on grammar and spelling (Tedjo, 1992). Furthermore, Foroughy (1981) studied common errors made by the third semester students of the English language centre in Malang in learning English business correspondence and the result was that the students were still weak mostly in articles and preposition. However, the study did not deal “with the content of business letters in particular but with the all parts of business letters in general. Manisa (1982) investigated the teaching of business letter-writing to the students of SMEA Negeri 2 in Palembang” and found out that the

students got difficulty in writing business letters, because the system used in English business letter was different from the system used in Bahasa :Indonesia. The problems encountered by the students were as follows: a) Indonesian inside address was always followed by the word “Kepada” whereas in English and the word “To” is the terms used are mostly in English, such as fob, fot. cif etc.. So far few studies have been done on the students’ ability in writing business letters by primary trait scoring system, But no standard scoring system has been applied by more specifically at the Management Department UTP Palembang. Last but not least the existing textbook is not relevant to KKNi curriculum. The problems of the study were formulated in the following questions: (1) were the developed business letter writing materials through peer editing technique were valid, practical and had potential effect for the management students of Faculty of Economics at Tridianti University of Palembang valid? (2) were the developed business letter writing materials through peer editing technique practical? And, (3) did the developed business letter writing materials through peer editing technique had potential effect for the management students of Faculty of Economics at Tridianti University of Palembang on students’ business letter writing achievement.

Materials Development:

Materials for language learning is anything that can be used to facilitate the learning of a language. Materials can be in the form of coursebook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, website, flashcard, printed materials which present about the language being learned (Tomlinson, 2012). He states that materials can be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language). According to Tomlinson (2012), materials development is all the processes made use of by practitioners who produce and/ or use materials for language learning, including materials evaluation, their adaption, design, production, exploitation and research. Ideally, all of these processes should be given consideration and should interact in the making of

language-learning materials. Materials adaptation is changing the materials to improve or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying, and supplementing. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learner (Tomlinson, 2011).

Letter-Writing Courses At UTP Palembang:

According to the syllabus of the Management department, the business English course, English business letter-writing, is taught in 16 meetings within one semester, namely in the second semester. There are ten types of sentences taught concerning letter-writing but this study focused only on six types based on the notional—functional categories, i.e. persuasion, advice, gratitude, request, refusal, sympathy, since these sentences are commonly used in persuasive business letters, particularly in the opening and ending of the persuasive business letters, in spite of the wide range of materials the time allocated is very limited. Teachers of English at UTP Palembang cannot avoid teaching business letter-writing, despite the reluctance to teach the subject as it is considered as a difficult subject compared to others, such as reading, structure, vocabulary and translation. They also keep complaining about the time allotment, but they cannot do anything about it. As stated in the courses are distributed into 3 credits for the first semester and the rest for the second semester. The students are taught English for specific purpose, particularly readings concerning Management and finance, and in second semester, they are taught 9 kinds of business letter, i.e. letters of offer (Managements services and facilities), collection letters, adjustment, claim, inquiry, refusal, refusal of overdraft, L/C and exporter to importer. Based on the syllabus of Management Department, business letter-writing is taught at the third semester as stated in the syllabus dealing with business English course. Although it is not directly related to writing letters dealing with Management matters, students cannot avoid writing business letters for their personal advancement, letters of application are written long before applying for jobs. Then, a student may write for research to learn about certain jobs and may write apply to colleges, to compete for scholarships or foreign study programs, or to join campus organizations. Another reason is that as a

consumer, one might have complaints about defective items or disappointing service. Finally; a job applicant, letter-writing maybe a key to success (Lannon et al, 1984:119). -‘A good letter—writing refers to a business letter, that is successful as a means of written communication because it applies the following principles. Business objectives are classified into three categories: to inquire, to inform, and to persuade. Only the content is concerned in this study. Persuasive business letters offer from the other two types of letters is to alter the addressee’s thinking and behavior, the addressor must convince the addressee that the message has something worthwhile to offer and that what the sender says is true (Bowman and Branchaw, 1979:41; Dumont Cannon, 1985:119).

