INTEGRATING TASK-BASED SYLLABUS AND TEXT-BASED SYLLABUS FOR STUDENTS OF *POLITEKNIK KESELAMATAN TRANSPORTASI JALAN* TEGAL

THESIS
In Partial Fulfillment of the Requirements
for Master Degree in Linguistics

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A THESIS

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CERTIFICATION OF ORIGINALITY

I, **Ihda Rosdiana**, do hereby declare that this thesis work entitled "**Integrating Task-based Syllabus and Text-based Syllabus for Students of Diploma IV of Road Safety Transport Management Study Program at Road Transport Safety Polytechnic Tegal**" for the award of M.Hum is my original work and that it has not previously formed the basis for the award of any degree or any other similar title of any institution or any university. Other writers' opinion or findings included in this thesis are quoted or cited in accordance with the ethical standard.

Semarang, August 23rd 2015

Ihda Rosdiana

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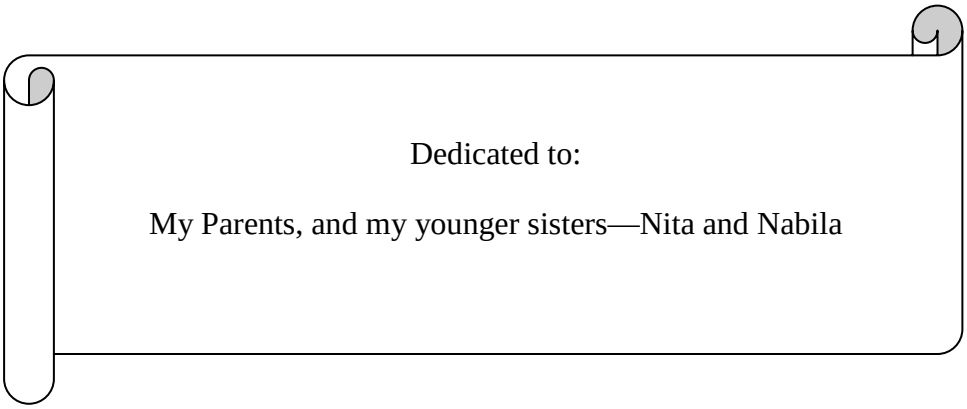
"*Man Jadda Wa Jada (*Those who do it seriously will be successful*)"*

– Prophet Muhammad

"To educate woman is to educate the future" – Queen Rania of Jordan



Dedicated to:

My Parents, and my younger sisters—Nita and Nabila

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LIST OF ABBREVIATIONS

EAP	: English for Academic Purpose
EOP	: English for Occupational Purpose
ELT	: English Language Teaching
ESP	: English for Specific Purpose
EST	: English for Science and Technology
IELTS	: International English Language Testing System
PKTJ	: *Politeknik Keselamatan Transportasi Jalan*
TBLT	: Task-based Language Teaching
TEFL	: Teaching English for Foreign Language
TOEFL	: Test of English as Foreign Language

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ABSTRACT

This study designs an English syllabus by integrating the elements of task-based syllabus (Nunan, 1989) and the elements of text-based syllabus (Feez and Joyce, 1998). Furthermore, this case study outlines Richard's Framework on Course Development (2001) in redesigning syllabus. The subjects of this research were 62 students of 5th semester of Diploma IV of road safety transport management study programme, 4 lecturers, 2 English lecturers, and 2 stakeholders. The data were collected through questionnaire, interview and observation. Those data were, then, analyzed qualitatively and quantitatively. The result, further, showed that integrated syllabus meets the goals of the English teaching at Diploma IV of Road Safety Transport Management study program which is based on English for Occupational Purpose and English for Academic Purpose. Finally, in the implementation of this integrated syllabus, it is recommended that English lecturers are able to collaborate with the subject specialists to get clear description of the subject being discussed.

Keywords: ***integrated syllabus, task-based syllabus, text-based syllabus, ESP, road safety management***

INTISARI

Penelitian ini bertujuan untuk membuat silabus berbahasa Inggris dengan mengintegrasikan antara elemen *task-based syllabus* (Nunan, 1989) dan *text-based syllabus* (Feez and Joyce, 1998). Selanjutnya, dalam membuat silabus, penelitian studi kasus ini menggunakan kerangka teori Richard tentang course development (2001). Subjek penelitian ini terdiri dari 62 taruna/i semester lima jurusan Manajemen Keselamatan Transportasi Jalan, 2 dosen mata kuliah jurusan tersebut, 2 dosen Bahasa Inggris, dan dua stakeholder. Data penelitian dikumpulkan melalu metode kuisioner, wawancara, dan pengamatan. Data-data tersebut, kemudian, dianalisa baik secara kualitatif maupun kuantitatif. Hasil penelitian ini menunjukan bahwa *integrated syllabus* cocok diterapkan untuk pengajaran Bahasa Inggris di Diploma IV Manajemen Keselamatan Transportasi Jalan karena sesuai dengan tujuan pembelajaran yang berorientasi pada *English for Occupational Purpose* dan *English for Academic Purpose*. Namun demikian, dosen Bahasa Inggris diharapkan berkolaborasi dengan dosen mata kuliah jurusan dalam mengimplementasikan silabus ini agar mendapat kejelasan tentang deskripsi beberapa istilah teknik yang berkaitan dengan keselamatan transportasi.

Kata kunci: ***integrated syllabus, task-based syllabus, text-based syllabus, ESP, road safety management***

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, the scope of the study, the statements of the problem, the objectives of the study, the significance of the study, the definition of key terms and conceptual framework.

1.1 Background of the Study

Since English has become nationally competitive in Indonesia because of globalization, people whose first language is not English choose to learn English as an additional language in order to increase their skill base and marketability as a professional or a scholar. In light of this, many learning programs have been specifically designed for people, such as Road Transport Safety Polytechnic students, who want to learn English for vocational purposes, broaden their skill set and professional attributes. Good communication makes a difference that means any successful scientist or engineer will have multiple communication tasks connected with any project (P'rayan, 2011:32). Therefore, it is very important that Road Transport Safety Polytechnic students are able to communicate accurately, fluently and appropriately.

According to Li *et al.,* (2011:16) accuracy refers to the similarity to native speaker's grammar in the case of L2, or refers to the correctness of the language being produced by the speaker. It includes the linguistic competence of students that they know how to use the grammar, syntax, pronunciation and vocabulary of

a language. However, fluency means the absence of pauses and other indices of word-finding (or grammatical) difficult (Johnson, 1998: 3 in Li *et al.*, 2011:16). The language used by the speaker, furthermore, can be understood by other speakers of the target language. This does not necessarily mean that the speaker is free of errors in their communication, but that the errors they make do not obstruct the message. While the concept of appropriateness is that language use is inevitably influenced by the context in which it is being used.

Moreover, Road Transport Safety Polytechnic is a polytechnic under the Indonesia Ministry of Transportation which holds vocational education in the field of road safety transportation. It has three majors, namely Diploma III of Vehicles Calibration *(Pengujian Kendaraan Bermotor)*, Diploma IV of Automotive Safety Technique *(Teknik Keselamatan Otomotif)*, and Diploma IV of Road Safety Transportation Management *(Manajemen Keselamatan Transportasi Jalan)*.

In addition, Diploma IV of Road Safety Transportation Management is the new major compared with others as this major was establised in 2011. Besides, it is the only transportation management study programme in the Southeast Asia. Hence, the lecturers pay more attention to it.

Furthermore, Road Transport Safety Polytechnic actively develops a global partnership with many world-class universities that hold road safety program, such as Leeds University, Monash University, and the Singapore Land Transport Academy. Therefore, Road Transport Safety Polytechnic is required to meet international standards. The students will need to demonstrate that they have a good level of written and spoken English. This includes how they communicate

with international students or researchers, make a presentation, negotiate and interpret the instruction related to work. The students of Diploma IV of Road Safety Transport Management, for instance, will need to develop the ability to comprehend technical texts in the field of transportation management. Moreover, this field covers a wide range of topics so that the students need to be exposed to a variety of articles dealing with subjects like Mechanics of Materials, Concrete, Construction, Sewerage, Surveying, and Road Design.

As English continues to dominate in education, technology, media, business, medicine, and research, the demand for English for specific purposes (ESP) is rapidly growing to fulfill people with an instrumental purpose (Chia *et al*., 2013:2). The absence of specific English materials burdens the students' efforts to develop their abilities to communicate in English in the right context of transport safety management in their field of work.

Accordingly, designing an English syllabus in the context of English for specific purposes is very important. Furthermore, in designing a new English syllabus, I attempt to integrate two elements of syllabuses (i.e., task-based syllabus and text-based syllabus).

The idea of integrating those two syllabuses is in line with Krahnke's statement (1987:75, in Richard, 2001:165) who explained that some combinations of types of syllabus are needed to address the complex goals of a program. Moreover, task-based syllabus and text-based syllabus are employed in order to get the up-to-date syllabus design which meets both target and learning needs

Finally, the combining of those elements of the two syllabuses is not only on the teaching of English for Academic Purposes (EAP) in order to help students "survive and succeed" in their academic enviroment, but also on covering the areas of English written for academic and professional purposed and English written for occupational (vocational) purposed (EOP).

1.2 Scope of the Study

Due to the limitation of the time and writer's knowledge, this study focuses on designing an integrated syllabus for Diploma IV of Road Safety Transport Management of Road Transport Safety Polytechnic Tegal, especially in the 5th semester.

1.3 Statement of the ProblemS

By considering the background of the study and the scope of the study, I formulate three following statements of the study as follows:

1. What are the needs of the 5th semester students of Diploma IV of Road Transport Safety Management Study Programme in Road Transport Safety Polytechnic Tegal?
2. What are the differences between task-based syllabus and text-based syllabus for teaching English for Diploma IV of Road Transport Safety Management Study Programme ?

3. How is an integrated syllabus for Diploma IV of Road Transport Safety Management Study Programme designed based on ESP approach?
4. How can it be improved or redesigned?

1.4 Objectives of the Study

In line with the statement of the study, the main objective of this study is how to design an English syllabus for Diploma IV of Road Safety Transport Management. In addition, further objectives of this study are stated in the following:

1. To discover and describe the needs of the 5th semester students of Diploma IV of Road Safety Transport Management in learning English.
2. To discover the differences between task-based syllabus and text-based syllabus in teaching English for Diploma IV of Road Transport Safety Management Study Programme.
3. To design an Integrated syllabus for Diploma IV of Road Safety Transport Management based on ESP approach.
4. To improve or redesign task-based syllabus and text-based syllbus into an integrated syllabus.

1.5 Significance of the Study

By designing an English syllabus for Diploma IV of Road Safety Transport Management of Road Transport Safety Polytechnic (PKTJ) Tegal, I expect that this study will give a valuable contribution to the following parties:

1. Theoritically, the study will give some precious contributions to the field of teaching English as a foreign language (TEFL). Furthermore, it can be a beneficial reference for teachers, syllabus designers, and curriculum developers in designing or redesigning an English syllabus for urban planning. Moreover, it is expected to be a reference for applied linguists who may use the result of this study in conducting further related studies.
2. Practically, since Diploma IV of Road Safety Transport Management is a new study programme and is the only major in the Southeast Asia, the result of this study may become the first reference for English instructors or lecturers who teach English to Road Safety Transport Management students. The result of this study, further, can be a guidance in determining the learning material which meets the goal of the teaching.

1.6 Definition of Key Terms

Here are the key terms related to this thesis proposal.

1. Need analysis is procedures used to collect information about learners' needs (Richards, 2001:51). Macalister and Nation (2010:24), further, added that needs analysis makes sure that the course will contain relevant and useful information to learn and good needs analysis involves asking the right questions and finding the answers in the most affective way.
2. In addition, the type of syllabus carried out, as Flowerdew (2005, in Taghizadeh, 2013:3796) stated, for the most part, depends on the need analysis previously conducted in that the target situation (i.e., what learners

need to do) is examined and that the learning needs (i.e., how are learners best motivated to acquire the language and skills revealed through the target situation analysis) are taken into account as well. She also clarified that some aspects of two or three different syllabuses, not a particular syllabus, are considered as the basis of the many syllabi developed by course designers.

3. Task-based syllabus, as Richards (2001:161-162) pointed out, is a syllabus in that specifically-designed tasks are used to facilitate second language learning. In other words, task-based syllabus is the one in which tasks or activities are the basic unit of syllabus design. In addition, there are two types of tasks in a task-based syllabus namely real-world tasks which refer to the uses of language in the world beyond the classroom, and pedagogical tasks—tasks that occur in the classroom.
4. Meanwhile, the primary concern of the text-based syllabus is *with* what learners do *with* language (i.e., what they do with the whole text in a context) and with the units of discourse called text as well (Feez and Joyce, 1998:4). Text-based syllabus, also known as a genre-based approach, views communicative competence as involving the mastery of different type of texts (Richards, 2006:32).
5. English for Specific Purposes (ESP) is an approach to language learning which is based on the learner's need in which all decisions as to content and method are based on the learner's reason for learning. Furthermore, Hutchinson and Waters (1992:19) explained that it is also specifically based on the learner's need for English in specific professional areas.

1.7 **Theoretical Framework**

I employed a case study which focuses on a unit of study (i.e., individual students, lecturers, and stakeholders). The subjects of this study were 62 students of Diploma IV of road safety transport management programme study from the fifth semester, four lecturers, two English lecturers and two stakeholders (i.e., *Dishubkominfo* Kota Tegal and *Dinas PU* Kabupaten Brebes).

I investigated their needs through questionnaire, interviews, and observation. The data, furthermore, were analyzed qualitatively and quantitatively. The qualitative data were obtained from interview and observation. By contrast, the results of questionnaire were analyzed quantitatively using Statistical Package for the Social Science (SPSS) 16.0. After organizing the information of the unit of the study, the data were interpreted into target and learning needs. Those target and learning needs, furthermore, are the fundamental basics of designing such a new English syllabus.

The objective of this study, however, is designing an English syllabus in the context of English for specific purposes. Furthermore, in designing a new English syllabus, I attempted to integrate two elements of syllabi (i.e., task-based syllabus and text-based syllabus) since the idea of integrating those two syllabi are needed to address the complex goals of a program. The goal of this program, furthermore, to develop their abilities to communicate in English in the right context of transport safety management in their field of work.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents previous studies and theoretical reviews. There are five previous studies used as references in this study. In addition, the theoretical review consists of the definition of ESP, profile of Road Safety Transport Management Program Study, the definition of curriculum and syllabus, a syllabus framework selection, syllabus design, language skills analysis, and the level of difficulty of the language.

2.1 Previous studies

The studies about needs analysis and syllabus design on ESP have been widely conducted by some researchers. For instance, some scholars have also concerned with is the needs analysis and syllabus design particularly in engineering and technology courses. Regarding the study I intend to conduct, I use five previous studies related to the needs analysis and syllabus design based on ESP approach in engineering and technology courses.

The first study was the one conducted by Flowerdew (2005), whose concern was in integrating traditional and critical approaches to syllabus design. This study described a course which, while taking place in an academic setting, is designed to equip undergraduates with general skills training in English for Occupational Purpose practices to meet students' future communication needs

after graduation. Her underlying theories were a task-based syllabus, a text-based syllabus, and a content-based syllabus for the design of the program.

The second related study was the one conducted by P'rayan (2008). He explained that the aim of his study was to evaluate the needs and wants of the learners of English for Engineering at Anna University, Tamil Nadu, India since it was presumed that there were problems in the teaching of the course, as a result of inappropriate teaching material and instructional techniques. The data of this study was collected from different sources. After analyzing the data, the result of this study showed that the majority of ESP classes were teacher-dominated; hence the learners' productive skills have been ignored. Moreover, he suggested that the objectives and the syllabus of the Anna University should be covered. However, he did not propose clearly what kind of syllabus which meets the learners' need in order to make further course effective.

The third one was conducted by Rahman (2010). His paper described the applications of the task-based approach to teach oral communication skills to the students of Engineering and Technology at Indian School of Mines, in an academic setting. He, further, discovered the possibility and feasibility of task-based approach to apply for the teaching of oral communication to make the students proficient in oral skill.

In addition, Bouzid (2011) conducted a case study which proposed the task-based approach to teach English for first year post-graduate students of Genetics at Abou Bekr Belkai University of Tlemcen. There were three instruments to collect the necessary data: a questionnaire addressed to students, an

interview arranged with both language and subject specialist teachers and a classroom observation. Furthermore, the result of this study showed that the students need specific English; therefore, task-based syllabus was adopted since it is believed to provide the Genetics students with a number of tasks that illustrate different situations needed by these learners and help them promote both accuracy and fluency.

Moreover, Palangan (2014) designed an adapted syllabus of 1st level conversation class for higher education students based on the learning-centered approach. Since he used learning-centered approach, needs analysis are the main characteristics in learning-centered approach. He did not only employ needs analysis, but also situation analysis to collect the information about learners' needs. Furthermore, there were two findings on his thesis, the first was increasing of Student Talking Time (STT) particularly in "Engage and Study" session, and the second was equality of talking time between learners and teacher in 'off-class conversation' indicating what McCarthy (1991) considers as one of the characteristics of 'a real world of conversation'.

