IMPLEMENTATION OF INQUIRY LEARNING IN ENGLISH FOR SECRETARY'S INSTRUCTIONAL MATERIAL THROUGH MOODLE

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Abstract

This research is aimed to know the condition of English for Secretary (EFS) teaching material at Secretarial Academy of Budi Luhur (ASTRI Budi Luhur), to develop EFS teaching material based on inquiry learning approach through e-learning Moodle and to know the effectiveness of EFS teaching material that is developed by the Researcher. The method that is used in this research is Research and Development, meanwhile the phases that are used in this research is Integrative Learning Design Framework (ILDF) phases. The validity of the product of this research is examined by using expert judgment. The result of this study shows that EFS instructional material that has been used in ASTRI Budi Luhur considered not feasible to be used in teaching EFS, therefore the researcher arrange an instructional material that is accordance with the needs of students ASTRI Budi Luhur. Based on the large group testing, the developed instructional material can be implemented well. And the result of the perception test that has been conducted to the user shows that the developed material is very feasible to use and it gives a good result in teaching learning process.

Keywords: English for Secretary, Inquiry based Learning, Research and Development, Integrative Learning Design Framework, Moodle

One of the keys to get the successful in teaching and learning process is the optimal preparation of all parties involved in the teaching and learning process. The lecturer should prepare the instructional material well so that the knowledge and skill that are given in teaching and learning process can be implemented by the students when the students work after they are graduated. Good instructional material should be well prepared and involve various processes before the material delivered to the students.

Good instructional material should be accordance with the needs of students and can fulfill the needs of business and industry. The instructional material should be able to describe all the competencies required by the students. A good instructional material should ideally be based on various things, including needs analysis that describes the needs and difficulties of the students as well as document analysis involving the condition of existing instructional material. Needs analysis should be able to reflect the real condition of students. Meanwhile, the document analysis should be able to describe the existing learning condition significantly.

ASTRI Budi Luhur is one of the secretarial academies in Jakarta. One of the visions of ASTRI Budi Luhur is to supply graduates with good English proficiency by giving English language courses in large numbers. However, this vision has not been fully achieved by ASTRI Budi Luhur because the conditions of English teaching and learning processes have not met the expectations, especially in English for Secretary. Based on the observations that the Researcher did in ASTRI Budi Luhur, EFS course instructional material has not been feasible yet for the students. This can be seen from various perspectives ranging from organization, content, skills, learning approaches in the existing instructional material and so forth. The most important thing of the reasons is the lack of many skills that are needed by professional secretaries that should be exist in a EFS course material. Considering the fact that professional secretary really need 4 skills in English in completing all of the work. Those skills are: Listening, Reading, Speaking and Writing.

Therefore, the Researcher arranges an instructional material that is expected to fulfill the needs, especially in ASTRI Budi Luhur. The developed instructional material is expected to maximize the potential skill and knowledge of the students in English so they can be professional secretary who are able to work using English. This instructional material is expected to make students comfortable and pay fully attention in learning so that the students have more willingness to learn English for Secretary.

This research is conducted based on theories that related to the main purpose of the research. Those theories are about the theory of Research and Development, model of instructional material, e-learning, English for specific purposes and various other theories. In this case, the Researcher will explain about the theory about developing instructional material based on inquiry approach through e-learning. The following theories used in conducting this research can be found in the explanation bellow.

The first concept in this underlying theory is about development model of instructional material. Seels and Richey (2005) state that development is one of the domains of learning technology which is the process of translating design specifications into physical form. Gustafson and Branch (2002) define the model as, "A simple representation of more complex forms, processes, and functions of physical phenomena or ideas". Meanwhile, Joyce, Weil and Calhoun (2009) define the model as a whole concept of interrelatedness. Models help to address learners' problems in exploring ideas. In line with them, Law and Kelton (2014) define a model as a representation of a system, which is seen as representing the real system. Based on Sagala's (2003) opinion, model is defined as a conceptual framework used as a guide in carrying out activities. Furthermore, Robins (1996) defines a model as an abstraction of reality, a simplified representation of

some real world phenomenon. Wilson (20015) defines Models of teaching and learning are critical pieces to instructional planning and delivery because they help educators: (1) develop highly tuned and more varied professional repertoires, (2) allow them to reach larger numbers for students more effectively, (3) create either more uniform, or varied, or effective instructional events, guided by targeted subjects, content, or processes, (4) understand curricular foci better, especially as different models can be matched specifically to both learning outcomes and/or targeted learning populations, (5) gain needed insights into why some methods work with some learners, while others do not, (6) radically modify or redesign existing methods of teaching and instructional delivery so that emerging or altered instructional techniques may better meet the needs of today's students. in line with those opinions, Pribadi, (2009) states that learning system design model usually describes the steps or procedures that need to be taken to create an effective learning activities, efficient and interesting.