The Concept of Peer Editing Technique:

Peer Editing Technique (PET) is showing the work to another person to improve the writing skill. It means that the students will try to read and give comments to each other friend’s work. In other word, the students might talk together, write comments on a sheet or write directly on their friends’ work. It can help the students understand about their mistakes in writing (Zemack and Rumisek, 2005:21). According to Harmer (2004:115), “Peer Editing Technique (PET) or known as Peer Review Technique is a valuable element in the writing process where encourage students to read other students’ work where it does not”. Meanwhile, Oshima and Hogue (2007:194) state Peer Editing Technique is writing the comments on the worksheet on the paper of the students’ classmates as the instructor directs.

The Use Of Peer Editing Technique (PET) In Teaching Writing:

Elizabeth (2005:251) states there are four steps of Peer Editing Technique (PET), the first step of peer editing is the students working in pair, then taking turns in describing ideas for the paper that each individually intends to write. The second step is the student conducting their duty to make their own work which is to write narrative paragraph. The third is the students exchanging their work with their partner and they will begin to edit or score their pair works with the rubric given by the teacher or the researcher, make the comments based on their partner work. After that teacher and the students discuss the work together or the students

only submit it to the teacher for evaluation. In other words, through Peer-Editing Technique (PET) exercises, the students also receive constructive feedback on their written work and learn to be receptive to hearing and receiving such comments from a colleague, both valued skills for practicing law. Peer Editing Technique (PET) lets the students improve their abilities to engage in critical thinking and legal analysis of the other students' works. Before starting the process of peer editing, students should have written a first draft on a certain topic. Magone in Balushy (2000) states that the steps of doing Peer Editing are mentioned as followed:

- a. The students choose the peers..
 - b. The students exchange the papers.
 - c. The students are given rubric sheets
 - d. The students put their own names on the papers they are to edit.
 - e. The students read the essay
 - f. The editors underline the mistakes.
 - g. The students get their papers back after finishing.
 - h. The students have to correct their mistakes based on the feedback they receive,
 - i. The students should consult the editor for clarification while correcting their mistakes.
 - j. The students are reminded to negotiate their mistakes with the editor and it is not guaranteed though that all the peer's suggestions are correct.
 - k. The students are allowed to use dictionaries and class notes while correcting their mistakes.
- Furthermore, in this study the writer followed certain steps in teaching writing business letters through Peer Editing Technique (PET) to the students of management department of Economy Faculty of Tridianti University.

Development Research:

Development research was applied in this study. Richey (1994) states "development research, as opposed to simple instructional development, has been defined as the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet criteria of internal consistency and effectiveness. The most common types of developmental research involve situations in which the product-development process is analyzed and described, and the final product is evaluated. A second type of developmental research focuses more on the impact of the product on the learner or the organization. A third type of study is

oriented toward a general analysis of design development or evaluation processes as a whole or as components" Akker (1999) mentioned various motives in initiating and conducting development research (1) traditional research hardly provide prescriptions with useful solution for a variety of design and development problems in education, (2) the highly ambitious and complex nature of many reform policies in education world wide, (3) the lack of relevance of educational research, and (4) a distinct scientific interest at stake. The procedure of development research include need analysis, design, evaluation and revision. Dick and Carey (1985) states that "need is a gap between what is and should be" Meanwhile "need analysis is the process by which a system's needs and are goal are identified, and priorities among them are decided" (Gentry, 1994). The aspects which have to be considered in need analysis phase involve (1) identify the problems that students faced, (2) express priorities for needs (topics or skill), (3) demonstrate particular skill and interest level, and (4) identify the possible solution (Dick & Carey, 1985). In this study, need analysis involved identify the problem that the students faced teaching and learning English especially in reading activity. They examining their characteristics, reading level, textbooks and syllabus. Design is the process of determining and specifying objectives, strategies, techniques, and media for meeting instructional goals (Gentry, 1994). Some steps in design phase in this study include (1) writing objectives, (2) selecting the materials from book, internet and newspaper, (3) adapting the developed reading materials, and (4) creating some form of prototype of reading materials being developed.