In light of those five previous studies as described above, this present study uses needs analysis to gather information of the students' need and learning need. This present study, as well as the previous ones, used two underpinning theories i.e., task-based syllabus and text-based syllabus. However, this study focuses on designing an integrated syllabus in that the elements of different type of syllabus (i.e., task-based and text-based syllabus) are combined in ESP setting. It is further aimed at emphasizing both EAP and EOP.

2.2 Theoretical Review

In addition, the theoretical review consists of the definition of ESP, profile of Road Safety Transport Management Program Study, the definition of curriculum and syllabus, a syllabus framework selection, syllabus design, language skills analysis, and the level of difficulty of the language.

2.2.1 English for Specific Purposes

As I mentioned previously, the demand for ESP is rapidly growing to fulfill people who want to increase their skill base and marketability as a professional or a scholar. The origin of ESP and its development is closely linked with learners' interest in various specific disciplines (i.e., English for Urban Planning, Engineer and English for Nurse). This chapter of the study presents a theoretical overview of the important idea of ESP as a learner-centered approach.

ESP can be described as a type of ELT and defined as "goal-oriented language learning"—that means student has a specific goal that is going to be attained (Robinson, 1989 as cited in Burdová, 2007:5). Holme (1996, in Kelly, 2008:6), furthermore, believed that ESP is not a separate discipline from general English as Foreign Language. ESP is known as a learner-centered approach to teaching English as a foreign or second language.

Hutchinson and Waters (1992:19) pointed out ESP to be an approach rather than a product which means language learning not language use is emphasized. Moreover, they mentioned that ESP is an approach to language learning which is based on the learner's need in which all decisions as to content and method are based on the learner's reason for learning. Besides, Hutchinson

and Waters (1987:53) said that an awareness of the need is what distinguished ESP from English for general purposes rather than the existence of a need. If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable context in the language course, and on the positive side, what potential can be exploited.

Furthermore, in line with Hutchinson and Waters (1987) who argued that ESP is specifically based on the learner's need or English in specific professional areas, Kelly (2008:4), who experiences several years in teaching ESP courses, believed that the teacher should have knowledge of the relevant technical field. It can be argued that ESP really needs a language structure of its own to be taught properly and the teacher, therefore, requires some knowledge of the specific subject area as well. In addition, according to Richards and Schmidt (2010:198), ESP is defined as the role of English in a language course or program of instruction in which content is determined and goal is set based on the specific needs of a certain group of learners. Richards (2001:28), then, distinguished English for general purposes with English for specific purposes. He mentioned that English for general purposes demands the students to master the language for its own sake or in order to pass a general examination in the primary goal. On the other hand, Richards and Schmidt (2010:198) stated that ESP student usually studies English in order to carry out a specific role, such as that of foreign student in an English-medium university, flight attendant, mechanic, or doctor. These courses may be compared with those which aim to teach general language proficiency, English for general purposes.

I categorize the language used by students of road safety transport management as English for academic and occupational purposes since the students are expected to continue their education into higher level, become a safety transport management researcher, and a professional engineer. It is in line with Hutchinson and Waters (1987) who divided ESP into three branches: a) English for Science Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches—English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the ESP branch is English for Technicians and Engineer.

In addition, there is no obvious difference between EAP and EOP as people can work and study all at once. Besides, commonly, the language learnt for immediate use during study, will be applied later when student works.

Furthermore, Swales (1985) in Kittidhaworn (2001:18-19) clarified EST subcategories in terms of subject including two main groups (i.e., science and engineering and technology). The focus of EST, as Swales emphasized, is not only on the teaching of English for Academic Purpose (EAP) in order to help students “survive and succeed” in their academic environment, but also on covering the areas of English written for academic and professional purposes and English written for occupational (vocational) purposes (EOP), including the often informally written discourse found in trade journals and in scientific and technical materials

2.2.2 Road Safety Transport Management Study Program

Road Safety Transport Management is one of the study programs in Road Transport Safety Polytechnic Tegal. The vision of the polytechnic is becoming a center of excellence in the field of Road Transport Safety in 2025. Since the authority of transportation in Indonesia is divided into several institution, PKTJ, furhter, wants to be an independent institution which conducts and leads safety road transport through education and research.

In addition, the missions are implementing vocational education programs, research and community service in the field of road transport safety; establishing a new relationship with stakeholders and other related institutions to realize a comprehensive system of education; integrating personal development in the process of learning and extra-curricular activities to enhance faith and devotion to God; building high quality scholars who are able to compete globally; and holding the professional education which is transparent and accountable.

Road Safety Transport Management study program, moreover, is an affiliation with multidisciplinary sciences, such as civil engineering which is associated with the design of roads and bridges, design management and traffic engineering; automotive engineering which deals with vehicle characteristics and technical requirements and feasible way.

However, the student of Road Safety Transport Management will not be either a designer or makers. After graduating from PKTJ, they are expected to be an auditor or investigator in accident-prone areas caused by a vehicle factor. Above all, the most specific of these disciplines are safety education, safety

campaign design, human factors, and transport law enforcement. In other words, are expected to be road safety experts who have the ability and attitude to create road safety transport by implementing every aspect which influences road safety.

2.2.3 Definition of Curriculum and Syllabus

Richards and Schmidt (2010:151-152) defined curriculum in the simplest term i.e., an overall plan for a course or program offered by a school or institution. They, further, said that such a program usually states the educational purpose of the program, in term of aims or goals, the content of the program and the sequence in which it will be taught (also known as the syllabus), the teaching procedures and learning activities that will be employed (i.e. methodology), the means used to assess students learning (i.e. assessment and testing) and the means used to assess whether the program has achieve its goals (i.e. evaluation).

Curriculum, as Marsh (2005:5) defines, is the totality of learning experiences given to students in order that they are able to get general skills and knowledge at a variety of learning site. In other words, the curriculum itself focuses more on learning than teaching, particularly learning skills and knowledge at site other than school.

Furthermore, curriculum development can be defined as the systemic planning of what is taught and learned in school as reflected in courses of study and school program (Kattington, 2009). Curriculum develompemnt can also be defined as the study and development of the goal, content, implementation, and evaluation of educational system (Richards and Schmidt, 2010:152). This includes

the study of the purposes for which a learner needs a language (need analysis), the setting of objectives, and the development of a syllabus, teaching method and materials, and the evaluation of the effect of these procedures on the learner's language ability. Moreover, in their book, they also stated that curriculum is synonymous with syllabus.

Nevertheless, some curriculum designers, then, distinguish curriculum from syllabus. Macalister and Nation (2010:1-2) proposed a model of the parts of the curriculum design process through the following figure:

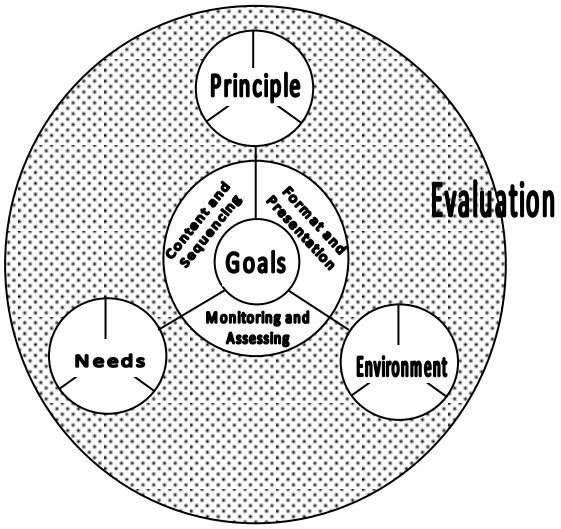

Figure 2.1 A model of the parts of the curriculum design process
(Macalister & Nation, 2010:3)

From the figure 2.1 above, both the outer circle and the inner circle make up the curriculum, while only the inner circle represents the syllabus. Furthermore, Richards (2001:2) also distinguished curriculum development from syllabus design. He pointed out that a curriculum design seems more complex since it is a more comprehensive process than that of syllabus design. Curriculum development includes the processes that are used to determine the needs of a

group of learners, to develop aims or objectives of a program to address those needs, to determine an appropriate syllabus, course structure, teaching method, and materials, and to carry out an evaluation of the language program that result from these processes. Meanwhile, a syllabus design is one aspect of curriculum development.

Webb (1976, in P'rayan, 2001:38) also said that syllabus design is the organization of the selected content into an ordered and practical sequence for teaching purposes. Besides, Munby (1984, in P'rayan, 2011:9) mentioned that syllabus design is a matter of specifying the content that needs to be taught and of organizing it into a teaching syllabus of appropriate learning units.

In addition, Rodger (1989:2, in Richards, 2001:39) stated that syllabus is only a small part of the total school program which prescribes the content to be covered by a given course. According to Richards (2001:2), a syllabus is also a specification of the content of a course of instruction and it lists what will be taught and tested. In comparison, curriculum is a far broader concept.

In addition, Kelly (2008:6) on her previous study drew a syllabus for ESP which is based on the needs analysis including learner's needs or interest, company's needs or interest and analysis of language set in a limited time with target-oriented. She stated that the syllabus for the ESP course can be designed according to the job needs–not learner's needs because such need came from the company. Kelly (2008:5), furhter, gave a brief example of a course for engineers. That ESP syllabus was designed to help engineers, technicians who were familiar with the academic discourse of engineering but needed to be able to transfer and

use that knowledge in the professional context of workplace. It means that those students have already had knowledge of and some experiences in English in the past. Therefore, she focused on company needs.

To conclude, Taba (1962, in P'rayan, 2011:39) made a general model of developing a syllabus in that the model covers some steps as needs analysis, formulation of objectives, selection content, selection of learning activities, organization of learning activities, and decisions about what needs evaluation and how to evaluate.

2.2.4 Selecting a Syllabus Framework

According to Richards (2010:152-163), a syllabus describes the major elements that will be used in planning a language course and it provides the basis for its instructional focus and content. There are various syllabuses—a) situational syllabus which organizes around different situations and the oral skill needed in those situations, b) topical or content syllabus refers to syllabus that organizes around different topics and how to talk about them in English, a syllabus which organizes around the function most commonly needed in speaking is c) functional-notional syllabus, and d) task-based syllabus is a syllabus that organizes around different task and activities that the learners would carry out in English. There are also some other syllabuses as text-based and integrated syllabus. Besides, some factors may influence one in choosing a certain syllabus design for a course. Those factors comprise: 1) *knowledge and beliefs* about subject area in which it means that a syllabus reflects ideas and beliefs about the

nature of speaking, listening, reading or writing; 2) *research and theory* which sometimes give rise to proposals related with preferable particular syllabus types; 3) *Common practice*: it connects with the language teaching profession, which has constructed considerable practical experience in developing language programs and it is often served as the basis for different syllabus type; and 4) approaches to syllabus design follow and reflect national or international *trends*. Nevertheless, in fact, many syllabi constructed by course designers for their in house course do not purely focus on one specific category, but draw on aspects of two or three different syllabus types.

This present study, therefore, will exemplify how a communication skills course at road safety transport management program study combines elements from a task-based syllabus (Nunan, 2004) and a text-based syllabus (Feez, 2002). This integrated syllabus is expected become a suitable syllabus framework for a course at road safety transport management study program since the students take both EAP and EOP. In the earlier semester, students will take an EAP course which focuses on writing an academic paper and on giving an oral presentation. In the second and third semester of their second year, more specific EAP areas (e.g., writing of lab report or survey report) are covered. Furthermore, in the following semester, they will move to a more EOP focus.

2.2.4.1 Task-based Syllabus

According to Rooney (1998:24) there are three new task-based syllabuses: a) the procedural syllabus, b) the process syllabus, and c) the task syllabus. Those three new task-based syllabuses are distinguished from the findings of research into

human learning in general and/or second language learning in particular, rather than primarily from an analysis of language or language use. Besides, they each use some conception of task rather than linguistic elements, as their unit of organization.

The concept of 'task' has become an important element in syllabus design, classroom teaching and learner assessment (Nunan, 2004:1). It has some advantages pedagogically—a need-based approach to content selection, an emphasis on learning to communicate through interaction in the target language, the introduction of authentic text into the learning situation, the provision of opportunities for learners to focus not only on language but also on the learning process itself, an enhancement of the learner's own personal experiences as important contributing elements to classroom learning, and the linking of classroom language learning with language uses outside the classroom.

Furthermore, Richards (2001:161-162) stated that a task-based syllabus is based on the tasks that have been specifically designed to facilitate second language learning and one in which tasks or activities are the basic unit of syllabus design. In task-based syllabus, tasks are activities that drive the second language acquisition process. Besides, grammar teaching is not central with this approach because learners will acquire grammar as a by-product of carrying out task. Tasks motivate learners and engage them in meaningful communication. Those are the fundamental claims made for a task-based syllabus.

In addition, a task-based syllabus might specify two types of tasks (Nunan, 2001: 162) namely real-world tasks which are designed to practice rehearsing

those tasks that are found to be important in a need analysis and that turn out to be important and useful in the real world. In other words, it refers to the uses of language in the world beyond the classroom. On the other hand, pedagogical tasks have a psycholinguistic basis in second language acquisition theory and research but do not necessarily reflect real-world tasks, or tasks that occur in the classroom.

A third task-based approach to syllabus design is task-based language teaching (TBLT). Nunan (2004:19) stated that the central point for TBLT is real-world or target tasks. He argued that plenty activities we do in everyday life deal with language. For instance, writing report, confirming an airline reservation, and exchanging personal information with new acquaintance. Those example activities illustrate Halliday's three macro functions of language. Besides, we do three things with language at very general level as stated by Halliday i.e. we use it to exchange goods and services (transactional or service macro function), we use it to socialize with others (interpersonal or social macro function) and we use it for enjoyment (aesthetic macro function).

Real-world tasks must be transformed into pedagogical tasks in order to create learning opportunities in the classroom. Those tasks are, further, distinguished into rehearsal rational and activation rational. Nunan (2004) gave a brief example of those tasks.

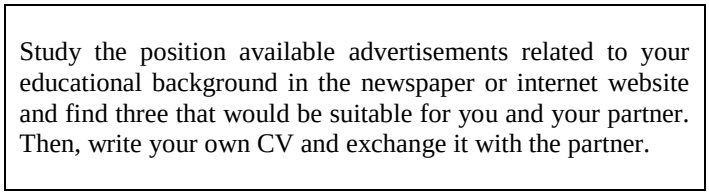

Figure 2.2 Example of rehearsal rational

The single table shown above is an example of rehearsal rational since it has a clear and obvious relationship to its corresponding real-world counterpart. On the contrary, not all pedagogical tasks have clear and obvious relationships to the real world, such as role plays, simulation, problem-solving tasks and information exchange tasks. Those tasks are what the so-called activation rationale since the tasks are designed not to provide students with an opportunity to rehearse some performance beyond the class but to activate their emerging language skill.

JOB INTERVIEW ROLEPLAY

1. Your teacher will be an interviewer, and you will be an interviewee.
2. Get yourself to prepare for your interview by answering the following questions:
   - Tell about your personal identification
   - Tell your strenght, best skills.
   - Tell your biggest weakness.
   - Tell your career goals, future plans.
   - Advertise to sell yourself (why they hire you).
   - Tell your salary expectation.

At the end of class, as an interviewer, the teacher will report about who wins, why they are choosen.

Figure 2.3 Example of activation rational (Nunan, 2004: 20)

The example of role play above, for instance, aims at encouraging students to activate a range of language functions and structures including making suggestion, agreeing, disagreeing, talking about quantity, how much/how many, WH-questions, etc. In completing those activities, the students are not constrained to using a particular set of lexical and grammatical resource. In other words, they are able to use any linguistic means at their disposal to complete the task freely.

2.2.4.2 Text-Based Syllabus

Text-based syllabus, also known as a genre-based approach, sees communicative competence as involving the mastery of different type of texts (Richards, 2006:32). The text-based syllabus, as Feez and Joyce (1998: 3) stated, is constructed in response to the change of language view and language learning. Furthermore, it embraces an increasing understanding of how language is structured and is used in social context. Furthermore, providing students with an explicit teaching of knowledge about genre, as the genre theorists (i.e., Derewianka, 2003; Hammond, 1987, in Payaprom, 2012: 4) pointed out, is a necessity. It is for the students will be well-informed on how to control a specific genre, and be equipped with important resources for constructing and effecting written text.

Text here is used in a special sense to refer to structured sequence of language that is used in specific context in specific ways. In other words, a text-based instruction is a type of integrated syllabus because it combines elements of different types of syllabus. Examples of text types that can be used in planning a text-based syllabus are as exchange, forms, procedures, informative texts, story texts, persuasive text. Those texts, furthermore, have their generic structure. According to Braidwood and McAnsh (2011:3), generic structure refers to formal schemata that allow the students to identify a written discourse segment as an academic/scientific journal article, review, etc. It has organizational patterns, appropriate content, title type, and control of linguistic schemata (tense choice, generality).

Furthermore, the term ‘genre’ and ‘grammar’ are closely linked. In the material being produced about genre and their teaching, at least those written by systemic linguists, characteristic lexicogrammatical features of genre are provided. The lexicogrammatical feature of various genres, as Gerot and Wignell (1995:190) stated, is essential to those genres for lexicogrammatical is a feature through which a meaning is built up in a text. It further clarified that different genre employes the resources for meaning-taking through grammar in distinct ways.

