

ABSTRAK

Kajian ini bertujuan untuk mengkaji persepsi pelajar-pelajar terhadap keberkesanan 'rundingcara perniagaan'. Ia memberi tumpuan kepada pelajar-pelajar kursus 'Business English' di Universiti Kebangsaan Malaysia .Kajian ini dijalankan berdasarkan kebimbangan umum di kalangan tenaga pengajar 'English for Specific Purposes' mengenai tahap keberkesanan pelajar-pelajar di dalam simulasi 'rundingcara perniagaan' di dalam kelas.Tumpuan utama ialah tentang kefahaman pelajar-pelajar terhadap pembelajaran 'rundingcara perniagaan' dan sama ada pelajar -pelajar ini dapat menjalani 'rundingcara perniagaan' ini dengan berkesannya di dalam rundingcara perniagaan yang sebenar. Untuk mencapai objektif penyelidikan, kajian ini dijalankan berpandukan strategi - strategi dalam 'rundingcara perniagaan' yang berkesan oleh Cotton & Robins (1993) dan proses triangulasi berpandukan Neuman (1997) dalam pengumpulan data. Data dikumpulkan melalui temuduga ke atas pelajar selepas menjalankan simulasi 'rundingcara perniagaan' di dalam kelas, dimana rakaman video keatas simulasi ini akan diperhatikan oleh guru dan informan. Dengan proses triangulasi ini , didapati bahawa persepsi pelajar pada umumnya dipersetujui oleh kedua dua informan dimana ia membuktikan bahawa adanya pembelajaran terhadap simulasi di dalam kelas. Walau bagaimanapun, didapati bahawa respon - respon tertentu dari pelajar dan guru menjadi lebih tepat dengan penjelasan dari kedua dua informan.

ABSTRACT

This study examines learners' perception of an effective business negotiation. It focuses on Business English learners at Universiti Kebangsaan Malaysia . The study was conducted due to the general concern amongst ESP instructors at the Language Faculty regarding the effectiveness of learners' performance in the negotiation task. Many instructors have raised the question of whether learners have actually understood and learnt about business negotiations through the simulated task in the classroom and whether they could actually perform effectively in the real world business negotiations. In search of the answers, the study adopted the effective strategies in negotiations by Cotton & Robins (1993) and a triangulation procedure in Neuman (1997) was adopted in collecting the data. Data was collected through the interviews with the learners after the completion of the negotiation task which was later observed by the teachers and the specialist informants through a video recording. The triangulation procedure revealed that learners' perception were generally verified by the informants which indicated that learning had actually taken place through the simulated task . Nevertheless, it was found that certain responses from the learners and teachers became more accurate with further clarification and specification from the informants in seeking the actual scenario of real world business negotiations.