The Significances Of The Study:

This study attempted to obtain empirical evidence concerning the questions under investigation. Thus, the results of the study are practically valuable for lecturers and Management students. This study also introduced the :business letter—writing to primary trait scoring method for scoring business letters writing, which may be appropriate for evaluating the effective business letters by giving more self and group training on how to develop and :se the primary-trait scoring scale for purposes of instruction and it gives information about the correlation between the knowledge of letter-writing and the practice or skill of Management students in

writing business letters. Practically, this study is useful for material designed. syllabus writers. and the letter—writing instructor at Management Department, FE, UTP because it described the students' ability in writing persuasive business letters by informing the strong and weak points of the students for maintaining, modifying, giving stress on notional/functionism into Management curriculum and/or revising curriculum as well as materials. By knowing the relationship between the students' letter knowledge. In addition. technique or teaching letter-writing being employed can be thought over, in the sense that when the finding of this research showed that there was a correlation between the two variables, the teacher of letter—writing should emphasize both the theoretical knowledge and the practice of writing business letter. For students, the result of the study is expected to be able to promote students knowledge Business Letter writing values. It is also hoped that the Business Letter writing materials developed in this study can improve students' motivation and competence in writing skill and learning business letters. For lecturers, business letter writing materials through peer editing technique can be used as supplementary materials in teaching business letter in order to encourage the students to write. The result of this study is expected to be references for them to develop their own teaching materials.

Methodology:

The procedure of this study were as follows:

- (a) method of the study,
- (b) subjects of study,
- (c) procedure of the study,
- (d) technique of collecting the data,
- (e) technique of analyzing the data.

Method Of The Study:

Development research method was applied to develop business letter writing materials through peer editing technique. Development research label has been used to various kinds of research approaches that are related to design and development work (Akker, 1999). He also states that development research aims to design a product for certain purposes through certain procedures, i.e. analysis, design, evaluation, and revision. In the evaluation phase, formative the evaluation model

proposed by Tessmer (1993) was used in this research.

Subjects Of The Study:

This research was conducted at Faculty of Economics Tridianti University of Palembang. The Population of this study was management students consisting of six classes in academic year of 2016/2017. Purposive sampling was used. Fraenkel, Wallen and Hyun (2012) stated that in purposive sampling, the researcher use their judgement to select the sample for specific purpose. The results of students' English achievement in the report card were used as a reference in selecting subject of study. There were three students for one test, nine students for small group test and all students in a real class for field test which did not include those in one-to-one and small group test.

Design:

In this phase, the first prototype of the product consisting of business letter writing materials in genre-based context and also embedded test for writing skill were designed. The business letter writing materials consisted persuasive business letters. The business letter writing materials were designed based on the students' writing level. The product was evaluated in the next phase by experts. The validity of the product was evaluated in the phase including content and layout of of business letter writing materials in peer editing technique There were two experts as evaluator who were editing one expert in English and business letter contents and one expert in instructional design.

The Description Of Experts:

No. Expert`s Description

Content:

An English Business Letter lecturer of Tridianti University and also the Dean of FKIP Tridianti University.

Design:

An instructor of English Business Letter at management department of economics faculty of Tridianti University Palembang. In one-to-one evaluation, three students of eighth grade were chosen. Then students were chosen based on low, medium and high abilities (Tessmer, 1993). This evaluation was intended obtain their comments on the developed product to know the practicaly of the

product. The product was evaluated through expert review and one-to-one test was called prototype 1. In the next step, small group test included nine students of the management department from the same class whom were chosen based on business letter writing achievement in their report card and lecturer` judgement as described above which were three for low, three for medium, and three for high English business letters writing achievement. The business letter writing materials in peer editing technique evaluated in this phase was called prototype 2 which had been revised based on the feedbacks received in expert review and one-to-one evaluation. The next one was field test which prototype 3, the revised product based on the feedback received in small - group test, was evaluated by implementing the use of business letter writing materials through peer editing technique for teaching business letter for the management students in a real class. From the formative evaluation described above, validity of the product was evaluated during one-to-one and small group, and potential effect of the product was evaluated as well in field phase. Here are the brief summary of the procedure of study.