For example, description text, which describes a particular person, place or thing, tends to use present tense, attributive & identifying processes and specific participant. On the other hand, recount text, whose purpose is to retell an event, tends to use past tense, material processes and particular participant. Students are taught these features and a language for talking about language in the context of learning how these features contribute to the overall meaning of texts they are reading or writing.

In addition, in teaching from a text-based also concerns itself with how to introduce various genres to learners. Hyland’s appraisals (2004) as cited in Agustien (2005) towards genre-based approach can be understood when one examines the two cycles and four stages as follows.

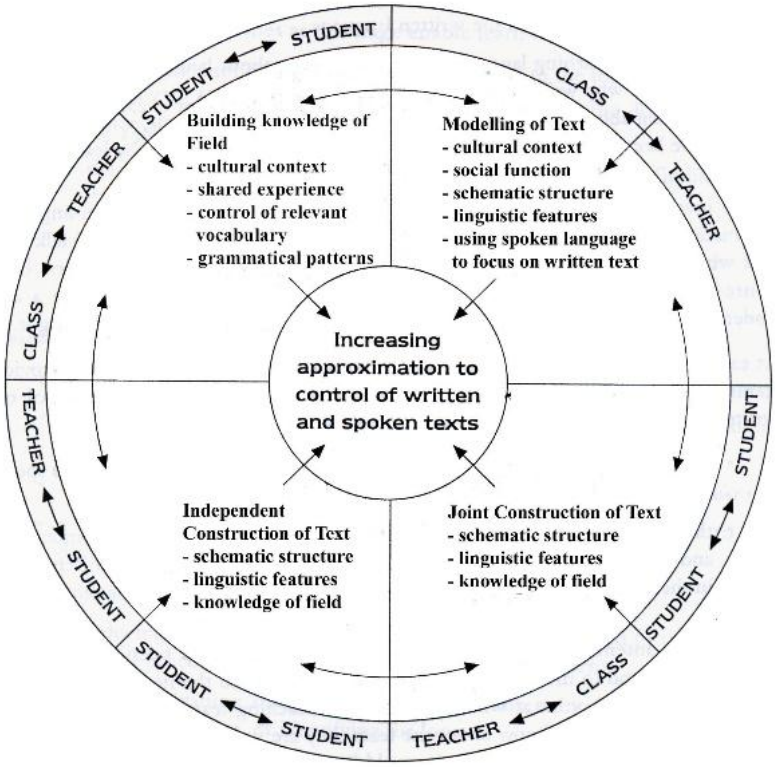

Figure 2.4 Cycles and Stages of Learning (Hammond et al. 1992:17) as cited in Agustien (2005)

The first stage is called Building Knowledge of the Field (BKOF). The teacher is concerned here to begin building shared knowledge of the relevant field. In Building Knowledge of the fields, teachers and students also build cultural context, share experiences, and discuss vocabulary, grammatical patterns and so on. All of these are geared around the types of spoken texts and topics they are going to deal with at the second stage.

Besides, in this first cycle, the teacher is also concerned that students have opportunities to develop control of the spoken English (Derewianka, 2012). It is necessary to enable them to explore the field. The activities in the unit thus involved much student talk, and could be described as ‘communicative’ in the

sense that they are deliberately designed to provide students with opportunities for purposeful interaction.

For example, the students, working in pairs, tell each other what they know about cats. Each student then reports back to the class what his/her partner has said and the teacher summarizes this information in note form on the board. Cummins (1986, in Derewianka, 2012) further mentioned that an important feature of activities such as the one described here is that they provide opportunities for shared informal talk between students, but they also require the children to summarize and report in a more formal way what their partner has said. In other words, they provide opportunities for students to move between very 'context embedded' language interactions to those which are more 'context independent'.

The second stage is called Modeling of Text (MOT) where students listen to statements of short functional texts, conversations, and monologues that are geared around a certain communicative purpose (Agustien, 2005). A model text is selected overall plans for the activities are developed. The students engaged in the activity of deconstructing and modeling the text to appreciate how the text achieves its functions. For example, if students are expected to produce description texts, then, the short functional texts, conversations, and the monologues are developed with one main communicative purpose, that is, giving identification and description. In short, at the second stage, students listen and respond to various texts with similar communicative purposes.

The third stage is Joint Construction of Text (JCT). After listening, at this stage they try to develop spoken texts with their peers and with the help from the teachers (Agustien, 2005). For example, the students jointly constructed a description text and revised vocabulary and language patterns. The teacher leads discussions of describing 'Cat' and remodels the spoken description genre, by asking students to demonstrate their speaking ability.

Finally, after having the experience of collaborating with friends in Joint Construction of Text, the next stage is called Independent Construction of Text (ICT) where students are expected to be able to speak spontaneously or to carry out monologues that are aimed at giving identification and description a person, place or thing. Thus, the first cycle integrates the development of speaking and listening skills (Agustien, 2005).

The second cycle is aimed at developing the ability to use written language. According to Agustien (2005) the teachers and students go through all the four stages, but in MOT students are exposed to written texts. Here, the teacher is concerned not only to build knowledge of the field of cats, but also to extend the students' knowledge about language. The teaching of knowledge about language in this unit includes discussions of the overall organization of the information description genre, discussions of various aspects of cohesion in texts and also quite detailed discussions of aspects of sentence and clause grammar.

An important feature of the unit overall is the extent of the emphasis on learning about language and the fact that teaching about language arises from and is integrated with other activities. In order to model the structure and features of

information description, the teacher guides the students in reading and analyzing the following text, which is similar to the one they will be writing jointly but sufficiently different that it still involved new information.

In short, text-based syllabus has some advantages. It teaches explicitly about the structures and grammatical features of spoken and written. Besides, it links spoken and written texts to the social and cultural contexts of their use.

2.2.4.3 Integrated Syllabus

Since a single syllabus framework does not cover the complex goal of a language program, therefore, scholars, then, proposed an integrated syllabus. Richards (2001:164) stated that in arriving at a decision about which approach to syllabus planning to take, the course planners need to decide between macrolevel and microlevel planning units in the course. For example, a writing course might first be planned in terms of writing skills (macroplanning), and then furhter planned in terms of grammar, content, and organization of writing (microplanning).

In addition, a syllabus might be organized grammatically at first level and then the grammar presented functionally, such as grammar linked to skills and texts, task linked to topics and functions. Moreover, Krahnke (1987:75, in Richards, 2001:165) explained that some combinations of types of syllabus are needed to address the complex goals of the program.

In addition, the notion of EOP and EAP are two different types. The EOP is designed to teach students a range of vocabulary items and grammar structures to communicate in a limited number of professionally relevant situations. In other words, professional vocabulary knowledge is the main focus of the course;

therefore, reading professionally relevant texts and expressing a point of view on a professionally relevant topic are the main skill which must be developed. In contrast, EAP is the language tailored to the needs of those who study in an English-medium environment at the level of higher education. English with specific topics is the language used in very specific communicative situation, such as conferences, postgraduate studies and other.

Accordingly, to reach the goals of the English teaching at IV of Road Safety Transport Management study program which based on English for Occupational Purpose and English for Academic Purpose, I propose an integrated syllabus, with elements of a task-based syllabus and a text-based syllabus.

2.2.5 Designing Syllabus

Richards (2001) mentioned some steps in designing syllabus as follows:

1. Need Analysis
2. Situation Analysis
3. Goals and learning outcomes
4. Course planning and syllabus design

2.2.5.1 Needs Analysis

Since an ESP approach starts with an analysis of the student's need instead of developing a course around an analysis of the language, need analysis must be conducted before designing a syllabus. Richards (2001:51) briefly explained that need analysis is procedures used to collect information about learners' need. Besides, Macalister and Nation (2010:24) said that need analysis was directed

mainly at the goal and content of a course. It examines what the learners know already and what they need to know. They, then, believed that good needs analysis involves asking the right questions and finding the answers in the most effective way.

Richards (2001:52-66) mentioned some approaches to need analysis and consider the purposes of need analysis—a) to discover what language skills a student needs in order to perform a particular role, b) to help determine if an existing course adequately addresses the needs of potential students, c) to determine which students from a group are most in need of training in specific language skills, d) to identify a change of direction that people in a reference group feel is important, e) to identify a gap between what students are able to do and what they need to be able to do, f) and to collect information about a particular problem students are experience.

Furthermore, Richards (2001:54) also explained the nature of needs. He described needs as terms of linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do. Moreover, Hutchinson and Waters (1987, in and Nation, 2010:24) divided needs into target needs (i.e. what the students needs to do in target situation and learning needs (i.e. what the learner needs to do in order to learn). They, further, divided target needs into necessities (what the student has to know to function effectively), lacks (what the learner knows and does not know already), and wants (what the learners think they need).

One may conduct a need analysis for various different users. The end users of need analysis include: curriculum officers in the ministry of education, teachers who will teach, learners who will be taught, writers who prepare material development, testing personnel who are involved in developing end-of-school assessment, and staff of tertiary institution who are interested in knowing what the expected level will be of students existing the school and what the problem face (Richards, 2001:56).

In addition, Richards (2001:57) said that the target population in a need analysis refers to the people about whose information will be collected. It might include: policy makers, ministry of education officials, teachers, students, academics, employers, vocational training specialists, parents, influential individuals and pressure groups, academic specialist, and community agencies. Besides, in determining the target population, it is very important for one who conducts a need analysis to notice the sampling. A sample must be representative of the total population. In other words, it involves asking a portion of the potential population instead of the total population.

Administering the need analysis is also a part of conducting a need analysis. It refers to the one(s) who will administer the need analysis and collect and analyze the result (Richards, 2001:58). Besides, Shaw and Dowsett (1989, in Richards, 2001:59) added that informal need analysis which deals with the informal negotiations that take place between class teachers and students in the form of chats with either individual or groups of students may complement information collected through more formal means. Since I myself as a solo

researcher and am an English teacher in PKTJ, I am responsible in administer, collect and analyze the result of need analysis. This informal need analysis is also part of my ongoing responsibilities.

A triangular approach (i.e. collecting information from two or more sources) can be an advisable procedure to conduct needs analysis. Procedures for gaining information during a needs analysis can be collected through the following means: questionnaires, self-rating, interviews, meetings, observations, collecting learner language sample, task analysis, and case study (Richards, 2001: 59-62).

Finally, those various options explained above can be used in designing a needs analysis. Gravatt, Richards and Lewis (1997, in Richards, 2001:65) mentioned some procedures—literature review, analysis of a wide range of survey questionnaires, contact with others who had conducted similar surveys, interviews with teachers to determine goals, identification of participating departments, presentation of project proposal to participating departments and identification of liaison person in each department, development of a pilot student and staff questionnaire, review of the questionnaires by colleagues, piloting of the questionnaires, selection of staff and student subjects, developing a schedule for collecting data, administration of questionnaire, follow-up interviews with selected participants, tabulation of responses, analysis of responses and writing up report and recommendations.

However, Richards (2001:64) proposed a smaller-scaled needs analysis procedure which consists of initial questionnaire, follow-up individual and group

interviews, meetings with students, meetings with other teachers, ongoing classroom observation and test.

When one is conducting a needs analysis which aims at collecting information about students' needs in order to be able to make the best decisions about the goals and content of a language course, however, there are other factors apart from learner needs. Those other factors must be taken into account since they contribute to the design and implementation of successful language program.

In addition, situation analysis is an analysis of factors in the context of a planned or present curriculum project that is made in order to assess their potential impact on the project as political, social, economic, or institutional factors (Richards, 2001:91).

2.2.5.2 Situation Analysis

Situation analysis or as Nation and Macalister (2010) called environment analysis focuses on other factors apart from learner needs that will have a strong effect on the implementation of a curriculum or syllabus plan. Those factors or constraints, moreover, can be positive or negative in syllabus design. Those factors, furthermore, are societal factors, project factors, institutional factors, teacher factors, learner factors, and adaption factors.

Richards (2001:92) stated that the results of situation analysis, both positive and negative are based on consultation with representatives (students, teachers, and school officials, study analysis of relevant documents (policy papers, curriculum document), and observation of teachers and students in relevant learning setting.

2.2.5.3 Goals and Learning Outcomes

In curriculum discussion, the terms goal and aim are often interchangeable. An aim refers to a statement of a general change that a program seeks to bring about in learners (Richards, 2001:120).

The goals, then, generally motivate students in learning English. Richards (2001:112) added that goals can be used to enhance the effectiveness of teaching and learning. Furthermore, specific goals or clearly defined goals make a learning program more effective, and provide guidelines for teachers, students, and material writers (Richards, 2001:120).

Meanwhile, Richards (2001:122-123) explained that an objectives refers to a statement of specific changes a program seeks to bring about and result from an analysis of the aim into different component. Moreover, an objective should be consistent with the goal or aim, and it describes how planning should proceed and do away with subjective interpretations and personal opinion.

To conclude, the terms goal and aim refer to a description of the general purposes of a curriculum or syllabus, while objective refers to a more specific and concrete description of purposes.

2.2.5.4 Course Planning and Syllabus Design

After doing needs analysis and determining the goals and objectives, the next step is planning the course and syllabus design. This includes stating the course rationale, describing the entry and exit level, choosing the course content, determining the scope and sequence.

2.2.5.3.1. Stating the Course Rationale

Course rationale refers to a brief written description of reasons for the course and the nature of it (Richards, 2001:145). Furthermore, in developing the course rationale, it is very important for the syllabus designers to pay attention to the goal of the course, the kind of teaching and learning they want, the roles of teachers and students, and the beliefs and principles the course will reflect.

2.2.5.3.2. Describing the Entry and Exit Level

Describing the entry and exit level will be useful for syllabus designers to determine the level of students' language skills. Information is gained through proficiency test such as TOEFL, IELTS or specially designed tests made by the teachers. Here, on my study, I used a TOEFL preparation test to find out the level at which the program will start and the level students may be expected to reach at the end of the course.

2.2.5.3.3. Choosing the Course Content

Graves (1996, in Xenodohidis, 2006) as cited in Hatfreak, 2012) mentioned several issues which should be taken into account in selecting materials: a) effectiveness in achieving the course purposes, b) appropriateness of the materials, hence the students will feel comfortable since the materials are relevant to their interests and language level, c) Feasibility or the material will be in accordance with the students' capabilities and the course will not prove too difficult for them.

Choosing the course content, furthermore, deals with listing possible topics related to road safety management, units, skills, and other units of course

organization needed by students of Diploma IV of Road Transport Safety Management Study Programme.

2.2.5.3.4. Determining the Scope and Sequence

Scope refers to the breadth and depth of coverage of items in the course. In contrast, sequence deals with deciding which content is needed early in the course and which provides a basis for things that will be learned later. The materials are selected from many sources as recommended by the head of the department and subject specialists.

However, Richards (2001:149-151) proposed some concepts of sequencing the material based on the following criteria: a) Simple to complex or sequencing material by the difficulty level, b) Chronology—it is sequenced according to the order in which events occur in the real world, c) Need or when students are most likely to need it outside the classroom, d) Prerequisite learning which reflects what is necessary at one point as a foundation for the next step in the learning process, e) Whole to part or part to whole—material at the beginning of a course may focus on the overall structure of a topic before considering the individual components that make it up, or the course might focus on practicing the part before the whole, and f) Spiral sequencing which involves the recycling of items to ensure that students have repeated opportunities to learn them. The sequence of the content of this integrated syllabus is organized based on chronology which refers to the order in which events occur in the real world.

2.2.6 Analysis of Language Skills

In constructing a framework for designing and monitoring task, as Nunan (1989:22) stated, teacher shall be considering all the skills conjointly as they interact with each other in natural behavior. In addition, Nunan said that more than one macro skills are involved in most tasks of any complexity in real life as in the classroom. In other words, one has occasions when s/he is simply listening, speaking, reading, or writing to the exclusion of the other skills.

Furthermore, the use of the functional language map is important in designing a matrix of language content from which teachers select when planning a text-based syllabus (Feez and Joyce, 1998:71). There are horizontal dimensions and vertical dimensions of the matrix. The horizontal dimensions of the matrix are register, meaning, grammar, and expression. By contrast, field and ideational meaning, tenor and interpersonal meanings, mode and textual meaning are vertical dimensions of the matrix.

Feak (2013:35) said that ESP appear to be overall somewhat more focused on writing than speaking. One factor contributing to this phenomenon is that in some ESP contexts, specifically EAP, written genres rather than oral genres have been considered as more central professional success. Since Road Safety Transport Management Study Program deals with EAP and EOP, written cycle will be more emphasized in order to better understand in writing such report and reading instruction.

Furthermore, Road Safety Transport Management Study Program can be categorized as EST. With regard to teaching EST, linguistic form was at first what

became the concern of EST teachers and researchers. However, the concern was later emphasized on skills. Additionally, "a more recent focus has been on disciplinary socialization and most recently a critical perspective, which considers how literacy practices express societal or disciplinary power differences" (Parkison, 2013:155). Regarding the expanded focus in EST teaching, Halliday (2006, in Parkison, 2013) noted that it comprehends rather than replaces prior ones.