The next is about Research and development. Gall, gall and Borg (2007) state that research and development is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similiar standards. Sugiono (2013) defines Research and Development (RnD) as a research method used to produce a specific product and test the effectiveness of the product. Meanwhile, Putra (2015) defines research and development as a deliberate, systematic, aimed or directed method of researching, formulating, improving, developing, producing, testing the effectiveness of certain, superior, new, superior products, models, strategies, effective, efficient, productive and meaningful.

Furthermore, Gustafson and Branch (2002) divide RnD into three categories related to its use, those categories are: Classroom-Oriented Models, Product-Oriented Models, System-Oriented Models. This research uses product-oriented models, meanwhile the theory of research and development which is used in this research is Integrative Learning Design Framework (ILDF). Dabbagh and Bannan-Ritland (2005) state that ILDF model can be implemented in variety of online learning contexts, such as e-courses for colleges, corporate training, online learning communities, or electronic performance support systems. In general, the ILDF model consists of three development phases or three stages: exploration, realization, and evaluation.

Furthermore, Bannan (2013) develop ILDF phases into 4, those phases are Informed Exploration, Enactment, Evaluation: Local Impact and Evaluation: Broader Impact. Informed exploration phase can be divided into 3 activities, these are: need analysis, survey literature and theory development. Enactment phase can be divided into 3 activities, these are: Research/System Design, Articulated Prototype and Detailed Design. Evaluation: local impact phase can be divided into 4 activities, those are: formative testing, theory/System Refinement, Implementation and Evaluate Result. Meanwhile, the last phase is Evaluation: Broader Impact. This phase can be divided into 2 activities, these are: diffusion, adoption and adaptation. Due to time constraints, this research is only conducted in 3 phases, those are: informed exploration phase, phase and evaluation enactment: local impact.

The next theory is about inquiry-based language learning. Scardamalia (2002) states that inquiry-based learning is an approach to teach and learn that places students' questions, ideas and observations at the centre of the learning experience. Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning. In line with this opinion, Fauziati (2014) states that inquiry-based learning is a learning process which is designed based on the cycle of inquiry. This focuses on student constructed learning as opposed to teacher transmitted information. Furthermore, Fauziati also states that the cycle of inquiry is a key in inquiry-based learning. It is a dynamic process of knowledge and learners who learn through work on meaningfull problems in real situation. Those cycles are: observation, questioning, gathering information and experimenting, associating or information processing, communicating their findings.

The next concept is about English for Secretary Instructional Material. In this case Harwood (2010) states that Materials is a term used here to encompass both texts and language-learning tasks: texts presented to the learner in paper-based, audio, or visual form, and / or exercises and activities built around such texts. Meanwhile, Tomlinson, (2007) states that materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory, or kinaesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. Furthermore, Hutchinson and Waters (1987), propose four major elements in the development of instructional material models. The four elements are: 1). Input, 2). Content, 3). Language focus, and 4). Task. In line with that, Brown (1995) states that the development of instructional material model is a process consisting of three main phases, the three main phases are: 1) developing teaching materials, 2) learning in the classroom, and 3) evaluation of the teaching materials

Clark and Mayer (2008) define e-learning as: instruction delivered on a digital device such as a computer or a mobile device that is intended to support learning. Meanwhile Naidu (2006), states that e-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning. A number of other terms are also used to describe this mode of teaching and learning. They include online learning, virtual learning, distributed learning, network and web-based learning. Furthermore, Epicnosis LLC Team (2013) defines that e-learning is a computer based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered though the internet, although in the past it was delivered using a blend of computer-based methods like CD-ROM. According Darmawan (2014), e-learning is an internet application that can connect between educators and learners in an online study room.

Martin (1992) states that textually the term ESP consists of three letters each "E" namely English, "S" is Specific, and "P" is Purpose. English for specific purposes (ESP) is a new approach in teaching and use of English for specialized fields and studies that are relevant to the needs of the scientific and professional fields of the English user.

Robinson (1990) states that ESP is generally used to refer to the teaching and learning of a foreign language for a clearly purpose of which there is no doubt. Furthermore, McDonough (1984) states that ESP course are those where the syllabus and materials are determined in all essentials by prior analysis of the communication needs of the learners. Robinson (1991) states that ESP is aimed more at adult learners than adolescents. This is logical because ESP is generally taught to middle and high level academic learners and professionals. Evens and Maggie (1998) state that ESP is designed to meet needs of the learner; ESP makes use of the underlying methodology and activities of the disciplines it serves; ESP is centered on the language (grammar, lexis, register), skills, discourse, and genre appropriate to these activities.