Technique Of Collecting The Data:

Before developing the product, Jennings Informal Reading Assessment (Jennings, Caldwell & Learner, 2006) was used to measure students' writing level in order to give appropriate business letter writing materials. Students' writing level was assumed at first time based on the their semester result then the test two above and two below of their writing level were be given. The test consisted of five passages and each passage presents some questions in form of multiple choices. There were four phases of developing the product in this study which were experts judgment, one-to-one test, small group test, and field test. For experts judgment, validation sheets in the form of questionnaire were be used to know whether the developed products were valid or not. Then, two instruments were used in this developmental study. The first, business letter writing test was used to measure students' business letter writing skill and the second one was questionnaire to measure validity and practicality of the product. The form of questionnaire was Likert scale consists of twenty questions for students and expert of instructional design and seventeen questions for students for expert of content and

English. The specification of Likert scale was SA (strongly agree), A (agree), N (neutral), D (disagree), and SD (strongly disagree). The questionnaire that was received by the students from one-to-one evaluation and small group was analyzed. Five categories of Likert Scale in questionnaire were scored as shown in the table below:

Table 3. Category Of Likert Scale

Category	SA	A	N	D	SD
Statement	5	4	3	2	1

(Sugioyono, 2010)

The specification of questionnaires (validation sheets) in expert review were described in the table

Table 4. The Specification of Validation Sheet

EXPERT OF INSTRUCTIONAL DESIGN			EXPERT OF CONTENT AND ENGLISH		
No.	Aspects	Number of Items	No.	Aspects	Number of Items
	The appropriateness between material and curriculum	1, 2			
	Linguistics aspect	1, 2, 3, 4, 5, 6			
2	Material presentation	3, 4, 5, 6, 7			
2	Appropriateness of contents with students' characteristics	7, 8, 9, 10, 11, 12			
3	The appropriateness of materials with students' characteristics	8, 9, 10, 11, 12, 13, 14	3	Accuracy of the content	13, 14
4	Learners interest/ motivation	15, 16	4	Content presentation	15, 16
5	The appropriateness between exercise and evaluation and standard competence and learning goals	17			
6	Exercise and evaluation aspects	17			
7	The number of exercises and evaluation	18, 19, 20			

Adapted from Tessmer (1993)

Here is the specification of students' questionnaire is described in the table below:

Table 5. The Specification Of Students' Questionnaire:

Questionnaire For Students		
No	Aspects	Number of item
1	The appropriateness between material and students' characteristics	1, 2, 3, 4, 5, 6, 7, 8
2	Content presentation	10, 11, 12, 13, 14
3	Exercise and evaluation aspects	15, 16
4	Attractiveness of the content	17, 18, 19, 20

Adapted from Tessmer (1993)

Technique Of Analyzing The Data Validity :

To know whether the product was valid or not, the validation sheet from the expert review related to the content and instructional design of business letter writing materials in genre-based persuasive letters were analyzed quantitatively and qualitatively. The data which were collected were tabulated and the result of each instruments were calculated as formula below (Ridwan, 2005)

$$\text{Percentage} = \frac{\text{The total score of each items}}{\text{The total } f \text{ ideal score}} \times 100 \%$$

Practicality:

The materials were evaluated in one-to-one evaluation and small group to find out whether the product developed were practical. The category of the practicality of the materials developed was determined by the result of questionnaire in one-to-one and small group. All the collected data were analyzed by using tabulation.