In addition, since English for science and technology encompass scientific English, Halliday (1993, in Parkison, 2013:155) commented that a text is recognized as scientific English because of the combined effect of clusters of features and, importantly, the relations of these features throughout a text. Yet, characteristic forms and vocabulary of science or technology should not be considered as separate from the genres in which they occur, because linguistic differences are part of what constitutes genre.

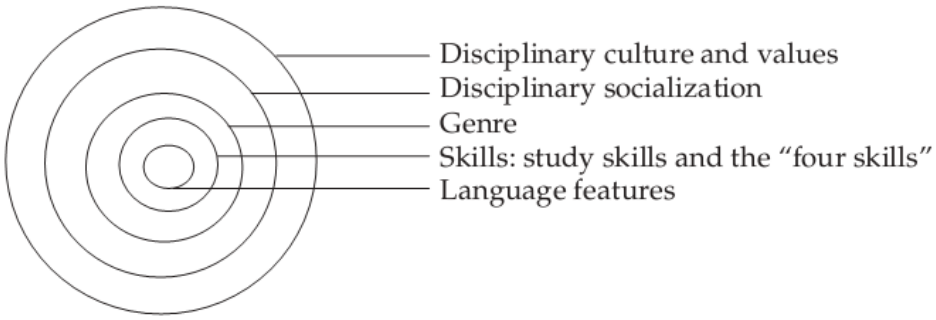

Figure 2.5 The expanding focus of ESP (Paltridge and Starfield, 2013:156)

Similarly the genres of science and technology partially constitute the various disciplines, and cannot be separated from them. Being a member of a

discourse community, as Paltridge (2012, in Parkinson, 2013: 156) explained, involves using its characteristic language and genre and sharing its values reflected in its language and genres as well. Besides, it involves taking on a role recognized by other members of the discourse of community.

2.2.6.1 The Nature of Listening

In a recent review of materials for ESP, McDonough (2010, in Goh, 2013:54) identified over twenty professional areas in which English was needed for effective communication, these included aviation, commerce, engineering, and so on. Moreover, his review is particularly relevant to the discussion of ESP and listening.

Firstly, for most if not all of the materials surveyed, the explicit emphasis was on learning specialized vocabulary. While grammar and language skills (speaking, listening, reading and writing) are also important in many of the materials she described, the emphasis given to each of these areas was uneven. Where oral communication skills are crucial to an area of work the focus tended to be on speaking and the correct pronunciation of technical words.

Furthermore, it is important that EAP learners have strong listening comprehension skills not only for understanding lectures but also for interaction with others in face-to-face communication. Students of Road Safety Transport Management Study Program are expected to continue their education into higher level in some overseas universities (i.e., Leeds University, Monash University, and the Singapore Land Transport Academy) since Road Safety Transport Management Study Program is only available at those universities.

To recognize the sounds the students hear, and construct meaning from the spoken text, Goh (2013:58) explained that all second language listeners need three types of knowledge—knowledge about the language (phonology, syntax, and vocabulary), knowledge about language use (discourse and pragmatic), and knowledge about context, facts, and experiences (prior or background knowledge, or "schema").

In addition, Dudlye-Evans and St John (1998:95, in Goh, 2013:58) proposed two macro-skills for ESP listening. First, listening to monologue and second is listening and speaking and each in turn consists of several micro-skills. Moreover, Vandergrift and Goh (2012, in Goh, 2013:61) suggested for greater clarity on listening comprehension processes it is more helpful to consider the core comprehension skills that effective listeners use either singly or in combination in order to achieve their desire compression goals.

Listen for detail	Understand and identify specific information
Listen for main ideas	Understand and summarize key points in a text
Listen for global understanding	Understand the gist of the message
Listen and infer	Fill in the gaps in one's understanding by using knowledge about the language forms and use, and relevant prior knowledge
Listen and predict	Anticipate what one will hear
Listen selectively	Pay attention to specific parts of the message by ignoring other parts.

Figure 2.6 Listening compression goals

Each of the above core skills can be further differentiated into sub-skills, for instance, listeners can make inferences using a number of contextual and linguistic cues depending on the context for listening such as seminar discussions

and professional conversation. Moreover, it becomes clear that many of the skills that learners need when participating in a discussion are in fact similar to those needed for everyday conversation.

Moreover, Richardss (1987, in Nunan, 1989:24) distinguished between conversational listening (listening to casual speech) and academic listening (listening to lectures and other academic presentation).

2.2.6.2 The Nature of Speaking and Oral Interaction

Nunan (1989:27) said that spoken and written languages are the two different things as Brown and Yule (1983) distinguished them. Spoken language consists of short, often fragmentary utterances, and in a range of pronunciations. Brown and Yule, then, draw a useful distinction between two basic language functions. Firstly, the transactional function, which is primarily concerned with the transfer of information. Secondly, the interactional function, in which the primary purpose of speech is the maintenance of social relationship.

Other speaking skills are monologue and dialogue. Those are also different. The ability to give an uninterrupted oral presentation is quite distinct form interacting with one or more other speakers for transactional and interactional purposes (Nunan, 1989:27-28). Furthermore, Brown and Yule suggest that transactional skill is a skill which generally has to be learned and practiced by students in order to perform satisfactorily in long turns.

Furthermore, Feez and Joyce (1998:71) explained that spoken language tends to be more concrete than written language. The words and structures reflect what they are representing. They also explained typical features of spoken

language—dynamic, interactive staging which is difficult to describe, flexible and fluid, on-going and open-ended, spontaneity phenomena (false starts, hesitation, interruptions, overlap, incomplete clauses), turn-taking organization, everyday lexis, non-standard grammar, grammatical complexity, moves rapidly from one point to another and sometimes back again, strings information out, speakers can rely on a shared physical context to convey meaning (context-dependent), and speakers can also request clarification.

2.2.6.3 The Nature of Reading Comprehension

Hirvela (2013:77) said that reading occupies what might be called a curious place in ESP. By contrast, Jordan (1997:51, in Hirvela, 2013:77) explained that based on the self-assessment or questionnaire-based survey, students almost always cited reading as the skill causing them the least difficulty.

Furthermore, McDonough (1984: 70, in Hirvela, 2013:77) pointed out that "English is the language of textbooks and journals." In other words, for many learners, English is a "library language", especially in English as a foreign language contexts, thus, reading is very important in ESP.

Nunan (1989:33) suggested that schema theory is particularly significant for second language learners. Many reading passages can only be adequately comprehended if the reader has the relevant cultural knowledge. In other words, reading is an interactive process between what a reader already knows about a given topic or subject, and relevant background knowledge is important factor in reading comprehension than grammatical complexity.

In line with Nunan's statement, Swales (1990:58) as cited in Hirvela (2013:80) explained that with the use of genre analysis techniques, ESP students can be taught how to recognize (as readers) and mimic (as writers) the "schematic structure" of texts in their chosen discourse community.

Moreover, it is also important to expose the students of Road Safety Transportation Management to an authentic scientific text. Some studies done by scholars (Martinez, 2002, Pritchard and Nasr, 2004, and Kirschner and Wexler, 2001) comfirmed that exposing ESP students to various version of an authentic scientific text in their dicipline will be more useful in teaching reading.

Looking more broadly at the development of reading skill and improved comprehension, Brosnan, et al (1984:29, in Nunan, 1989: 35) suggested that in carrying out the reading task, teachers would have been involved ini recognising and understanding script and format; recognising and understanding key words and phrases; skimming for gist; identifying the main point in text; and reading in detail.

2.2.6.4 The Nature of Writing

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables, such as content, format, sentence structure, vocabulary, punctuation, spelling and letter formation simultaneously (Bell and Burnaby, 1984, in Nunan, 1989: 36). In addition, Feez and Joyce (1998: 77) explained that as language becomes more written, it also becomes more abstract and nominalzed as it is distanced from a literal recording of actual experiences.

Hyland (2013:95) stated that writing is a key feature of every student's experience. They have to deal with commercial letter, emails, reports and minutes of meetings. In other words, writing in English assumes an enormous importance for students in higher education and on professional training courses. Hyland also added that teachers must help students to gain control over the texts they are asked to write, and at the same time, an exploration of their target genres helps them to see the assumptions and values, which are implicit in those genres and to understand something of the relationship and interests in that context. In brief, Swales (2004, in Hyland, 2013:98) stated that genres in ESP are usually regarded as staged, structured events, designed to perform various communicative purposes by specific discourse communities.

Moreover, Nunan (1989:37) suggested successful writing involves mastering the mechanics of letter formation; mastering and obeying conventions of spelling and punctuation; using the grammatical system to convey one's intended meaning; organising content at the level of the paragraph and the complete text to reflect given topic/comment structures; polishing and revising one's initial efforts; and selecting an appropriate style for one's audience.

2.2.7 Level of Difficulty

McDonough (2010, in Goh, 2013:58) stated that ESP learning materials are typically developed for learners who have roughly an intermediate level of proficiency. This study, however, focuses on investigated the needs of students of D IV of Road Safety Transportation Management. They can be categorized as

intermediate learners since they have some knowledge about English but are not yet advanced.

Furthermore, the level of difficulty of learning material will be based on the student's proficiency level. In other words, in accordance with student's proficiency level, teacher will adjust the level of difficulty of such learning material. Richards and Schmidt (2010:464) described proficiency level as a description of a language learner's level of performance in a target language. It is often described in terms of begginer level, intermediate level or advance level. Moreover, proficiency levels are also used to described difficulty levels of language course and language teaching materials.

Conference presentation, for example, is an intermediate stage. Webber (2005, in Ferguson, 2013: 251) drew attention to interactive features in conference monologues, ones that clearly distinguish this genre from others. These include: a). Frequent use of second person "you" and first person "I", signaling a higher degree of speaker involvement and conscious effort to engage the audiences; b). The use of specific discourse markers: e.g. "now" to indicate a new discourse unit' "so" to signal a discourse transition-point, and c). The use of imprecise quantifiers (e.g. "about).

In addition, curriculum or syllabus designer also has to pay attention to technical words, for example, in urban planning.Students of D IV of Road Safety Transportation Management do not uncommonly have a sound knowledge of the meaning of a technical term yet struggle over its pronunciation, which the teacher may well be able to assist with. Furthermore, even if the teacher does not engage

with teaching technical words directly, they can equip students with strategies for learning such vocabulary. (Chung and Nation, 2003, in Ferguson, 2013:253) give a brief example—through fostering students' skills in recognizing technical words, interpreting definition, and relating word sense to core meaning.

CHAPTER III

RESEARCH METHOD

Chapter III will put an emphasis on the research methodology comprising the type of the study, the setting, the population and sample, the research procedure, the data collection technique, the research instrument, and the data analysis technique.

3.1 Research Design

According to Gay *et al* (2011:445) when the researcher demands to answer a descriptive question (i.e., what happened?) or an explanatory question (i.e., how or why did something happen?), the most appropriate method she/he can use is a case study. Besides, the researcher in a case study focuses on a unit of study known as a bounded system (i.e., individual teachers, a classroom, or a school). This study, furhtermore, attempts to investigate "a case" in which here refers to the English syllabus. By adopting case study, I attempt to describe what happened with the previous syllabus, and explain why we need to redesign a new English syllabus.

In doing a case study, I focus on obtaining and inteprating the data. I, furthermore, am able to use several data collection techniques such as questionnaire, observation, and interview. All of the data emphasizes in unity and wholeness of the case.

Yin (1984:23) as cited in Nunan (1992:76) explained that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. Furthermore, in applied linguistics, the case study, however, has been employed principally as a tool to trace the language development of first and second language. Moreover, case study is 'strong reality' and therefore likely to appeal to practitioners, who will be able to identify with the issues and concern raised (Adelman, 1976, in Nunan, 1997:78).

Furthermore, there are some stages in doing a case study (Isaac and Michael, 1987:48). First stage is stating the objectives. It explains the unit of study, its characteristics, relationships, and processes will direct the investigation. Second one deals with designing the approach. It includes the way units are selected, source of data and data collection method. Moreover, third stage is collecting the data, while fourth stage is organizing the information to form a coherent, well-integrated reconstruction of the unit of study. The last stage deals with reporting the results and discusses their significance.

3.2 The Subjects of the Study

The subjects of this research were as follows:

1. Sixty two students of Diploma IV of road safety transport management programme study of road safety transport polytechnic Tegal from the fifth semester.

2. Four lecturers of Diploma IV of road safety transport management programme study of road safety transport polytechnic Tegal.
3. Two English lecturers of Diploma IV of road safety transport management programme study of road safety transport polytechnic Tegal.
4. Two stakeholders, they are Dishubkominfo Kota Tegal and Dinas PU Kabupaten Brebes.

3.3 Instruments of Data Collection

According to Richards (2001:59) there are various ways for conducting need analysis. The kinds of information are obtained based on the type of procedure selected. Moreover, Hutchinson and Water (1987:153) pointed out that methods most frequently used are questionnaires, interviews, observations, data collection from gathering texts and informal consultation with learners, sponsors, and others. However, for the purpose of this study, I used three methods of collecting the data, namely questionnaire, interviews, and observation.

1. Questionnaire

   According to Richards and Schmidt (2010:478) questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent. Besides, it is used by the researchers to convert into data the information directly given by a person (subject). I used the two types of questionnaires namely closed questionnaire or structured responded and open ended questionnaire or unstructured responses. What differentiates between

open-ended from close is the type of response that the respondent is allowed to make (Tuckman, 1978:200).

In line with the questionnaire as one of the instruments of data collection, it is important to validate the questionnaire first before piloting it. According to Brown (2004:22) validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. I used content and face validity to validate the questionnaire. Content validity refers to the validity that is used rational analysis toward the topic and the field that being tested.

To prepare the questionnaire, I firstly gained information such as language use, classroom activities, and preferred teaching methods toward previous syllabus, while overview skills needed information was elicited from alumni profile. In addition, face validity refers to asking some experts to get some information and advice in evaluating the students' achievement. There were two experts who validate the questionnaire in this study—the thesis advisor and the head of education and curriculum of PKTJ.

Another way of measuring the test is reliability. It is done when validity test has been measured. Mousavi (2002:804) in Brown (2004:20-22) suggested that a reliable test is consistent and dependent. The same test can be tested to the same students on two different occasions, yet the test result is similar. To get the reliability of the questionnaire, I experimented the questionnaire twice to the same subject on different time.

2. Interviews

   Interview, however, allows for a more in-depth exploration of issues that is possible with a questionnaire (Richards, 2001:61). I used semi-structured interview which grants the researcher to have a general idea of where she or he wants the interview go to, and what should come out of it, but does not enter the interview with a list of predetermined question (Nunan, 1992:149).

   In addition, Tuckman (1978:196) said that both questionnaire and interview make it possible to measure what a person knows (knowledge or information), what a person likes and dislike (values and preferences), and what a person thinks (attitudes and beliefs).

3. Observation

   Observation of learners' behavior in a target situation is another way of assessing their needs (Richards, 2001:61). Moreover, it is the purposeful examination of teaching and learning events through systematic processes of data collection and analysis (Richards and Schmidt, 2010:407). The results of the observation, further, are written as field notes (Moleong, 2014: 208).

3.4 Technique of Data Collection

In line with the instruments of data collection, the data on target, learners and learning needs were collected at the very early stage of this study through:

1. Administering the need analysis questionnaire

   There are two types questionnaire I provided in this study. The following questionnaire I use:

a. *Staff/lecturer questionnaire*. This includes some questions about background information concerning the course or paper the lecturer was describing, overview of problems experienced by students in the course, linguistic demands of the course, suggestion as to which language skills should be focused on in course, and modifications made in teaching or in examination as a result of the difficulties experienced by students. The organization of the staff/lecturer questionnaire can be seen in appendix 1

b. *Students' questionnaire*. It is a modified version of staff questionnaire. The structure similar but with greater emphasis on language expectation and emphasize on problem being encountered. Moreover, the organization of the student questionnaire can bee seen in appendix 3

c. *Stakeholders' questionnaire*. This questionnaire was developed to find out the learners' need based on stakeholders' need. In this case, stakeholders feel the necessity English in their special field since the stakeholders have various perceptions regarding their preferences for the language skills and sub-skills. The goal of the language program, further, must be compatible with stakeholders' wants. The organization of stakeholders' questionnaire, furhtemore, can be seen in appendix 2

2. Doing interviews

A semi-structured interview was provided to staffs/lecturers and students. However, I interviewed a portion of the potential population instead of total

population and seek to create a sample that is representative of the total population.

3. Doing observation

   Observation is conducted during the teaching-learning process. As an English teacher, I am responsible in doing this observation of students' attitude towards language. Besides, observation can also be informal need analysis which deals with the informal negotiations that take place between class teachers and students in the form of chats with either individual or groups of students. The result of the questionnaire was in the form of field notes.

3.5 Technique of Data Analysis

As mentioned in advance, here are three ways to collect the data in this study, namely questionnaires, interviews, and observation. Therefore, two types of data collection were implemented in this study. They are qualitative and quantitative data. The qualitative data are obtained from the interview and observation. The interviews, further, were recorded and transcribed. It contains feedbacks and suggestions from teachers, students and stakeholders. Moreover, the results of the observation were written as field notes.