Hendarto and Tulusharyono (2008) define that the word secretary comes from the Latin "secretum" which means secret or secretaries or secretarium which means a person who is given confidence to hold a secret. Meanwhile, Yatimah (2009) defines the secretary as someone who can be trusted by the leadership in helping expedite the work, especially for the administration of administrative activities that support the managerial activities of leadership or corporate operational activities, and assist leaders in fostering the relationship (communication) with subordinates or other parties concerned with the company

METHODS

This research was conducted in ASTRI Budi Luhur Jakarta from January 2017 until November 2017. The research method used in this research is Research and Development. These development phases off this research are adopted from Integrative Learning Design Framework (ILDF) written by Brenda Bannan-Ritland. The phases in ILDF are: Informed exploration phase, Enactment Phase and Evaluation: Local Impact Phase. Informed Exploration Phase consists of several activities: Need Analysis, Survey Literature, Theory Development and Audience Characterization. Enactment Phase consists of several activities, those are: Research/System Design, Articulated Prototype and Detailed Design. While Evaluation: Local Impact Phase consists of several activities, those are: Formative Testing, Theory/System Refinement, Implementation and Evaluate Result. The whole phases can be seen in the figure as follow:

Figure 1: ILDF Reaseach Phases
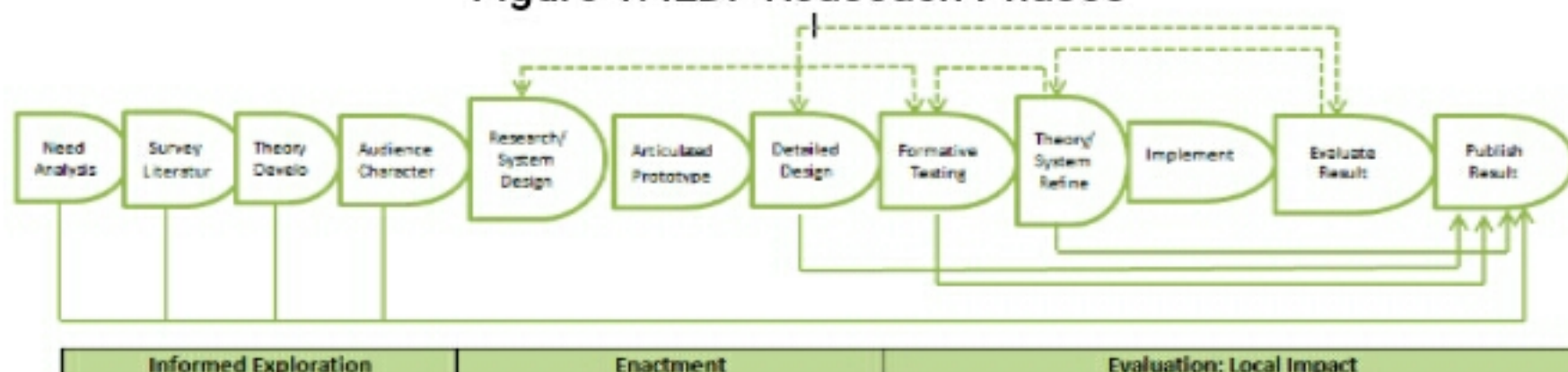
The validity of the instrument in this research is examined by 2 experts using expert judgment questionnaire. Those experts are well known expert in e-learning materials and English for special purposes. The result of the examination shows that this developed instructional material is really feasible to be tought to the students. All of the e-learning menus in this instructional material can work well and really interested in this instructional material.

RESULTS AND DISCUSSION

In this section, the researcher will describe the research findings that have been done. This research is divided into 3 main phases, those are: Informed Exploration, Enactment and Evaluation: Local Impact. The explanation of these phases is as follows:

1. Informed Exploration Phase

In this phase, the Researcher conducted four main activities. These activities are: Need Analysis, Survey Literature, Theory development and Audience Characterization. The discussion of each activity can be read in the explanation below:

a. **Need Analysis**

The purpose of this activity is to obtain information about EFS from the students and lecturer. The data used in this activity is a questionnaire containing 29 questions that are divided into 6 dimensions. It is intended to record the needs and difficulties in developing a new EFS instructional material through e-learning Moodle. The data sources for this needs analysis are the students, alumnus and lecturers of ASTRI Budi Luhur. The questionnaire has been examined by the experts for the validation before it is used to record need analysis data. The results of this needs analysis indicate that students are really need the materials that are related to secretarial task. However, students are still facing a lot of difficulties in learning EFS.

b. **Survey Literature**

The purpose of this literature survey activity is to examine many researches that are relevant to this research. The data used in this activity are many scientific articles taken from the international journals from various countries. The result of this activity is very useful for the Researcher for arranging a new EFS instructional material. So the Researcher can make a development that is said as the novelty of this instructional material. The novelty that the researcher expects to achieve in this research is an EFS-instructional material based on the secretarial tasks using inquiry approach and delivered through Moodle in fully online learning.