Potential Effect:

To find out whether the business letter writing materials developed had potential effect, the result of writing business letter test was seen. The developed materials are said to be effective if the students have already reached and passed the criterion. Guskeys' opinion (2000) was taken as a reference in which stated that the product developed was effective if the students acquired the intended knowledge and the skill. This criterion is known as minimal mastery criterion. The standard score of business letter writing is 75 (seventy five). The potential effect of the product was categorized as in the table below:

Table 4. The Category Of Potential Effect:

Percentage (%)	Category	
86 – 100	Very good	
71 – 85		Good
56 – 70		Average
41 – 55		Poor
0 – 40		Very poor

Source: (FKIP- Universitas Sriwijaya, 2008)

Result of Students' Need Analysis:

The questionnaire was used to find out some information related to teaching and learning process in reading activity in the classroom. The questionnaire consisted of seventeen questions. There were 35 students that participated in answering the questionnaire. The interpretations of the questionnaire are described as follow :

The Results of Students' Need Analysis:

No Students' Need Analysis Result

1. The students' (91,4%) didn't use published books in learning Business Letter Writing.
2. The students' (8,6%) used published books, one of them explained that they use it when the handout materials given by lecturer was over.

3. The students' (74,3%) used handout from their lecturer only as learning sources.

4. The other students (25,7%) used notes from the lecturer as their learning sources.

5. The teaching and learning English were good and understandable (54,3%), good enough (5,7%), interesting enough (8,6%), less effective (2,9%) because lack of facilities and interesting (11,4%).

6. The business letter writing in their textbooks were interesting (2,9%), clear enough (2,9%), not use textbook (22,8%), not know (8,6%), insufficient (5,7%), good (14,2%), understandable (22,9%), difficult enough (5,7%), helpful (11,4%), and already complete (2,9%).

7. The number of business letter writing were insufficient (14,7%), sufficient (48,6%) and rather sufficient (5,7%).

8. Application letter, enquiry and order letter as types of letter they learned in the second semester (51,4%), enquiry and order letters (31,4%), application and order letters (2,9%), application letter (11,4%) and already forgot (2,9%).

9. The business letter writing text that they have learned did not contain local value (65,7%), 8,6% students stated yes, and 25,7% students stated uncertain.

10. The lecturer never taught business letter writing materials through peer editing technique (82,9%), ever taught it (11,4%) and forgot about it (5,7%).

11. The lecturers used other references or sources from the internet or other textbooks in teaching Business Letter Writing (71,4%), did not use it (25,7%), and did not know about it (2,9%).

12. The lecturers accessed business letter writing sources from the internet in learning business letter writing (42,9%), did not access it (57,1%).

13. The students agreed if there is a supplementary business letter writing with local content provided.

14. The students accessed internet to support their business letter writing (80%) meanwhile 20% students did not use it.

15. The favorite business letter writing for students was application letter (54,3%) and sales letter (45,7%).

16. The reason why they chose them because those kinds of the text is understandable, interesting, and unique.

17. Letter of complain is as the difficult business letter writing (34,3%), letter of adjustment (22,9%), letter of order (20%). There was no difficult business letter writing (11,4%), and 11,4% students had inappropriate answer.

18. Application letter (37,1%), sales letter (42,9%), letter of enquiry (17,1%), letter of complain (2,9%) in sequence considered as easy letters for them and the rest answered inappropriate.

19. The students stated that letter of application, letter of enquiry and sales letter are kinds of business letter writing in their handout prepared by their lecturers.

20. Learning business letter writing through peer editing technique was important to improve their knowledge.

Based on the results above, it can be concluded that (1) the students only used published books in the classroom;

(2) the lecturer never taught using local content writing materials;

(3) the writing materials that they had learned did not contain local content value; and

(4) the students agreed if supplementary writing materials with local content were provided.

Result Of Lecturers' Need Analysis:

The questionnaire used to find out some information related to teaching and learning process in business letter writing based on the lecturers' point of view. There were fifteen questions in need assessment for lecturers' questionnaire. There were two lecturers who taught in management department of economics faculty at Tridinanti University of Palembang and gave comments to this need assessment. The interpretations of the questionnaire are described as follows'.