In contrast, questionnaire is used as the quantitative data. The statistical Package for the Social Science (SPSS) 16.0 was used. Descriptive statistics are used to analyze the data in the questionnaire. I used scaling technique to find the agreement towards the effectiveness of the questionnaire. Furthermore, it was

analyzed by using *Likert Scale.* The subjects were asked to rate their opinion based on a five-point scale. The data are, further, converted into the interval of mean values on a scale of 1 up to 5 using a range of the factual score as follows:

Score	Category	Mean Range
1	Not useful	1.00-1.50
2	Rarely useful	1.51-2.50
3	Sometimes useful	2.51-3.50
4	Useful	3.51-4.50
5	Very Useful	4.51-5.00

Table 3.1 Meaning of five-point scale

The table 3.2 below shows that the students' agreement to the speaking tasks varied. This is shown from the range of the mean; i.e. 3.48 up to 4.08.

No.	Reading Skills	Score					Mean Value	Category
		5	4	3	2	1		
1	Reading scientific/ engineering text in road safety transport management for comprehension	22	24	15	1	0	4.08	Useful
2	Reading manuals/ safety rules/ warning signs	20	24	15	3	0	3.98	Useful
3	Reading English in design drawings	15	22	19	5	1	3.72	Useful
4	Reading professional text (i.e., rules of practice, contracts)	21	24	11	5	0	4.00	Useful
5	Reading written instruction/ advice	11	20	19	12	0	3.48	Sometimes useful

Table 3.2 Example of analysis of mean and category of student questionnaire

I inferred from the table 3.2 above that none of those five reading activities are considered as a very useful activity. However, reading activity—reading scientific/ engineering text in road safety transport management for comprehension, reading manuals/ safety rules/ warning signs, reading English in

design drawings, reading professional text (i.e., Rules of practice, contracts) are considered as useful activities among those five activities. It is proven by the mean value 4.08 and 3.98. However, reading activity—reading written instruction/advice is considered as sometimes useful reading activity since the mean value of this activity is 3.48.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reviews the findings of the research questions mentioned in Chapter I. The answers, furthermore, are based on data collected, computed and analyzed from the three groups of subject of the research—students, lecturers, and stakeholders.

4.1 Finding of The Needs of the Students

Before piloting the students questionnaire, I asked some experts to get some information and advices in evaluating the target need through *face validity*. Furthermore, I distributed the students questionnaire on November 10, 2014. After administering and analyzing the questionnaire, I found some mistakes on the students questionnaire I made.

First, the scales provided in the questionnaire were not the same among each part of the questionnaire. For instance, in part II (English Skill) there was a five-point scale ranging from 1-2 (Very Useful), 3-4 (Useful), and 5 (Not Useful). Nonetheless, in part VI (Students' Obstacles) there was only a three-point scale without number. It was only stated 'Very Useful', 'Somewhat true' and 'Not True'. Besides, a four-point scale was provided in part VII (Students' Expectation toward the Teacher). It was 1 (Best), 2 (Good), 3 (A Little), and 4 (No). As a consequence, the students felt confused in filling the questionnaire. Some of them left the questions blank.

Second, it was inconvenient for me to analyze the point scale of the questionnaire because 1 refers to the highest score, otherwise, 5 refers to the lowest score. Thus, when it came to descriptive statistics, the result data was peculiar.

Finally, I rearranged the students' questionnaire and validated the questionnaire through expert judgment. Moreover, I distributed the rearranged-students' questionnaire on January 21, 2015. There were eight parts provided in the questionnaire, namely Respondent, English Skills, Language Structure, Overview of Skills Needed and Difficulties Encountered, General Statement, Students' Obstacles, Students' Expectation toward the Teacher, and Skill Improvement.

4.1.1 Description of the Learners

There were 44 male and 22 female students of the fifth semester of Diploma IV of Road Safety Transport Management study programme. Thirthy three students are from A class, while 32 others are from B class. Here are the data of the learners.

Class	**Number of Students**	**Sex**	
		Male	**Female**
A	33	23	10
B	32	21	12

Table 4.3 Data of the Students

4.1.2 English Skills

English skill part has five sub-parts. They are speaking, listening, writing, reading, and multi skills. Those sub-parts, further, cover the target needs. The questions facilitated "what to learn" matters for the students.

4.1.2.1 Speaking Skills

There are nine speaking activities provided in this sub-part. The students, moreover, were asked to give their opinion about the degree of usefulness (see appendix 4). According to the result of the questionnaire, 30 students expect to be able to deliver oral presentation on project design. They said that this speaking activity is very practical. Besides, 19 others said that it is useful.

However, some speaking activities are considered not useful for the students. They do not expect to use English in talking about everyday task and duties such as preparing roll call (*apel*) or drill command *(baris berbaris)*. There are only 10 students said that it is very useful, while 21 others felt that this speaking activity is slightly important, and 10 students believed that it is not useful. To sum up, here I list five learning activities highly-rated by students because they consider them very useful activities. Those speaking activities are:

1. Delivering oral presentation on project design
2. Maintaining an interview
3. Reporting orally on project
4. Engaging in professional conversation (this includes elements of informal, casual, and/ or business conversation)
5. Analyzing and presenting information presented in graphs, charts, tables, etc.

4.1.2.2 Listening Skills

The table below shows two listening activities provided on the questionnaire. Listening to English-speaking boss's instruction or advice is considered very useful by 20 students, while 20 others think that it is useful. After graduation, they

hope to work in international-scaled company since Indonesia is one of the members of AFTA (Asean Free Trade Agreement) in the following couple of years. Furthermore, 16 students expect to be able to listen to presentation and discussion in a meeting, seminar or conference. None of them said that the two listening activities are not useful.

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Listening to English-speaking boss's instruction or advice	20	20	17	5	0	3.88	Useful
2	Listening to presentation and discussion in a seminar	16	22	20	4	0	3.80	Useful

Table 4.4 Listening Skills

4.1.2.3 Writing Skills

There are eleven writing activities shown in writing skill sub-part (see appendix 2). Based on the questionnaire result, there are two writing activities which get the same percentage and considered very useful activities. Those are writing proposal or designing project and writing job application letter in which 29 students expected to master these skills. Besides, 14 students said that writing proposal or design project is useful, 17 others feel that it is sometimes useful.

Moreover, 24 students recommended writing job application letter as useful activity, while 8 others said that it is sometimes useful. The students also expect to be able to write formal definition of technical terms and expression as this activity are chosen by 21 of them. In brief, these are the five highly-rated writing activities based on the questionnaire. They are:

1. Writing job application letter
2. Writing proposal or design projects

3. Writing formal definition of technical terms and expression
4. Writing research/ lab papers
5. Recording/completing equipment and safety checklist/ forms

4.1.2.4 Reading Skills

Another important skills is reading skills. Thus, fifteen reading activities are provided in the questionnaire (see appendix 4). The result of the questionnaire, furthermore, can be inferred as students' need. The first reading activity which is highly-rated as a precisely useful activity is understanding text organization. Most of the students said that it is very important, and only 2 students think that such activity is not useful. Another most useful reading activity is reading scientific/engineering text in road safety transport management for comprehension. There are 22 students or believed that it is very essential to understand scientific/engineering text related to their major, and 24 others felt that it is as a useful activity.

However, some reading activities are also considered not useful activities. Either reading written instruction or searching the internet English sources activities are only chosen by 11 students. In short, these are the five top list of reading skills based on the questionnaire result:

1. Understanding text organization
2. Reading scientific/ engineering text in road safety transport management for comprehension
3. Reading manuals/ safety rules/ warning signs

4. Reading a text quickly in order to establish a general idea of the content (skimming)
5. Looking through a text quickly in order to locate specific information (scanning)

4.1.2.5 Multi Skills

The last sub-part of English skills is multi skills. It contains of general skill based on the learners need—field trip abroad, held by Diploma IV of Road Safety Transport Management study programme. The students visit Singapore, especially Singapore Land Transport Academy to follow public lectures and discussion in current issues of road safety transport management. Furthermore, eligible students also follow field trips abroad along with the lecturers. They visit Australia Transport Ministry and Korea Transport Ministry. Many of them also become presenters or participants of international seminar held in Indonesia and overseas.

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Joining fields trips abroad (i.e., applying passport, how to change money in money changer, do's and don'ts in Singapore)	28	16	15	3	0	4.11	Useful
2	Training abroad	30	20	8	2	2	4.19	Useful

Table 4.5 Multi Skills

According to the questionnaire result, most of the students said that both activities are very useful. There are 28 students said that joining fields trips abroad is very useful, 16 others think that it is useful. They expect to have general knowledge about Singapore. They would like to know about things that allow and

are not allowed to do during their field trip in Singapore since it is famous with the country of fine. In addition, following a training, international seminar or forum is also important, hence, 30 students feel that they need to know about cross-cultural understanding among countries.

4.1.3 Language Structure

This sub-part analyzed the language skills which contain of four macroskills of listening, speaking, reading, and writing (see appendix 4). In real life as in the classroom, most activities involve more than one macroskill. Those language skills are unified into a complex language activity. Therefore, these language skills will be integrated rather than categorized into separate macroskills, though some of them can be specialized components focusing on one or two of the skills to the exclusion of others (Nunan, 1989: 22).

4.1.4 Overview of Skills Needed and Difficulties Encountered

Table 4.6 below presents information of each of macroskills which are need by the student in their course of study and difficulties encounter by them during the teaching learning process. In gaining the information, two questions are proposed—a question related to their need of macroskills, another one is level of difficulty of each macroskills that they encounter.

a. In your course of study, how often are you expected to use the following skills?

No	English Skills	Mean	Meaning
1	Listening	3.91	Often
2	Speaking	4.74	Very Often
3	Reading	3.82	Often
4	Writing	4.16	Often

Table 4.6 Overview of Skills Needed

b. How do you have difficulty with each of these skills?

No	English Skills	Mean	Meaning
1	Listening	3.85	Often
2	Speaking	3.80	Often
3	Reading	3.17	Sometimes
4	Writing	3.75	Often

Table 4.7 Difficulties Encountered

The first question is about overview of skill needed by the students. Based on the questionnaire result above, the most macroskill needed by them is speaking as shown in the mean score of 4.7419. Besides, it was also shown with a mean of 4.1613 that writing is another macroskill which is required in their course of study. Listening and reading come afterwards.

The second question deals with difficulties encountered in the course of study. Students indicated that the most difficult skills was listening as shown in the table above with a mean of 3.8548. Speaking is another difficult macro skill as shown with a mean of 3.8065, while writing is quite difficult (mean of 3.7581) and reading seems to be the easiest skill (mean of 3.1774) based on the questionnaire result.

4.1.5 Skills Contribution

In line with the previous sub-part—overview of skills needed and difficult encountered, this sub-part supports the result of the prior one. There are two questions provided in order to gain the information about macroskill which students think it gives the greatest contribution to their course of study and their future job. Here are the result of the questionnaire.

a. How often to success in your course of study are the following abilities?

No.	English Skills	Mean	Meaning
1	Listening to English	4.2258	Often
2	Speaking to English	4.7581	Very Often
3	Reading English	4.2581	Often
4	Writing English	4.4677	Often

Table 4.8 Contribution of skill of course study

b. How important to success in your field after graduation are the following abilities?

No.	English Skills	Mean	Meaning
1	Listening to English	4.1613	Often
2	Speaking to English	4.9032	Very Often
3	Reading English	4.1774	Often
4	Writing English	4.5323	Very Often

Table 4.9 Contribution of skill of future job

Based on the questionnaire result of question one above, speaking is skill which is very important in their course of study. Students believed that it gives the greatest contribution to their success in study as shown with a mean of 4.7581. They feel that they will pass the course of study well if they have a good ability in speaking.

Writing also gives greater contribution to their success in course of study as shown with a mean of 4.4677. Reading (mean of 4.2581) and listening (mean

of 4.2258), furthermore, often contributes to their success of study . In brief, this result of questionnaire supports the result of the previous one (overview of skill needed) in which speaking is a macroskill the students need the most and it gives the greatest contribution to their success in course of study.

In addition, most of students also believe that speaking is the main skill which is useful to their future job as shown with a mean of 4.9032. They said that it is important to success in their field after graduation. Writing is also indicated as very often skill need with a mean of 4.5323, while reading is slightly need (mean of 4.1774), and listening is less needed (4.1774).

4.1.6 Student's Obstacles

There are thirteen reasons why these students did not continue their previous English course. The result of this questionnaire, however, implicitly reflects the learning needs. Based on the questionnaire result, the most common reason why they stopped studying English is because they were not given any opportunity to use English outside the classroom. It can be inferred that they expect to use English outside the classroom activities. In addition, here are the other common reasons for not continuing study English.

1. They were not taught things that they could see.
2. The materials were not relevant to their needs.
3. The materials were not challenging.
4. The teacher did not know how to teach English
5. The material were not interesting.

Those most common reasons, further, can be one of the important consideration in redesigning the syllabus, particularly the ones which deal with the teaching material. As we can see that the three common reasons stated by the students related to the given material. Most students said that the materials were not relevant to their needs. Besides, they not only believed that it was not challenging, but also is not interesting. It can be concluded that the teacher, however, taught general English instead of English for specific purpose.

4.1.7 Student's Expectation towards the teacher

There are seven ways of teaching which are considered necessary by students. This questionnaire result, furthermore, contains students' opinions which reflect their learning needs especially on what they expect from the teacher when she/he is teaching them. Based on the questionnaire result, most of students said that it is very necessary to teacher to use both English and *Bahasa Indonesia* during the teaching learning process as shown with a mean of 4.5645. Either using English or *Bahasa Indonesia* only is not expected by them.

Besides, students also expect the teacher to practice new grammar points first before practicing them as shown with a mean 4.3710, rather than practice first before explaining new grammar points. They also like if the teacher corrects their mistakes of pronunciation and grammar. Moreover, here I list several most favorable ways in teaching English preferred by most of students.

1. Use both English and *Bahasa Indonesia*
2. Explain new grammar points before practicing them.

3. Correct my mistakes of pronunciation.
4. Correct my mistakes of grammar.

4.1.8 Skills Improvement

The questionnaire of need analysis shows twenty two activities that the students would like to improve. In order words. this result of the questionnaire presents the target needs which need to be improved in order to success their course of the study.

Based on the questionnaire result, there are several activities that the students need to improve. First, they think that they need to improve their speaking skill dealing with giving formal speeches/presentation. It is said by most of the students. Moreover, others said that it is important to improve communication with staff in or out of class effectively.

However, not only speaking activities which students would like to improve the most, the students also think that some reading activities also need to improve. Here are several activities which need to improve by the students.

1. Giving formal speeches/presentation.
2. Communicating effectively with staff in or out of class.
3. Expanding Knowledge of vocabulary.
4. Reading comprehension.
5. Mastering creative writing.

4.1.9 Additional Comments

The last part of the questionnaire requested suggestions and comments from students. This information was requested from the subject by open ended question. To sum up, some suggestions and comments from the students are listed as follows:

1. Teachers are expected to give more attention and time to low-ability students, thus they are able to understand more about the given material.
2. Students think that focus group discussion is more effective since high, average and low ability students can discuss the material comprehensively.
3. Teachers should be a good motivator.
4. Teacher should introduce them to TOEFL material.
5. Teachers should not have spoken too fast.
6. Native English speakers are expected to be guest teachers in practicing speaking and listening

In addition, interviews with students was also conducted to collect data regarding the skill sets of road safety transport management students need to have in order to be successful in the teaching learning process and later in the future job. I used semi-structured interview since the interviews were done in order to allow for a more in-depth exploration of the questionnaire result. Moreover, as a researcher, I was also allowed to have a set of questions beforehand, but intended the interview to be conversational. Semi-structured interview, further, allows informants to express their views in their own terms freely (Moleong, 2014: 191). Follow-up questions were also asked to assess more thoroughly the

communication needs of road safety transport management students. Students were being interviewed with some following questions. Those questions are as follows:

1. Q : Do you agree that highly effective engineers have a good writing skills?
   A1 : Yes
   Yes, I agree
2. Q : In your course of study, which skill is the most important to gain success?
   A : Speaking

Based on the interview data, the students agree that speaking is the most important skill they need in order to gain success in their course of study. It fits with the result of the questionnaire previously mentioned. Moreover, it is in line with the field notes (see appendix 6) that the students were active in speaking either with other students or their teacher. Some of them were not really fluent in speaking English, but they tried to speak English in classroom. ... they opened and closed the presentation with a good English, however, they did code-switching between Indonesia and English during presenting the content of presentation.

3. Q : Do you think that the given material were relevant to your needs?
   A : No
   Sometimes it is not relevant
   No. it's not relevant with my needs

Based on the interview data above, they said that the given material were not relevant to their needs. It is in line with the result of the questionnaire and also the field notes (see appendix 7) that some of the students were not able to answer the questions very well. However, others answered that they have already understood the material.

4. Q : Before performing a presentation, you will read reference journals, then do you find the difficulty with this skill?
   A : Yes.
   Yes, sometimes.
   Yes, but I can understand its main points.
   Yes, I have difficulty since my vocabulary is lack.