c. **Theory Development**

The main purpose of this stage is to obtain the theoretical basis to be used to construct this EFS Instructional material. In this case, the Researcher does not only use several books but the researcher also uses many scientific journals and

website as the sources of theories. The theories used in this research include many theories on: Research and development, e-learning and also teaching materials that includes enquiry approach. These theories are used to arrange the final product of this research. The final product is an EFS Instructional material through Moodle.

d. Audience Characterization

At this stage of research, Researcher conducted 3 activities, these activities are as follows:

1) Analyze the existing teaching learning process

In this case, the Researcher would like to know the existing EFS teaching and learning process in ASTRI Budi Luhur by conducting an analysis and interview to the lecturer and alumnus of ASTRI Budi Luhur. In general, the result of the analysis and the interviews indicates that the existing EFS teaching and learning process is done using lecture method and it does not provide many opportunities to students to construct their own knowledge. It only focuses on reading and writing skills. This is not sufficient enough because the professional secretary of course requires all English skills at work.

2) Analyze the EFS teaching and learning result

In this phase, the Researcher analyzes the English language proficiency of ASTRI Budi Luhur students. In this case the data used is this phase is the score roaster of TOEIC test during 5 years. The scores can be seen in the table belows:

Table 1: Score of TOEIC Test during 5 Years

No.	Year	TOEIC Score		Average Score
		Highest	Terendah	
1	2011	655	180	311
2	2012	515	185	273
3	2013	800	205	441
4	2014	685	220	405
5	2015	860	200	377
	Overall Average Score			361

From the table above can be concluded that the ability of English language students ASTRI Budi luhur still at the elementary level. Based on the TOEIC test score has not been able to enter the work field. However, there are a lot of ASTRI students who get very high marks and they are worthy to work.

3) Analyze the existing EFS Instructional Material

In this stage, the researcher analyzes the existing instructional materials used in the EFS course at ASTRI Budi Luhur. The data used in this phase is the existing EFS course handout and Power Point that are used by lecturers in teaching EFS. The results of this analysis is EFS instructional materials that have been in ASTRI Budi Luhur can be said not feasible when it is analyzed from the point of view of objectives, organization, content, skills, visual and learning approaches.

2. Enactment Phase

In this phase, the researcher conducted 3 main activities, those are: Research / System, Design Articulated Prototype, Detailed Design. The explanation of each stage can be seen in the following description:

a. Research / System Design

At this stage, the Researcher makes a draft of EFS instructional materials through E-Learning Moodle. The web e-learning that is selected by the Researcher is a web e-learning that has been available in ASTRI Budi Luhur namely http://elearning.budiluhur.ac.id. According to the researcher, this e-learning web has been highly qualified for the implementation of EFS instructional material. The data that is used in this stage is the result of needs analysis, the opinions of peer reviewers and the expert opinion. Meanwhile the instruments that are used in this stage are questionnaires and interviews. The validity of this instructional material is examined by expert judgment using questionnaire and interview. In the first draft of this resource, the results of a questionnaire that has been filled by the expert indicates that the syllabus and teaching material have been considered feasible, but the expert team provides input for the Researcher to use the whole inquiry learning cycle.

b. Articulated Prototype

At this stage, the researcher makes a prototype product of instructional material based on the result that has been obtained from the previous stages of the research / system design phase. In this case the Researcher combines the improved EFS syllabus to be implemented into the e-learning Moodle system that has been created. This activity involves Students, Lecturers and Expert Team to provide an assessment of the prototype of EFS teaching materials that have been made.

c. Detailed Design

In this case, the researcher arranges the EFS teaching materials through Moodle which has been through a series of activities in the previous stages. In this case, the Researcher uses all input from the expert team, students and lecturers

who have been given in the previous stage. The validity of EFS teaching materials through Moodle is examined by the expert team with a questionnaire instrument.

3. Evaluation: Local Impact
   a. Formative Testing

   In this case the Researcher conducts a small group test of the EFS instructional material product through Moodle that has been validated by the expert team. This small-group test is aimed to measure the effectiveness of the product implemented in small group of students. The small group implementation involved 8 ASTRI Budi Luhur students who had been randomly selected and 1 EFS lecturer of ASTRI Budi Luhur. This small group implementation was conducted 4 times lecture by preceded by pre-test to measure student's ability before the treatment and post-test to measure student's ability after using EFS teaching materials through Moodle which have been developed. Small group implementation is conducted on 9, 11, 14 and 16 August 2017.

Figure 2: E-Learning Calendar for Small Group Implementation

The results of this small group implementation shows that the overall phase of EFS learning through Moodle with the Inquiry Learning approach can run smoothly. Lecturer can implement all stages of learning in this instructional material smoothly without any problems.