Table5. The Results Of Lecturers' Need Analysis:

No	Questions	Lecturer I	Lecturer II
1	Kinds of published book for teaching Business Letter Writing.	Business Correspondence "A Guide to Everyday Writing" by Lin Lougheed.	Business Communication "Ten Steps to Success" by Lin Lougheed
2	Readability of the business letter writing in published book	It was simple but it did not focus on the situation at the school he taught	It was easy to understand and the vocabulary was not very difficult.
3	Business Letter Writing materials with local content.	No	No
4	The business letter writing in published book sufficient or not for students	There were not enough business letter writing materials	There were sufficient business letter writing materials.
5	Kind of business letter writing for management students of economics faculty	letter of application, letter of enquiry, letter of order, letter of complain, letter of adjustment, and sales letters	letter of application, letter of enquiry, letter of order, letter of complain, letter of adjustment, and sales letters
6	Kinds of business letter writing that the students like	letter of application	letter of application
7	Kinds of business letter writing that the students dislike	letter of complain	letter of complain
8	Using supplementary business letter writing materials from other sources	Sometimes Taken from internet or Google	Sometimes from internet
9	The reason of question no.8	To find interesting materials.	To expand students' knowledge in business letter writing.
10	Student's business letter writing level	Medium to low level	Excellent
11	Agreement of business letter writing materials	Yes	Yes

	provided		
12	Using internet to access business letter writing materials	Yes, he sometimes looked for interesting materials	Yes, two or three times
13	The appropriateness of reading texts with students	Yes	Not really appropriate in relation to basic of their school.
14	Teaching business letter writing materials through peer editing technique	No, because it needed much time to find it	No
15	The difficulties in finding business letter with local materials	Yes, it was difficult	"No answer"

Based on the result above, it can be concluded that (1) the teachers used different published books in teaching an learning process; (2) there were eight kind of business letter writing materials for the management department students of economics faculty i.e letter of application, letter of enquiry, letter of order, letter of complaint, letter of adjustment, and sales letters; (3) the business letter writing that they had learned did not contain local value; (4) the lecturers never taught business letter writing materials through peer editing technique because it needed much time to do it; (5) the business letter that the students liked the most was application letter, while the dislike one was letter of complaint; (6) the lecturers sometimes accessed the internet in finding interesting materials; (7) both of the lecturers had different argument about their students' business letter writing level; and (8) the lecturers agreed if supplementary business letter writing materials with local content were provided.

Findings:

Some steps of instructional design model by Akker (1999) were applied in developing Business Letter writing through peer editing technique, namely, need analysis, design, and evaluation (self-evaluation, expert review, one-to-one evaluation, small group and field test) and revision

Need Analysis Results:

The first step in this phase was analyzing students' characteristic, i.e students achievement.

The second step was curriculum analysis by analyzing the standard competence and basic competence of the FE standard and also the writing levels of the business letters in their published books. The purposes were to know whether the levels of business letters were appropriate with students' writing level and to know whether the business letter writing materials in published book matched with standard competence and basic competence stated in content standard.

The result of curriculum analysis showed that the published book matched with standard competence and business letter writing of the syllabus of management department of economics faculty of Tridinanti University..

Self Evaluation:

The developed product was evaluated by the researcher in this phase. Some are misspelling, punctuation and ungrammatical sentences were revised. In addition, the layout of the cover such as the font and picture was revised and matched with the title of the developed product's changing the complex word became a simple word in order to suit the letters.

Expert Review:

There were two experts as validators of the product in this phase. The expert of instructional design was labelled Expert I and the expert of content was labelled Expert II. Here are the comment and suggestion from the expert toward the developed product.

Both of validators were given a questionnaire. The aspects of review in questionnaire were adapted from Tessmer(1993). The aspects reviewed related to the developed writing materials for expert of instructional design include

- (1) The appropriateness between material and curriculum,
- (2) Material presentation,
- (3) The appropriateness of materials with students, characteristics,
- (4) interest and motivation,
- (5) the appropriateness between exercise and the

evaluation and standard competence and learning goals, and

(6) the number of exercise and evaluation' Meanwhile the aspects reviewed for expert of content include

- (1) linguistic aspects,
- (2) appropriateness, content, with, students, characteristic,
- (3) accuracy of the content,
- (4) content presentation, and 5) exercise and the evaluation aspects.