Based on the interview data, the students feel that they still have difficulty in reading, especially reading journals. However, the questionnaire result did not fit with the interview data since in questionnaire, they said that reading is quite easy, while listening is the most difficult skill to master. In addition, it is also supported by the field notes (see appendix 5) that the students were active in accomplishing the task. They actively discussed the text and the answer with their partner. However, when the lecturer asked them to answer the questions, most of them answered those questions incorrectly. They reasoned that they still confused with the text organization and its technical terms.

4.2 Discussion: Task-based Syllabus and Text-based Syllabus Differences

Text-based syllabus shares some features with task-based syllabus, since it focuses on preparing learners for real-word uses of English rather than organizing instruction around tasks. Furthermore, in both task-based and text-based syllabus, students are taught grammar implicitly. However, there are also some differences between the two syllabuses in teaching English for students of Diploma IV of Road Safety Transport ManagementStudents will do some tasks namely Real-world task (rehearsal rational) and pedagogical tasks (activation rational). Those tasks, furthermore, are based on task-based syllabus principle.

A task-based syllabus is concerned with purposeful activities which learners might be expected to engage them in meaningful communication. This fundamental claim for a task-based is shown in *Strategi Pembelajaran* (Learning Strategy) and *Penilaian* (Evaluation). Real-world task (rehearsal rational) and pedagogical tasks (activation rational) are used as learning strategy and evaluation in order to create learning opportunities in the classroom. The individual and group tasks below are an example of rehearsal rational:

Study the position available advertisements related to your educational background in the newspaper or internet website and find three that would be suitable for you and your partner. Then, write your own CV and exchange it with the partner.

Figure 4.9 Example of rehearsal rational activity

Moreover, pedagogical tasks (activation rational) such as role plays, simulation, problem-solving tasks and information exchange tasks are also used as parts of learning strategy and evaluation of spoken cycle:

JOB INTERVIEW ROLEPLAY

3. Your teacher will be an interviewer, and you will be an interviewee.
4. Get yourself to prepare for your interview by answering the following questions:
   - Tell about your personal identification
   - Tell your strenght, best skills.
   - Tell your biggest weakness.
   - Tell your career goals, future plans.
   - Advertise to sell yourself (why they hire you).
   - Tell your salary expectation.
5. At the end of class, as an interviewer, the teacher will report about who wins, why they are choosen.

Figure 4.10 Example of activation rational activity

In contrast, the content for a text-based syllabus is based on whole text. This approach to syllabus design emphasizes the social contexts in which genres are constructed, and how language is used in these contexts. In this concept of syllabus, learners need to make progress through mastery of key genre or text types occurring most frequently in specific context. Those text types are exchanges, procedures, information texts, story texts, and persuasive texts.

In addition, text-based syllabus is possible to help the students understand clearly the rhetorical move structure of the target genres. Another point worth noting is that this syllabus also specifies other components of texts, such as grammar, vocabulary, topics and functions. It expresses on the following *Kompetensi Dasar* (Basic Competence):

1. Speaking in various ideational meaning within oral interactional discourse particularly in the form simple descriptive related with the tour traveled by public transportation.
2. Understanding written descriptive and recount texts related with the importance of road safety and its problems particularly in the developing countries.
3. Doing monologue in the form of persuasive and narrative related with road safety refinement which is done together.
4. Doing a simple monologue in the form of procedure about how to get a driving license.

4.3 Integrated Syllabus for Teaching English based on ESP Approach

Through this part, I will describe how an integrated syllabus for Diploma IV of Road Transport Safety Management Study Programme was designed based on ESP approach. Since ESP is known as a learner-centered approach to teaching English as a foreign or second language, the goal and objective the course will be in line with students' need.

4.3.1 Planning Goal and Objective of the Course

The goal of teaching English is that at the end of the course, the students will be able to communicate accurately, fluently and appropriately in both practical written and spoken English related to road safety management at functional level. Furthermore, the objectives are:

1. The students will be able to read scientific/engineering textbook and manual in road safety transport management comprehensively for print and non print sources.
2. The students will learn how to write formal definition of technical terms and expression occurred in a journal/paper in their field of specialization.
3. The students will be able to use and understand appropriate gambits and expression in delivering formal presentation and information presented in graphs, charts, and tables.
4. The students will be able to listen and understand comprehensively to the given topic related to road safety transport management presented in a seminar or conference.

4.3.2 Conceptualizing the Course Planning and Syllabus Design

4.3.2.1 Course Rationale

The course rationale of teaching English for Diploma IV of Road Transport Safety Management Study Programme is to improve their communication skills in English in order to improve their employment prospects. This course, furthermore, emphasizes in reading and speaking since the two English skills are needed to communicate in their future job. The course seeks to enable the learners to be able to read scientific textbook and journal related to road safety management. It also seeks to develop the learners' skills particularly in delivering oral presentation.

4.3.2.2 Describing the Entry and Exit Level

Describing the entry and exit level will be useful for syllabus designer to determine the level of students' language skills. Information is gained through proficiency test such as TOEFL or IELTS.

A TOEFL preparation test was conducted on April 14th 2015 at 2 P.M. Moreover, it is used as entry level. The result shows that the average of students' TOEFL test is 430. According to Shanks, et al (2010: 11), it is categorized into elementary proficiency. The students in elementary proficiency, further, are able to satisfy basic survival requirement, maintain very simple face-to-face conversation on familiar topics; think in native language and translate into English. The result of TOEFL not only describes the competency level of students but also implicitly describe the target need of the students.

However, as an exit level, it is expected that the students will be able to achieve intermediate level in which students can initiate and maintain predicable

face-to-face conversations; range and control of language limited and comprehend the content of various texts independently.

4.3.2.3 Course Content

Choosing the course content, furthermore, deals with listing possible topics related to road safety management, units, skills, and other units of course organization needed by students of Diploma IV of Road Transport Safety Management Study Programme (see appendix 9).

4.3.2.4 The Scope and Sequence

Scope refers to the breadth and depth of coverage of items in the course. In contrast, sequence deals with deciding which content is needed early in the course and which provides a basis for things that will be learned later.

The materials are selected from many sources as recommended by the head of the department and subject specialists. The proposed sources of materials are some authentic textbooks on road safety management, the existing commercial books of English road safety, articles from the internet, which can be used for developing reading skills and expanding vocabulary items. However, the sequence of the content is organized based on chronology which refers to the order in which events occur in the real world.

4.4 Redesigning an English Syllabus

In improving or redesigning such syllabus, teachers' awareness and stakeholders' awareness of students' need, and situation analysis must be taken into consideration. It is in line with Hutchinson and Waters (1987:53) who argued that

an awareness of the need is what distinguished ESP from general English rather than the existence of a need.

4.4.1 Lecturers' Questionnaire Analysis

I distributed and interviewed 4 lecturers and 2 English lecturers. Based on teacher questionnaire result, I found some differences between teachers' belief and students' belief about their need of English. There are differences in overview of skills needed and difficulties encountered by students, and also in skills contribution.

a. In the course of study, how often are students expected to use the following skills?

	Students' Perception	**Teachers' Perception**
English Skills	Speaking	Reading
	Writing	Speaking
	Listening	Listening
	Reading	Writing

Table 4.10 Overview of Skills Needed

b. How do the students have difficulty with each of these skills?

	Students' Perception	**Teachers' Perception**
English Skills	Listening	Writing
	Speaking	Reading
	Writing	Listening
	Reading	Speaking

Table 4.11 Difficulties Encountered

There are two questions provided in order to gain the information about macroskill which students think it gives the greatest contribution to their course of study and their future job. Here are the result of the questionnaire.

a. How often to success in your course of study are the following abilities?

	Students' Perception	Teachers' Perception
English Skills	Speaking	Reading
	Writing	Speaking
	Reading	Listening
	Listening	Writing

Table 4.12 Contribution of skill of course study

b. How important to success in your field after graduation are the following abilities?

	Students' Perception	Teachers' Perception
English Skills	Speaking	Reading
	Writing	Writing
	Reading	Listening
	Listening	Speaking

Table 4.13 Contribution of skill of future job

Based on the data analysis, teachers thought that reading is the primary skill that students should master in order to understand their interest and academic pursuits. Teachers also believed that there must be a difference in teaching reading for ESP and regular English. In teaching ESP reading, it would be more emphasize in interpreting figures and diagrams, translating from symbols to language, analyzing rhetorical paragraph structure and so on, since in scientific expository writing, these aspects are very important.

In contrast, students recognized speaking as the primary skill that they must master in order to success in their study. They reasoned that speaking English fluently is very necessary both in delivering oral presentation either in class or in a seminar, and in talking about daily routines in *English day*. *English day* is held every Wednesday. Accordingly, the director of PKTJ, in that day, obligates all students and lecturers to speak English in or out of class.

In line with the previous result of teachers' questionnaire, reading is still the most notable English skill. Reading skill, furthermore, not only gives the students what they need to be successful learners, but it also obtains what they need to deliver a response, whether this is a written/oral reply or an action they must take in job and professional context. Quite simply, teachers believed that reading is the core of the other language skills such as writing, listening, speaking and grammar. Together with reading is writing skill since both skills are often required in workplaces.

4.4.2 Stakeholders' Questionnaire Analysis

There are 36 communicative events identified as occurring in the job situation. All four language skills were necessary, but the most important one is reading. Moreover, reading and writing together comprised the majority responses. In the study situation, the students had to use handouts or textbooks from abroad that used English as instructional language since there were fewer textbook of road safety transport management which used *Bahasa Indonesia*. They also had to complete major projects in *Bahasa Indonesia* in the final year; however the abstracts of the reports had to be in English.

In addition, English was used for communication in presentation and discussion in a meeting, seminar or conference either held in Indonesia or overseas. The manner in which communicative events occurred, the type of communication and the required level of English varied between situations. It was

influenced by the English ability of people in the workplace and availability of international collaboration in seminar or conference.

Furthermore, at the workplace, the communicative event involved reading engineering text in road safety transport management and reading professional texts in English. Another reading was reading project documents in English that had been received work from a larger or international-scaled company. Moreover, the need for reading manuals or safety rules or safety sign were required in both study and work situations since manuals could be in the form of hard copy or computer software, and the setting could be a place where a machine or computer was located, a library/work area.

The stakeholders, moreover, expected the former students to be able to read manuals at the level that enabled them to use the machines or programs correctly, apply the information in design project, and install computer software correctly.

Reading textbooks was also identified as an English skill that was required in both study and work situations. Therefore, it was required for both occupational and educational purposes. Textbooks referred to in this study were those marketed worldwide and uses English as its language. The content was considered academic and formal. The target level in reading textbooks, thus, was referred to in two ways.

First, in study situation, the lecturers specified clearly what the students or engineers should be able to do. This includes abilities at a micro level, for example, identifying language pattern and pronouncing technical terms correctly,

comprehension level (answering questions and getting the gist of reading), productive level (writing to show comprehension and translating the content into *Bahasa Indonesia*. On the other hand, the employees looked at textbooks only to find test questions and sample calculation.

Although they did not have native English boss, one of the communicative events regularly used was delivering oral presentation. It included engaging in professional conversation with stakeholders from abroad (i.e., Australia, Korea, Netherland, and UK). The stakeholders usually wanted to know the real condition of the safety transport management in Indonesia both spoken and written. Thus the ability of speaking English and writing a report or project were required.

Talking about everyday tasks and duties was identified as a communicative event taking place in study situation rather than in workplace. As *Bahasa Indonesia* is the official language of the country, all official functions and written communication of the government offices are carried out in *Bahasa Indonesia.*

However, the support staffs need to use English in a principally Indonesia organization and how they deal with English language demands of the workplace depend on the scale of the company or organization. For example, the staff of *Dishubkomninfo* or *Dinas Pekerjaan Umum Kota/Kabupaten* (regency level) faced difficulties when communicating in English with the public because the nature of their work did not require them to use English either spoken or written. While those who work at national or multinational organization/company (*Dishubkominfo* Province or *Bapennas*), especially for surveyors, the ability of

both spoken and written English were seen as important to perform their work effectively. Though, face to face communication was regarded as important, high priority was given to written communication, especially in the context of an investigation. In addition, open ended questionnaire was also provided in order to find out suggestions and comments from stakeholders. The summary of the suggestions and comments are as follows:

1. Reading is the most important skill among others.
2. Writing, listening, and speaking come afterward.
3. Enriching the students with wide range of vocabulary as well as comprehension skills.
4. Giving students the opportunity to use English outside.

Furthermore, they were also being interviewed with some following questions. Those questions are as follows:

1. Q : Do you agree that highly effective engineers have a good writing skills?
   A : They agreed that highly effective engineers have good writing skills.
2. Q : Do you agree that highly effective engineers are good communicators?
   A : They agreed that highly effective engineers possess good communication skills. It implies that oral communication is also important for engineers to be effective.
3. Q : What skill sets do students of engineering need in order to be place in reputed companies?
   A :
   - Presentation skills
   - Writing an impressive CV
   - Reading skill
   - Communication skills

4. Q : What skills do professional engineers need in order to be effective at the workplace?
   A : - Reading
   - Listening
   - Speaking
   - Writing

4.4.3 Situation Analysis Findings

Situation analysis or as Nation and Macalister (2010) called environment analysis focuses on other factors apart from learner needs that will have a strong effect on the implementation of a curriculum or syllabus plan. Those factors or constraints, moreover, can be positive or negative in syllabus design.

As Richards (2001: 92) stated that the results of situation analysis, both positive and negative are based on consultation with reprenstatives (students, teachers, and school officials of PKTJ, study analysis of relevant document (policy papers, curriculum document), and observation of teachers and students in relevant learning setting, here I list six factors that are discussed in the consultation.

Here I list six factors that are discussed in the consultation. These factors are societal factors, project factors, institutional factors, teacher factors, learner factors, and adaption factors as presented in the following table:

Societal Factors		
No.	**Positive**	**Negative**
1	Government sees positively English as an international language. (Based on The Explanation of National Education System Act Number 20. 2003. Chapter IX. Article 37. Subsection 1).	The quality of the English course has not been improved including the quality of syllabus which effects on insufficient language skills for work purpose.

2	Society also see positively English as an international language	
3	The stakeholders also point out that the need of English is applicable to the future job related to AFTA (Asean Free Trade Agreement).	
Project Factors		
1	Syllabus design is a compulsory project for the course institution.	The time frame for the project is limited.
2	The team members of syllabus designer are highly committed to the project and share a common vision.	The project is limitedly funded.
Institutional Factors		
1	All of the members of syllabus designers are experienced teachers.	Textbooks are not core of the curriculum and the teachers must not use the prescribed texts.
2	All of the non-teacher staffs are cooperative.	The teachers feel that they are underpaid.
3	The course institution is having progressive development.	Some teachers are part-time teachers and consequently after teaching their classes. they depart for their next teaching activity in another school.
4	The course institution differ greatly in their levels of professionalism.	
Teacher Factors		
1	Teachers are from English department graduate.	Some teachers teach in several different institutions. hence they probably see a new syllabus as disturbing their routine and not offering them any financial advantage.
2	Teachers are well-motivated.	
3	Their teaching experience. training and qualifications are adequate.	
Learners Factors		
1	Learner are higher students who have open-minded character.	Most of the learners are higher students who tend to be critical and detailed.
2	They are familiar with the academic discourse of engineering but needed to be able to transfer and use that knowledge in the professional context of workplace. In other words. Those students have already had knowledge of and some	They stop studying English since they were not given any opportunity to use English outside the classroom.

	experiences in English in the past.	
3	Most of higher students still have problems with communicating with others in English.	Students judge that the teachers do not know what they are doing or they do not know how to teach English related to their needs.
Adaption Factors		
1	The member of syllabus designers consists of experienced teachers who have already taught higher education students.	The teachers. sometimes. find the material difficult to use since they do not have knowledge of the relevant technical field.
2	The members of syllabus designers have worked together for more than two years.	

Table 4.14 Situation Analysis

The results of situation analysis above, both positive and negative are based on consultation with representatives (students, teachers, and school officials of PKTJ), study analysis of relevant document (policy papers, curriculum document), and observation of teachers and students in relevant learning setting. To sum up, there 17 positive situations and 11 negative situations occurred in situation analysis.

4.4.4 The Previous and the Redesigning Syllabus

There are some differences between the previous and the redesigning syllabus. As I explained in advance that the evaluation of the previous syllabus covers both its format and its content. The format of the previous syllabus, moreover, has two main parts, namely heading and body of the syllabus. Heading consists of the name of the institution, study program, subject and standard competency, while the body includes basic competency, indicators, teaching materials, teaching activities, evaluation, time allotment, and references.