The learning stages of enquiry learning in this instructional material are: preliminary activities consist of many activities those are: lecturer says greeting to the students, lecturer checks the presence of the students in the chat room and explain the theme and learning objectives at each meeting. Furthermore, the main activity can be divided into several activities, these are: Let's Ask, at this stage the lecturer gives some questions related to the material to be discussed at the meeting. Let's Explore, at this stage, the lecturer asks students to find the

information about the material to be discussed at the meeting. Enrich your Knowledge, in this phase, the lecturer explains the material to be discussed at the meeting. Let's work together and Let's Practice, at this stage lecturer and students talk about the material that has been discussed at the meeting. Progress Check, at this stage, the Lecturer asks the students to do all of the exercises given at the meeting. In closing activities, lecturer conducts several activities, while the first activity is the lecturer checks the students' understanding by giving many questions and giving additional explanation. After that the lecturer and students make the conclusion of the material that has been discussed at the meeting.

b. Research/System Refinement

The purpose of this activity is to improve the shortcomings of instructional materials that are obtained from small group implementation. The improvements at this stage is only minor improvements that do not affect overall instructional material, these are only the addition of images and sound quality improvements in listening exercises.

c. Implementation

At this stage, the researcher examines the effectiveness of EFS instructional material through Moodle in a large group. In this case, the researcher has conducted a large group examination at ASTRI Budi Luhur and it involves two groups of students those are BA group and BB group from the class of 2015. Each group consists of 24 students. The lecturer who teaches EFS through Moodle in this large group examination is Mr. Rizky Eka Prasetya. This large group examination is held in 7 meetings which is started by a pre-test and ended by a post-test. The implementation of EFS teaching material through this Moodle can be found in this following description:

Similar to the small group examination, this large group examination the implementation of EFS instructional material through Moodle is also divided into 3 main sections: preliminary activities, main activities and closing activities. All activities can be implemented smoothly through the chat room media. The description of the whole activity can be seen below.

The preliminary activities begin with greeting from lecturer, and then the lecturer check the presence of the students by checking the chat room. Through this chat room, the lecturer will know the students who have attended and students who have not been present. Besides that, the lecturer can also know the students who are late, so that the lecturer can give warning or remind the student to come early. After that the lecturer explains the theme of learning and learning objectives at each meeting. The themes presented in the large group examination are: Syllabus Discussion, First Day at Work, Working with Computer, Telephoning: Taking and Leaving Messages, Office Duties, Inquiry Letter, and Dealing with Number

Table 2: Themes of EFS Meeting

No.	Tanggal	Sesi - Jam	Absensi	Materi yang diberikan Print
1	Senin 11-09-2017	01 - 08:00	sudah diisi Edit tarik absensi moodle	RPS English for Secretary(Edit)
2	Selasa 12-09-2017	04 - 10:40	sudah diisi Edit tarik absensi moodle	FIRST DAY AT WORK(Edit)
3	Senin 18-09-2017	01 - 08:00	sudah diisi Edit tarik absensi moodle	WORKING WITH COMPUTER(Edit)
4	Selasa 19-09-2017	04 - 10:40	sudah diisi Edit tarik absensi moodle	TELEPHONING: TAKING AND LEAVING MESSAGES(Edit)
5	Senin 25-09-2017	01 - 08:00	sudah diisi Edit tarik absensi moodle	OFFICE DUTTIES AND EQUIPMENT(Edit)
6	Selasa 26-09-2017	04 - 10:40	sudah diisi Edit tarik absensi moodle	ENQUIRY LETTER(Edit)
7	Senin 09-10-2017	01 - 08:00	sudah diisi Edit tarik absensi moodle	DEALING WITH NUMBER(Edit)
8	Senin 16-10-2017	01 - 08:00	sudah diisi Edit	MID TEST(Edit)

Furthermore, the main activities of this large group examination can be divided into several activities, these are: Let's Ask, at this stage, the lecturer checks the students' knowledge about the matters relating to the material to be discussed for each meeting by giving many questions to the students. It is aimed to attract the students' interest on the material to be discussed for each meeting. It is also aimed to keep students focused on the material that will be discussed. In this case, the lecturer connects the student's answers in the secretarial context.