Evaluation And Revision

One-To-One Evaluation:

There were three students in this phase including high, medium and low level students. In this phase, the students were asked to check the developed product i.e finding errors of punctuation, spelling, layout and direction' Students' understanding and the problem faced by students toward the developed product also could be seen in this Phase-Some errors in the developed product were found by students. They had difficulties in doing exercise in section three which was matching words' They stated that some of vocabulary words were new for them and they did not know the meaning. Then they got the explanation how to find the meaning of those words by guessing meaning from the text' High level student suggested that it was better if the preface page of each section gave the description of the genre of the business letters. The purpose was to give more information about the illustration i.e generic structure, definition, etc of the persuasive business letters in order to obtain information about the genre of the business letters.

After reviewing the developed product the students asked to fill the questionnaire in order to obtain their responses toward developed materials.

Small Group:

Small group was conducted to know the practicality of the developed business-based writing material in genre-based business letter writing. Thus, the result of prototype1 was evaluated in small group which consisted of nine students including three students for each level namely high, medium and low level.

Field Test:

Field test was conducted to see the potential effect of the developed business letter-

writing materials through peer editing technique which was indicated by the percentage of students who passed the minimum mastery criterion which was 75. The students participated in field test were management department students which consisted of 34 students. In this phase, students' were taught by using the developed business letter writing materials in three meetings. Students' business letter writing achievement which were obtained from the posttest were also compared to their writing business letter achievement which were obtained from the pretest. The results showed that there was improvement between students' business letter writing achievement in pretest and posttest. It showed that the students' average score in pretest was 79.5 while their average score in posttest was 92.8 which the gain was 13.3. As field test was intended to see the potential effect of the developed business letter writing materials, the percentage of number of students who passed the minimum mastery criterion of Business Letter Writing subject of management department students of economics faculty of Tridinanti University. (i.e.: 75) was calculated. The posttest result showed that 34 students participating in field test reached scores above 75. Since 100% students passed the minimum mastery criterion, it can be concluded that the developed business letter-writing materials had very high potential effect. This findings indicated that the developed materials were matched with students' characteristics in which the difficulty level were appropriate with students, writing level of business letter-writing at Faculty of Economics of Tridinanti University, so that the developed materials were neither too difficult nor too easy. Thus, the developed writing materials were very potential to be used in the classroom which students could improve their business letter writing achievement and learned business letter-writing simultaneously.

Conclusions:

There are some points that presents the conclusions based on the findings. Based on the result of the analyses and interpretations in the previous chapter, several conclusions can be drawn as follows :

First, the results of expert review showed that the developed business letter writing

Materials through peer editing technique for the management students of economics faculty at Tridinanti University of Palembang were valid. The result showed that the average score of experts judgment were 89.2 meaning that business letter writing materials through peer Editing technique were in very good validity level. Second, the developed developed business letter writing materials through peer editing technique for the management students of economics faculty at Tridinanti University of Palembang were practical. The average score of questionnaire in one-to-one evaluation was 84.3 (good practicality) and in small group was 86.8 (very good practicality). Thus, the Developed business letter writing materials through peer editing technique for the Management students of economics faculty at Tridinanti University of Palembang were in Very good practicality category with the average score was 85.3. Third, the result of field test showed that developed business letter writing materials through peer editing technique for the management students of economics faculty at Tridinanti University of Palembang had potential effect. All the sample students could achieve the criterion of minimal mastery (KKM) of the management students of economics faculty at Tridinanti University of Palembang which was 75. The students' average score in pretest was 79.5 while their average score in posttest was 92.8 which the gain was 13.3. In conclusion, business letter writing materials through peer editing technique for the management students of economics faculty at Tridinanti University of Palembang were valid, practical and had potential effect in teaching and learning process.

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