However, since the redesigning syllabus is an integrated syllabus, the standard and basic competencies, and indicators are changed. Those differences are shown in the two tables below:

Kompetensi Dasar	**Indikator**	**Materi Perkuliahan**	**Kegiatan Perkuliahan**	**Peniliaian**	**Alokasi Waktu**			**Referensi**
					TM	**PK**	**PL**	
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
1. Mengenal istilah-istilah dalam bidang teknik sipil.	1. Mengucapkan berbagai istilah dalam bidang teknik sipil denagn tepat.	Introduction to civil engineering	Menyebutkan nama-nama benda dalam bidang teknik berdasarkan gambar denang lafal yang tepat	Tes tertulis Tes prakter	1	1		Pinero, Rocio A. English in Technical Engineerin, 1994

Table 4.15 Example of the previous syllabus

Kompetensi Dasar	**Konteks**	**Materi Perkuliahan**	**Strategi Pembelajaran**	**Peniliaian**	**Alokasi Waktu**			**Referensi**
					TM	**PK**	**PL**	
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Memahami teks tulis *descriptive and recount* tentang pentingnya keselamatan jalan dan permasalahan keselamatan jalan di beberapa negara berkembang.	Memahami berbagai tindak tutur dalam wacana tulis meliputi: Mendeskripsikan pentingnya keselamatan jalan	The importance of road safety	*Reading and writing strategies* yang meliputi: a. Reading and writing for the main ideas. b. Scanning a text for specific information..	Content-based units Labelling, describing, and explaining Assessing TRUE/FALSE statement. Reading and correcting exercises.	1	1		Road Safety Education: A Guide for Early Years setting and school teaching children aged 3-11. 2010.

Table 4.16 Example of the integrated syllabus

From its format, the integrated syllabus as shown in table 4.16 consist of basic competency, context, teaching materials, learning strategies, evaluation, time allotment, and evaluation. Furthermore, the change of the standard competency also reflects on the change of the entire syllabus content. The content syllabus, furthermore, must be in line with the goals and objectives of the course. Since the goals and objectives of this course focus on ESP, this integrated

syllabus, thus combines the elements of task-based syllabus, as occurred in learning strategy *(strategi pembelajaran)* and evaluation *(penilaian)*, while the elements of text-based syllabus reflected in basic competency *(kompetensi dasar)* as well as in learning stragegy *(strategi pembelajaran)*. Therefore, this integrated syllabus is better that the previous one in term of its content since it accommodates the need of the students, teachers, and stakeholders.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is actually a restatement of the objectives achievements of the study previously mentioned in chapter IV and also suggestion of the further studies. The objectives of this study, previously mentioned in chapter I, are 1). discovering and describing the needs of students; 2). discovering the differences between task-based syllabus and text-based syllabus in teaching English; 3). designing an Integrated syllabus based on ESP approach and 4). improving or redesigning task-based syllabus and text-based syllbus into an integrated syllabus.

5.1 Conclusions

In discovering the needs of fifth semester students of Diploma IV of Road Transport Safety Management Study Programme, I used three methods of collecting the data, namely questionnaire, interviews, and observation. The findings, moreover, lead to the conlusion that the students expect to master speaking ability in order to success in their study and their future job.

However, teachers' opinion and stakeholders' opinion about learner's needs are also very considered since their suggestions fit with study and job situation. They think that reading ability is one of the most important skills that the students should master in order to succeed both in their study and future job. Moreover, situation analysis findings is also one of the important keys in redesigning syllabus.

Accordingly, integrating task-based syllabus and text-based syllabus in teaching English for Diploma IV of Road Transport Safety Management Study Programme is worthy of attention. It is in line with Krahnke's opinion (1987:75, in Richards, 2001:165) that some combinations of types of syllabus are needed to address the complex goals of the program.

Task-based syllabus in which tasks or activities i.e., Real-world tasks (rehearsal rational) and pedagogical tasks (activation rational) are the basic unit of syllabus design, moreover, facilitate, motivate learners and engage them in meaningful communication (Richards, 2001:161-162). Since Road Safety Transport Management Study Program belongs to EST discourse community, Paltridge (2012, in Parkinson, 2013: 156) explained that being a member of a discourse community involves using its characteristic language and genre, and also sharing its values (which are reflected in its language and genres). Furthermore, Text-based syllabus, also known as a genre-based approach, sees communicative competence as involving the mastery of different type of texts (Richardss, 2006:32).

5.2 Suggestions

This integrated syllabus is recommended for English lecturers at Diploma IV of Road Safety Transportation Management since it meets with the learners' need and the company's need. Since this is a proposed syllabus, the finding of this study can be adopted for implementation at Diploma IV of Road Transport Safety

Management Study Programme although I do not have any authority for such. It entirely depends on the academic policy of the faculty.

To put it simply, this integrated syllabus focuses on English for Academic Purpose and English for Occupational Purpose. Another suggestion goes to teachers, syllabus designers, and curriculum developers. The result of this study can be a reference in developing the learning material for urban planning, especially for road safety management. Finally, in the implementation of this integrated syllabus, it is recommended that English lecturers should collaborate with the subject specialists to get clear description of the subject being discussed.

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APPENDICES

Appendix 1 : Questionnaire for Students

Appendix 2 : Questionnaire for Lecturers

Appendix 3 : Questionnaire for Stakeholders

Appendix 4 : Result for Students' Need Analysis

Appendix 5 : Fieldnotes

Appendix 6 : Fieldnotes

Appendix 7 : Fieldnotes

Appendix 7 : Previous Syllabus

Appendix 8 : Integrated Syllabus

APPENDIX 1

Need Analiysis Questionnaire for Students of Diploma IV Of Road Safety Transport Management Study Program At Road Transport Safety Polytechnic Tegal

I. Respondent

a. Name (Optional) :
b. Sex :
c. Class :

II. English Skills

In what situations is English useful for you? Please check the appropriate column.

Communicative Events	Very useful	Useful	Some times	Rarely	Not useful
Speaking Skills					
1. Delivering oral presentation on project design	5	4	3	2	1
2. Reporting orally on project	5	4	3	2	1
3. Engaging in professional conversation (this includes elements of informal, casual, and/ or business conversation)	5	4	3	2	1
4. Attending meetings/ seminars	5	4	3	2	1
5. Giving opinion, asking for clarification and bringing discussion back to the point	5	4	3	2	1
6. Ability to analyze and present information presented in graphs, charts, tables, etc	5	4	3	2	1
7. Ability to do an interview	5	4	3	2	1
8. Talking about everyday task and duties (i.e., preparing for roll call/ apel and drill commands/ menyiapkan barisan)	5	4	3	2	1
9. Talking in daily life situation	5	4	3	2	1
Communicative Events	Very useful	Useful	Some times	Rarely	Not useful
Listening Skills					
1. Listening to English-speaking boss's instruction or advice	5	4	3	2	1

2. Listening to presentation and discussion in a meeting, seminar or conference	5	4	3	2	1

Communicative Events	Very useful	Useful	Some times	Rarely	Not useful
Writing Skills					
1. Writing proposal or design projects	5	4	3	2	1
2. Writing literature reviews on professional topics	5	4	3	2	1
3. Writing reference for a report or project	5	4	3	2	1
4. Writing technical papers	5	4	3	2	1
5. Writing research/ lab papers	5	4	3	2	1
6. Ability to write formal definition of technical terms and expression	5	4	3	2	1
7. Writing job application letter	5	4	3	2	1
8. Recording/ completing equipment and safety checklist/ forms	5	4	3	2	1
9. Writing resume	5	4	3	2	1
10. Writing business letter	5	4	3	2	1
11. Communicating through emails	5	4	3	2	1
12. Filling in application forms	5	4	3	2	1

Communicative Events	Very useful	Useful	Some times	Rarely	Not useful
Reading Skills					
1. Reading scientific/ engineering text in road safety transport management for comprehension	5	4	3	2	1
2. Reading textbooks	5	4	3	2	1
3. Reading professional text (i.e., rules of practice, contracts)	5	4	3	2	1
4. Reading English in design drawings	5	4	3	2	1
5. Reading written instruction/ advice	5	4	3	2	1
6. Reading exercise/ test questions	5	4	3	2	1
7. Reading abstracts of projects	5	4	3	2	1
8. Reading journals/ publication	5	4	3	2	1
9. Reading manuals/ safety rules/ warning signs	5	4	3	2	1

10. Searching the internet English resources	5	4	3	2	1
11. Guessing unknown word in a text	5	4	3	2	1
12. Reading a text quickly in order to establish a general idea of the content (skimming)	5	4	3	2	1
13. Looking through a text quickly in order to locate specific information (scanning	5	4	3	2	1
14. Understand text organization	5	4	3	2	1
15. Reading commercials and advertisements in the fields of road safety transport management	5	4	3	2	1

Communicative Events	Very useful	Useful	Some times	Rarely	Not useful
Multi Skills					
1. Joining fields trips abroad (i.e., applying passport, how to change money in money changer, do's and don'ts in Singapore)	5	4	3	2	1
2. Training abroad	5	4	3	2	1

III. Language Structure

Please check the appropriate column

	Very useful	Useful	Some times	Rarely	Not useful
1. Technical terms used in scientific/ engineering texts	5	4	3	2	1
2. General terms used in scientific/ engineering texts	5	4	3	2	1
3. Technical terms in your area of specialization	5	4	3	2	1
4. Word structures (i.e., compounding, affixation, nominalization, etc.)	5	4	3	2	1
5. Grammatical structures frequently used in scientific discourse (i.e., present participles, passive voiced, conditionals, etc.)	5	4	3	2	1
6. Grammatical structures for general communication (i.e., tenses,	5	4	3	2	1

modality, etc.)					
7. Using correct punctuation and spelling and capitalization	5	4	3	2	1
8. Vocabulary building through the study of word construction	5	4	3	2	1
9. Using appropriate vocabulary	5	4	3	2	1
10. Organizing paragraph	5	4	3	2	1
11. Paper format (i.e., title indenting, double spacing, margin)	5	4	3	2	1
12. Organization and content (i.e., topic sentence, supporting sentence, concluding sentence)	5	4	3	2	1
13. Sentence structure and clear sentence	5	4	3	2	1
14. Recognizing the stress pattern of words	5	4	3	2	1
15. Recognizing function of intonation to signal information structure and emotional/ attitudinal tone (i.e., pitch, volume, pace, key)	5	4	3	2	1
16. Detecting attitude of speaker toward subject matter	5	4	3	2	1
17. Recognizing typical word order patterns in target language	5	4	3	2	1
18. Recognizing vocabulary used in core conversational topics	5	4	3	2	1
19. Recognizing key lexical items relating to a particular engineering subject/ topic	5	4	3	2	1
20. Guest meaning of word from the engineering context in which they occur	5	4	3	2	1
21. Deducing meaning of word from context	5	4	3	2	1
22. Recognizing markers of cohesion	5	4	3	2	1
23. Recognizing word classes	5	4	3	2	1
24. Deducing gist/ essential information from longer text without necessarily	5	4	3	2	1
25. The ability to articulate phonological features of the language comprehensibly	5	4	3	2	1
26. An acceptable degree of fluency	5	4	3	2	1
27. Recognizing and understanding key word and phrases	5	4	3	2	1
28. Identifying the main points in text	5	4	3	2	1

IV. Overview of Skills Needed and Difficulties Encountered

In your course of study, how often are you expected to use the following skills? Please circle.

	Very Often	Often	Some Times	Rarely	Never
1. Listening	5	4	3	2	1
2. Speaking	5	4	3	2	1
3. Reading	5	4	3	2	1
4. Writing	5	4	3	2	1

How do you have difficulty with each of these skills? Please circle

	Very Often	Often	Some Times	Rarely	Never
1. Listening	5	4	3	2	1
2. Speaking	5	4	3	2	1
3. Reading	5	4	3	2	1
4. Writing	5	4	3	2	1

V. General Statement

Please circle the appropriate response.

How often to success in your course of study are the following abilities?

	Very High	High	Moderate	Low	Very Low
1. Listening to English	5	4	3	2	1
2. Speaking to English	5	4	3	2	1
3. Reading English	5	4	3	2	1
4. Writing English	5	4	3	2	1

How important to success in your field after graduation are the following abilities?

	Very High	High	Moderate	Low	Very Low
1. Listening to English	5	4	3	2	1
2. Speaking to English	5	4	3	2	1
3. Reading English	5	4	3	2	1

4. Writing English	5	4	3	2	1

VI. Student's Obstacles

If you have studied English before, but have since stopped studying English, please complete this part below by checking the appropriate box.
I have studied English before, but I stopped because of the following reasons (s):

	Very Often	Often	Some Times	Rarely	Never
1. I felt that I was not making any progress	5	4	3	2	1
2. I was not given any opportunity to use English outside the classroom	5	4	3	2	1
3. The lesson were not useful because:					
a. We were not taught things that I could see	5	4	3	2	1
b. I found the language too difficult to master	5	4	3	2	1
c. I found the pronunciation too difficult to master	5	4	3	2	1
d. I found the grammar too difficult to master	5	4	3	2	1
e. I found the vocabulary too difficult to master	5	4	3	2	1
4. The teacher did not know how to teach English	5	4	3	2	1
5. I did not like the teaching method used	5	4	3	2	1
6. The materials were:					
a. Too difficult	5	4	3	2	1
b. Not relevant to my needs	5	4	3	2	1
c. Not interesting	5	4	3	2	1
d. Not challenging	5	4	3	2	1

VII. Student's Expectation toward the teacher

Please circle the appropriate response. In class or with a tutor, I would like my teacher to:

	Best	Good	Moderate	A little	No
	5	4	3	2	1
1. Explain new grammar points before practicing them	5	4	3	2	1
2. Practice before explaining new	5	4	3	2	1

grammar points					
3. Correct any mistakes I made in front of others immediately	5	4	3	2	1
4. Correct my mistakes of grammar	5	4	3	2	1
5. Correct my mistakes of pronunciation	5	4	3	2	1
6. Use Bahasa Indonesia only	5	4	3	2	1
7. Use English only	5	4	3	2	1
8. Use both English and Bahasa Indonesia	5	4	3	2	1

VIII. Skills Improvement

If you were to take a course to improve your English skills, which of the following would be useful to you? Rat the importance of each. Place circle.

	Very High	High	Moderate	Low	Very Low
1. Listening to pronunciation/ intonation/ stress patterns of English	5	4	3	2	1
2. Lecture note taking	5	4	3	2	1
3. General listening comprehension	5	4	3	2	1
4. Giving formal speeches/ presentation	5	4	3	2	1
5. Participating effectively in discussion	5	4	3	2	1
6. Communicating effectively with peers in small group discussions, collaborative projects, or out-of-class study group,	5	4	3	2	1
7. Communicating effectively with staff in or out of class	5	4	3	2	1
8. Essay writing	5	4	3	2	1
9. Lab report writing	5	4	3	2	1
10. Creative writing	5	4	3	2	1
11. Describing objects or procedures	5	4	3	2	1
12. Writing introductions and conclusions	5	4	3	2	1
13. Writing references and quotations	5	4	3	2	1
14. Formulating coherent argument	5	4	3	2	1
15. Analyzing written materials	5	4	3	2	1

16. Knowledge of vocabulary	5	4	3	2	1
17. Reading quickly	5	4	3	2	1
18. Reading critically	5	4	3	2	1
19. Summarizing material	5	4	3	2	1
20. General reading comprehension	5	4	3	2	1

IX. Additional comments

Do you have any other comments which might be helpful in assessing what English skills are expected of you by the University, what specific difficulties you encountered in this paper, how English courses could better prepare students such as yourself for this paper, or anything else relating to your English language skills and needs? If so, please write them below:

_____
_____
_____
_____
_____
_____
_____
_____
_____

APPENDIX 2

Need Analysis Questionnaire for Lecturers of Diploma IV of Road Safety Transport Management Study Program at Road Transport Safety Polytechnic Tegal

X. Respondent

Name (Optional) :

XI. English Skills

In what situations is English useful for students? Please check the appropriate column.