Figure 3: Let's Ask Activity
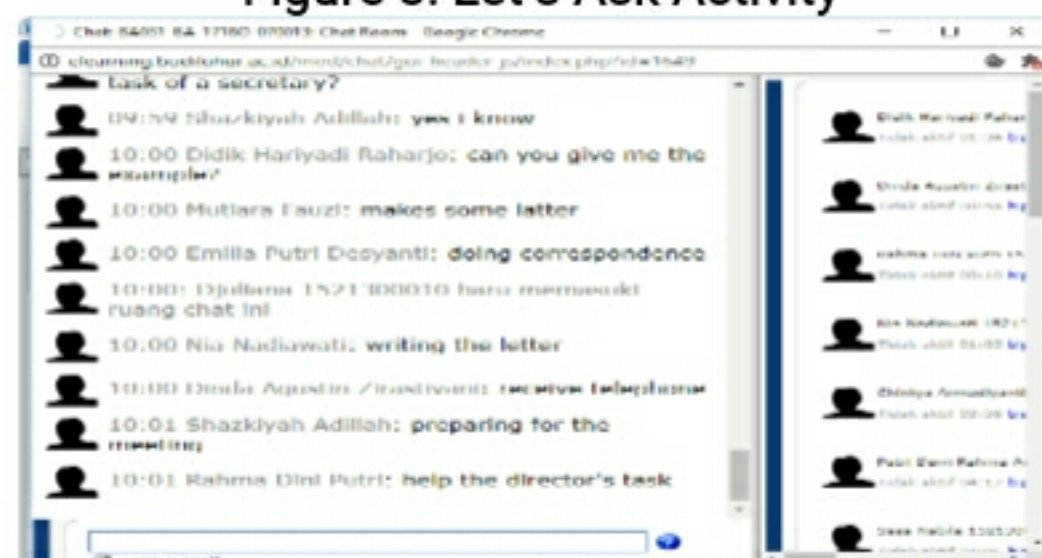
Let's Explore, at this stage lecturer makes the students to be active in finding information about the material to be discussed at the meeting. For example, lecturer asks the students to find the information about how a secretary handles telephone calls in English. What a secretary should say in receiving a call. What should be noted in receiving calls and various information relating to the handling of calls by a secretary. Students can search the information via the internet or search for information from their books. In this case, the lecturer emphasizes the students to construct their own knowledge by learning independently.

Enrich your Knowledge, at this stage of teaching learning process, the lecturer explains the material to be discussed through the chat room. In this case the lecturer can deliver the important points in the material that is discussed and also the lecturer can give some example. Usually the lecturer gives the time to the student to ask the question, if they meet the things they have not understood. This session is the busiest session for lecturer because He has to answer various

questions from the students and make sure that all students understand.

Let's work together and **Let's Practice,** at this stage, the lecturer and the students discuss the material that has been discussed at the meeting. The lecturer gives more questions to know how far the students have understood about the material that has been discussed. This session is a collaborative session between the lecturer and the student. The Lecturer can give more examples during the discussion with students. The student's answer is a reflection of the student's understanding.

Progress Check, at this stage, the lecturer confirms the student's understanding by asking the students to do some exercises. The exercises may consist of all skills in English; Listening, Reading, Speaking and Writing. In each meeting, the Researcher assigns the tasks that the researcher considers can build the students' knowledge and improve the performance in secretarial tasks. These are the tasks given in the EFS instructional material through Moodle:

Listening Tasks

Listening ability is very important for a secretary. A secretary often relies on this ability in completing her routine task. This ability is very important to accomplish the tasks that related to the phone calls, receive the messages and deliver the messages and so forth. This is a listening exercise in EFS instructional materials through Moodle:

Figure 4: Listening Tasks
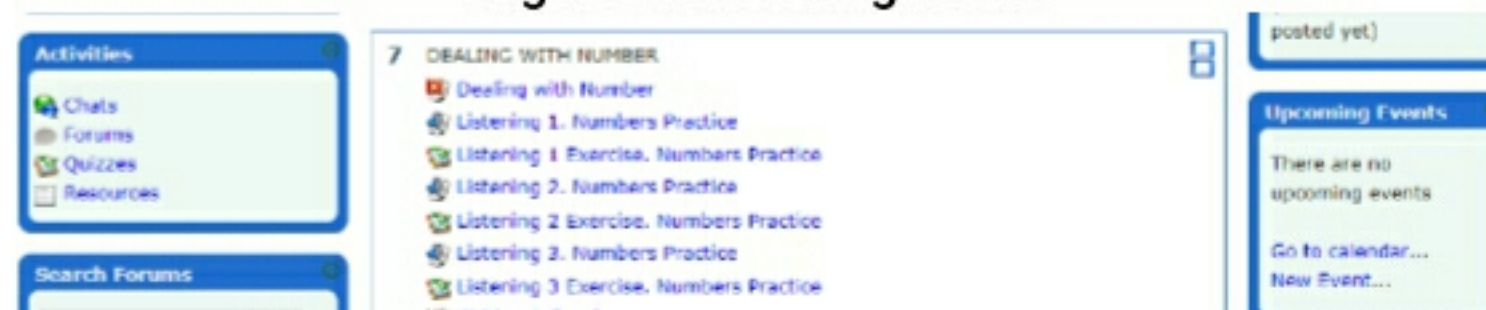
In this instructional material, listening exercises can be either in the form of audio or video. The students can play the audio or video and answer the questions based on the audio or video that is provided. If the students have not gotten the information that are asked in the questions, the students can play the audio or video back until the students can complete all of the tasks in the listening activity.

Reading Task

Reading ability is also an important ability for a secretary. A secretary is often confronted with documents that demand good reading. Here are the reading tasks on EFS teaching materials through Moodle:

Figure 5: Reading Activity
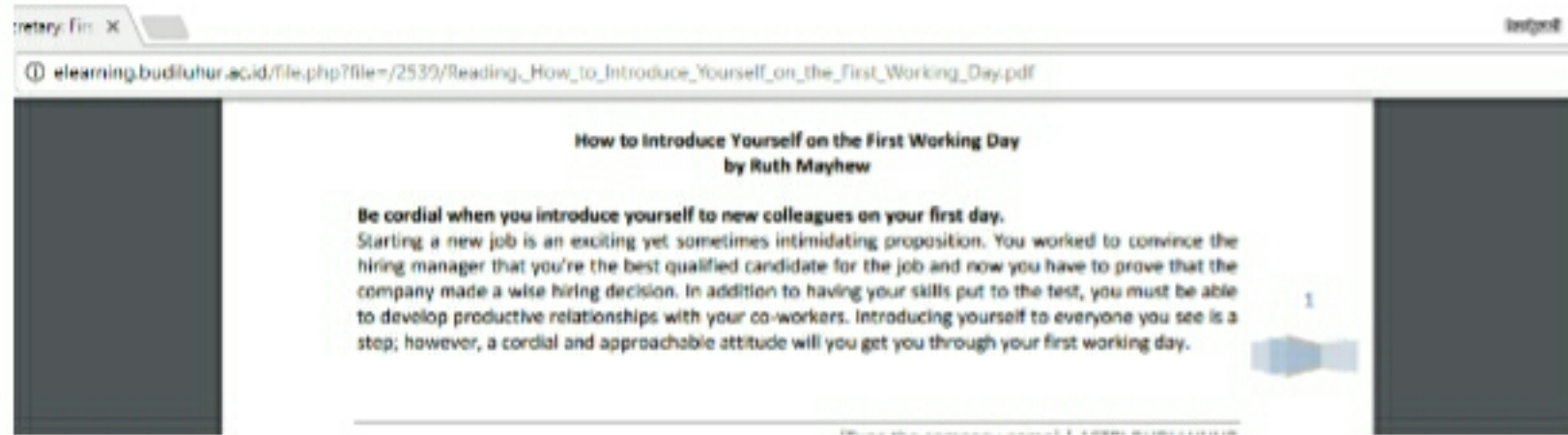
The whole task of reading in EFS instructional material through Moodle is a reading comprehension task. In this case, students are asked to find the meaning of difficult word. After that the student can read the given text and answer all questions in the exercise. The texts given are always related to the secretarial work and cultural knowledge related to secretarial work. Cultural knowledge is very important for students because the students have to know what should to be done and should not be done as a secretary. This will be an important knowledge for students if students work as a secretary later.

Speaking Task

The speaking ability is also a vital ability for a secretary. Almost all secretarial work involves speaking skills. Therefore, speaking practice gets a large portion of this EFS instructional material through Moodle. Here is an example of speaking practice in EFS instructional material through Moodle:

Figure 6: Speaking Task

The speaking task in this instructional material is given individually or in groups. However, in this case, Moodle has not provided a device to communicate interactively through the voice media. Therefore, the researcher makes an alternative solution by asking the students to record the speaking answers of the assignments and to send to the EFS lecturer via email. Another alternative that researcher conducts it by using telephone on the Telephoning theme. In this case the lecturer calls the students one by one and asked the students to write the messages that have been delivered by lecturers by phone. By using this activity, lecturers can directly get the result of speaking assessment based on student

performance.

Writing Tasks

        For a secretary, writing skill is also as important as other skills because there are so many secretarial jobs that involve this ability, for examples: writing letters, memos, e-mails and so on. Here is an example of writing task in EFS instructional material through Moodle:

Figure 7: Writing Tasks
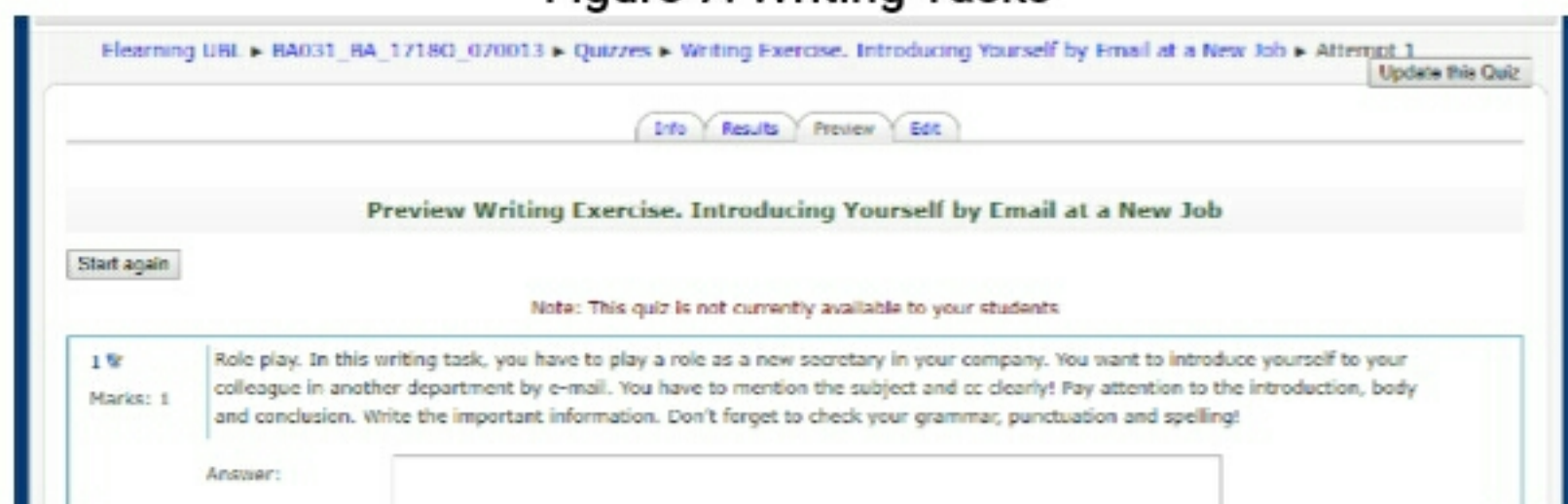
For a secretary, writing skill is also as important as other skills because there are so many secretarial jobs that involve this ability, for examples: writing letters, memos, e-mails and so on. Here is an example of writing task inIn writing assignment, the students are asked to learn the writing materials on EFS instructional material through Moodle. The writing material is closely related to the routine task of a secretary. Due to the importance of writing skills for a secretary, the Researcher gives a large portion and of the writing assignments in this EFS instructional material through Moodle. EFS instructional materials through Moodle:

        In closing activities, the lecturer confirms students' understanding and ability regarding the material that has been discussed. Usually the lecturer gives some questions and provides additional explanation of the material that has been discussed. After that, the lecturers together with the students made the conclusions from the material discussed at the meeting. Finally, the lecturer re-examines the student's presences and inputs them into the information system of the presence of ASTRI Budi Luhur. Then the lecturer closes the lecture by greeting.

        Assessment activities are usually conducted by lecturers outside of college. This assessment is based on the assessment rubric that can be found in each course syllabus. The scores given by lecturer can be seen by students through web e-learning Moodle. In addition to assessment, lecturer also provides feed backs to each student's work that is collected.

d. **Evaluate Result**

In this case, the Researcher makes an evaluation based on the user's perception. The users of this product are lecturer and students who are involved in large class examination of this product. In this case, the Researcher gives a questionnaire containing 19 questions and it is distributed to 24 students and 1 lecturer. The evaluation is based on the following aspects, those aspects are: objectives, organization, content, skills, visual and learning approaches. As the result, both students and lecturer provide a very positive response to this instructional material. Both lecturers and students stated that this resource is very worthy to use. The input that is given by lecturer and students is only minor input. The input is about adding a few images to illustration of material, so that the instructional material is more easily learned independently.

CONCLUSION

The conclusion of this research is that the condition of the existing of EFS instructional material that is used to teach in ASTRI Budi Luhur has not feasible yet, this is based on the analysis that has been done by considering the opinion of many experts. Based on this fact, the Researcher arranges English for Secretary instructional material through e-learning Moodle which can improve students' English proficiency especially in secretarial work. The development of this resource uses a research and development phase written by Brenda Bannan-Ritland called Integrative Learning Design Framework (ILDF). This research is divided into 3 main phases, these are: Informed Exploration Phase, Enactment Phase and evaluation Phase. This developed instructional material uses an inquiry approach that aims to instill independence to students in line with the principles of learning through e-learning. This instructional material also uses an integrated learning approach that focuses on 4 abilities in English; Listening, Reading, Speaking and Writing.

This EFS instructional material has been validated by two experts, those are: e-learning material expert and English for specific purposes expert. The validation result shows that this EFS instructional material is very feasible to use. In the large group examination which is conducted at ASTRI Budi Luhur, the researcher can conclude that the developed EFS instructional material through Moodle can be implemented very well and the whole inquiry learning phase in this material can be implemented very smoothly. All of the features on this resource such as audio, video, chat rooms and all other assignments can be used very well. The results of the perception test given to the students and to the lecturer indicate that the EFS teaching material through Moodle is highly feasible for EFS learning. For that reason, the Researcher hopes that this instructional material can be improved so that this instructional material can be better in the future.

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