Communicative Events	Very useful	Useful	Some times	Rarely	Not useful
Speaking Skills					
10. Delivering oral presentation on project design	5	4	3	2	1
11. Reporting orally on project	5	4	3	2	1
12. Engaging in professional conversation (this includes elements of informal, casual, and/ or business conversation)	5	4	3	2	1
13. Attending meetings/ seminars	5	4	3	2	1
14. Giving opinion, asking for clarification and bringing discussion back to the point	5	4	3	2	1
15. Ability to analyze and present information presented in graphs, charts, tables, etc	5	4	3	2	1
16. Ability to do an interview	5	4	3	2	1
17. Talking about everyday task and duties (i.e., preparing for roll call/ apel and drill commands/ menyiapkan barisan)	5	4	3	2	1
18. Talking in daily life situation	5	4	3	2	1
Communicative Events	Very useful	Useful	Some times	Rarely	Not useful
Listening Skills					
3. Listening to English-speaking boss's instruction or advice	5	4	3	2	1
4. Listening to presentation and discussion in a meeting, seminar or	5	4	3	2	1

conference					

Communicative Events	Very useful	Useful	Some times	Rarely	Not useful
Writing Skills					
13. Writing proposal or design projects	5	4	3	2	1
14. Writing literature reviews on professional topics	5	4	3	2	1
15. Writing reference for a report or project	5	4	3	2	1
16. Writing technical papers	5	4	3	2	1
17. Writing research/ lab papers	5	4	3	2	1
18. Ability to write formal definition of technical terms and expression	5	4	3	2	1
19. Writing job application letter	5	4	3	2	1
20. Recording/ completing equipment and safety checklist/ forms	5	4	3	2	1
21. Writing resume	5	4	3	2	1
22. Writing business letter	5	4	3	2	1
23. Communicating through emails	5	4	3	2	1
24. Filling in application forms	5	4	3	2	1

Communicative Events	Very useful	Useful	Some times	Rarely	Not useful
Reading Skills					
16. Reading scientific/ engineering text in road safety transport management for comprehension	5	4	3	2	1
17. Reading textbooks	5	4	3	2	1
18. Reading professional text (i.e., rules of practice, contracts)	5	4	3	2	1
19. Reading English in design drawings	5	4	3	2	1
20. Reading written instruction/ advice	5	4	3	2	1
21. Reading exercise/ test questions	5	4	3	2	1
22. Reading abstracts of projects	5	4	3	2	1
23. Reading journals/ publication	5	4	3	2	1
24. Reading manuals/ safety rules/	5	4	3	2	1

warning signs					
25. Searching the internet English resources	5	4	3	2	1
26. Guessing unknown word in a text	5	4	3	2	1
27. Reading a text quickly in order to establish a general idea of the content (skimming)	5	4	3	2	1
28. Looking through a text quickly in order to locate specific information (scanning	5	4	3	2	1
29. Understand text organization	5	4	3	2	1
30. Reading commercials and advertisements in the fields of road safety transport management	5	4	3	2	1

Communicative Events	Very useful	Useful	Some times	Rarely	Not useful
Multi Skills					
3. Joining fields trips abroad (i.e., applying passport, how to change money in money changer, do's and don'ts in Singapore)	5	4	3	2	1
4. Training abroad	5	4	3	2	1

XII. Language Structure

Please check the appropriate column

	Very useful	Useful	Some times	Rarely	Not useful
29. Technical terms used in scientific/ engineering texts	5	4	3	2	1
30. General terms used in scientific/ engineering texts	5	4	3	2	1
31. Technical terms in your area of specialization	5	4	3	2	1
32. Word structures (i.e., compounding, affixation, nominalization, etc.)	5	4	3	2	1
33. Grammatical structures frequently used in scientific discourse (i.e., present participles, passive voiced, conditionals, etc.)	5	4	3	2	1
34. Grammatical structures for general communication (i.e., tenses,	5	4	3	2	1

modality, etc.)					
35. Using correct punctuation and spelling and capitalization	5	4	3	2	1
36. Vocabulary building through the study of word construction	5	4	3	2	1
37. Using appropriate vocabulary	5	4	3	2	1
38. Organizing paragraph	5	4	3	2	1
39. Paper format (i.e., title indenting, double spacing, margin)	5	4	3	2	1
40. Organization and content (i.e., topic sentence, supporting sentence, concluding sentence)	5	4	3	2	1
41. Sentence structure and clear sentence	5	4	3	2	1

XIII. Overview of Skills Needed and Difficulties Encountered

In the course of study, how often are students expected to use the following skills? Please circle.

	Very Often	Often	Some Times	Rarely	Never
5. Listening	5	4	3	2	1
6. Speaking	5	4	3	2	1
7. Reading	5	4	3	2	1
8. Writing	5	4	3	2	1

How do they have difficulty with each of these skills? Please circle

	Very Often	Often	Some Times	Rarely	Never
5. Listening	5	4	3	2	1
6. Speaking	5	4	3	2	1
7. Reading	5	4	3	2	1
8. Writing	5	4	3	2	1

XIV. General Statement

Please circle the appropriate response.

How often to success in the students' course of study are the following abilities?

	Very High	High	Moderate	Low	Very Low
5. Listening to English	5	4	3	2	1
6. Speaking to English	5	4	3	2	1
7. Reading English	5	4	3	2	1
8. Writing English	5	4	3	2	1

How important to success in their field after graduation are the following abilities?

	Very High	High	Moderate	Low	Very Low
5. Listening to English	5	4	3	2	1
6. Speaking to English	5	4	3	2	1
7. Reading English	5	4	3	2	1
8. Writing English	5	4	3	2	1

XV. Student's Obstacles

If they have studied English before, but have since stopped studying English, please complete this part below by checking the appropriate box. They have studied English before, but they stopped because of the following reasons (s):

	Very Often	Often	Some Times	Rarely	Never
7. They felt that they was not making any progress	5	4	3	2	1
8. They were not given any opportunity to use English outside the classroom	5	4	3	2	1
9. The lesson were not useful because:					
f. They were not taught things that they could see	5	4	3	2	1
g. They found the language too difficult to master	5	4	3	2	1
h. They found the pronunciation too difficult to master	5	4	3	2	1
i. They found the grammar too difficult to master	5	4	3	2	1
j. They found the vocabulary too difficult to master	5	4	3	2	1

10. The teacher did not know how to teach English	5	4	3	2	1
11. They did not like the teaching method used	5	4	3	2	1
12. The materials were:					
e. Too difficult	5	4	3	2	1
f. Not relevant to my needs	5	4	3	2	1
g. Not interesting	5	4	3	2	1
h. Not challenging	5	4	3	2	1

XVI. Student's Expectation toward the teacher

Please circle the appropriate response. In class or with a tutor, students would like the teacher to:

	Best	Good	Moderate	A little	No
	5	4	3	2	1
9. Explain new grammar points before practicing them	5	4	3	2	1
10. Practice before explaining new grammar points	5	4	3	2	1
11. Correct any mistakes they made in front of others immediately	5	4	3	2	1
12. Correct their mistakes of grammar	5	4	3	2	1
13. Correct their mistakes of pronunciation	5	4	3	2	1
14. Use Bahasa Indonesia only	5	4	3	2	1
15. Use English only	5	4	3	2	1
16. Use both English and Bahasa Indonesia	5	4	3	2	1

XVII. Skills Improvement

If they were to take a course to improve your English skills, which of the following would be useful to them? Rate the importance of each. Place circle.

	Very High	High	Moderate	Low	Very Low
21. Listening to pronunciation/ intonation/ stress patterns of English	5	4	3	2	1
22. Lecture note taking	5	4	3	2	1
23. General listening comprehension	5	4	3	2	1
24. Giving formal speeches/ presentation	5	4	3	2	1

25. Participating effectively in discussion	5	4	3	2	1
26. Communicating effectively with peers in small group discussions, collaborative projects, or out-of-class study group,	5	4	3	2	1
27. Communicating effectively with staff in or out of class	5	4	3	2	1
28. Essay writing	5	4	3	2	1
29. Lab report writing	5	4	3	2	1
30. Creative writing	5	4	3	2	1
31. Describing objects or procedures	5	4	3	2	1
32. Writing introductions and conclusions	5	4	3	2	1
33. Writing references and quotations	5	4	3	2	1
34. Formulating coherent argument	5	4	3	2	1
35. Analyzing written materials	5	4	3	2	1
36. Knowledge of vocabulary	5	4	3	2	1
37. Reading quickly	5	4	3	2	1
38. Reading critically	5	4	3	2	1
39. Summarizing material	5	4	3	2	1
40. General reading comprehension	5	4	3	2	1

XVIII. Additional comments

Do you have any other comments which might be helpful in assessing what English skills are expected by the University, what specific difficultiess they encountered in this paper, how English courses could better prepare students, or anything else relating to their English language skills and needs? If so, please write them below:

_____
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APPENDIX 3

Need Analysis Questionnaire for Stakeholders of Diploma Iv Of Road Safety Transport Management Study Program At Road Transport Safety Polytechnic Tegal

This is a list of communicative events that Road Safety Transport Management students are likely to perfom. Please choose the degree to which the students are likely to engage in the communicative events.

	Identified from or related to	
Communicative Events	**The study situation**	**The job situation**
Listening		
a. Listening to English-speaking boss's instruction or advice		
b. Listening to presentation and discussion in a meeting, seminar or conference		
Speaking		
a. Delivering oral presentation on project design		
b. Reporting orally on project		
c. Engaging in professional conversation (this includes elements of informal, casual, and/or business conversation)		
d. Attending meetings/seminars		
e. Giving opinion, asking for clarification and bringing discussion back to the point.		
f. Ability to analyze and present information presented in graphs, charts, tables, etc		
g. Ability to do an interview		
h. Talking about everyday task and duties (i.e., preparing for roll call/*apel* and drill commands/*menyiapkan barisan*)		
i. Talking in daily life situation		
Reading		
a. Reading scientific/engineering text in road safety transport management for comprehension		
b. Reading textbooks		

c. Reading professional texts (i.e., rules of practice, contracts)		
d. Reading English in design drawings		
e. Reading written instruction/advice		
f. Reading exercise/test questions		
g. Reading abstracts of projects		
h. Reading journals/publication		
i. Reading manuals/safety rules/warning signs		
j. Reading project documents		
k. Searching the Internet English resources		
l. Reading office documents		
m. Reading safety signs		
n. Guessing unknown words in a text		
o. Reading a text quickly in order to establish a general idea of the content (skimming)		
p. Looking through a text quickly in order to locate specific information (scanning)		
q. Understand text organization		
r. Reading commercials and advertisements in the fields of road safety transport management.		
Writing		
a. Writing proposal or design projects		
b. Writing literature reviews on professional topics		
c. Writing reference for a report or project		
d. Writing technical papers		
e. Writing research papers		
f. Ability to write formal definition of technical terms and expression		
g. Writing job application letter		
h. Recording/completing equipment and safety checklist/forms		
i. Writing resume		
j. Writing business letter		
k. Communicating through emails		
l. Filling in application forms		

Additional comments

Do you have any other comments which might be helpful in assessing what English skills are expected of students by the University, what specific difficulties they encountered in this paper, how English courses could better prepare, or anything else relating to English language skills and needs? If so, please write them below:

_____
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APPENDIX 4

Result of Students' Need Analysis

1. Speaking Skill

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Delivering oral presentation	30	19	11	2	0	4.24	Useful
2	Reporting orally on project	23	18	18	4	0	3.98	Useful
3	Enganging in professional conversations	22	24	16	0	0	4.09	Useful
4	Attending meetings/seminars	15	25	18	4	0	3.82	Useful
5	Giving opinion. asking for clarification	16	11	19	5	1	3.74	Useful
6	analyze and present information	17	23	18	4	0	3.85	Useful
7	Ability to do an interview	25	21	13	2	1	4.08	Useful
8	Talking about everyday task and duties	10	6	21	15	10	2.85	Sometimes Useful
9	Talking in daily life situation	13	18	19	10	2	3.48	Sometimes Useful

2. Listening Skills

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Listening to English-speaking boss's instruction or advice	20	20	17	5	0	3.88	Useful
2	Listening to presentation and discussion in a seminar	16	22	20	4	0	3.80	Useful

3. Writing Skills

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Writing proposal or design project	29	14	17	2	0	4.12	Useful
2	Writing literature reviews on profesional topics	16	23	19	4	0	3.82	Useful
3	Writing reference for a report or project	12	23	19	7	1	3.61	Useful
4	Writing technical papers	18	23	18	3	0	3.90	Useful
5	Writing research/lab paper	21	22	18	1	0	4.01	Useful

6	Ability to write formal definition of technical term	21	23	13	5	0	3.96	Useful
7	Writing job application letters	29	24	8	1	0	4.30	Useful
8	Recording/completing equipment and safety forms	18	23	18	3	0	3.90	Useful
9	Writing resume	9	21	24	7	1	3.48	Sometimes Useful
10	Communicationg through emails	14	22	18	8	0	3.45	Sometimes Useful
11	Filling in application forms	12	16	22	12	0	3.51	Useful

4. Reading Skills

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Reading scientific text in road safety transport management for comprehension	22	24	15	1	0	4.08	Useful
2	Reading textbooks	12	26	21	3	0	3.75	Useful
3	Reading professional text (i.e., rules of practice, contracts)	21	24	11	5	0	4.00	Useful
4	Reading English in design drawings	15	22	19	5	1	3.72	Useful
5	Reading written instruction/ advice	11	20	19	12	0	3.48	Sometimes Useful
6	Reading exercise/ test questions	19	25	13	5	0	3.93	Useful
7	Reading abstracts of projects	17	28	11	5	0	3.88	Useful
8	Reading journals/ publication	16	27	14	4	1	3.85	Useful
9	Reading manuals/ safety rules/ warning signs	20	24	15	3	0	3.98	Useful
10	Searching the internet English resources	11	28	19	4	0	3.74	Useful
11	Guessing unknown word in a text	17	26	14	5	0	3.86	Useful
12	Skimming	21	23	12	6	0	3.95	Useful
13	Scanning	20	28	12	2	0	4.06	Useful
14	Understand text organization	23	21	13	5	0	4.00	Useful
15	Reading commercials and advertisements in the fields of road safety transport management	15	22	21	2	2	3.74	Useful

5. Multi Skills

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		

1	Joining fields trips abroad (i.e., applying passport, how to change money in money changer, do's and don'ts in Singapore)	28	16	15	3	0	4.11	Useful
2	Training abroad	30	20	8	2	2	4.19	Useful

6. Overview of Skills Needed and Difficulties Encountered

In your course of study. how often are you expected to use the following skills?

No.	English Skills	Mean	Meaning
1	Listening	3.91	Often
2	Speaking	4.74	Very Often
3	Reading	3.82	Often
4	Writing	4.16	Often

How do you have difficulty with each of these skills?

No.	English Skills	Mean	Meaning
1	Listening	3.85	Often
2	Speaking	3.80	Often
3	Reading	3.17	Sometimes
4	Writing	3.75	Often

7. General Statement

How often to success in your course of study are the following abilities?

No.	English Skills	Mean	Meaning
1	Listening to English	4.22	Often
2	Speaking to English	4.75	Very Often
3	Reading English	4.25	Often
4	Writing English	4.46	Often

How important to success in your field after graduation are the following abilities?

No.	English Skills	Mean	Meaning
1	Listening to English	4.16	Often
2	Speaking to English	4.90	Very Often
3	Reading English	4.17	Often
4	Writing English	4.53	Very Often

8. Students' Obstancle

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	I felt that I was not making any progress	16	44	1	1	0	4.20	True Often
2	I was not given any	41	19	1	0	1	4.59	Very Often

	opportunity to use English outside the classroom							
3	The lesson were not useful because: k. We were not taught things that I could see	27	33	1	1	0	4.38	Often
	l. I found the language too difficult to master	17	37	7	1	0	4.12	Often
	m. I found the pronunciation too difficult to master	19	36	6	1	0	4.17	Often
	n. I found the grammar too difficult to master	9	36	16	1	0	4.62	Very Often
	o. I found the vocabulary too difficult to master	17	39	4	1	1	4.12	Often
4	The teacher did not know how to teach English	26	31	4	1	0	4.32	Often
5	I did not like the teaching method used	14	38	7	1	2	3.98	Often
6	The materials were: i. Too difficult	16	42	2	1	0	4.19	Often
	j. Not relevant to my needs	26	33	2	1	0	4.35	Often
	k. Not interesting	25	31	3	2	1	4.24	Often
	l. Not challenging	26	28	6	1	1	4.24	Often

9. Student's Expectation towards the Teacher

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		
1	Explain new grammar points before practicing them	27	32	2	1	0	4.37	Good
2	Practice before explaining new grammar points	16	29	15	1	1	3.93	Good
3	Correct any mistakes I made in front of others immediately	12	23	17	7	0	3.65	Good
4	Correct my mistakes of grammar	21	32	8	1	0	4.17	Good
5	Correct my mistakes of pronunciation	24	31	5	0	1	4.24	Good
6	Use Bahasa Indonesia only	2	12	21	27	0	2.82	Moderate
7	Use English only	5	24	22	10	1	3.3548	Moderate
8	Use both English and Bahasa Indonesia	36	25	1	0	0	4.5645	Best

10. Skills Improvement

No.	Components	Score					Mean Value	Category
		5	4	3	2	1		

1	Listening to pronunciation/ intonation/ stress patterns of	29	30	0	2	1	4.35	High
2	Lecture note taking	17	34	7	3	1	4.01	High
3	General listening comprehension	31	27	2	2	0	4.40	High
4	Giving formal speeches/ presentation	48	11	0	0	0	4.67	Very High
5	Participating effectively in discussion	34	23	0	4	1	4.37	High
6	Communicating effectively with peers in small group discussions. collaborative projects. or out-of-class study group.	38	21	1	2	0	4.53	Very High
7	Communicating effectively with staff in or out of class	44	16	1	1	0	4.66	Very High
8	Essay writing	27	31	1	3	0	4.40	High
9	Lab report writing	32	26	2	1	1	4.48	High
10	Creative writing	34	25	2	1	0	4.51	Very High
11	Describing objects or procedures	37	21	3	1	0	4.37	High
12	Writing introductions and conclusions	30	27	3	2	0	4.46	High
13	Writing references and quotations	27	32	2	1	0	4.37	High
14	Formulating coherent argument	32	27	3	1	0	4.35	High
15	Analyzing written materials	29	25	4	4	0	4.27	High
16	Knowledge of vocabulary	39	14	0	8	1	4.32	High
17	Reading quickly	37	19	4	2	0	4.46	High
18	Reading critically	30	23	5	3	1	4.25	High
19	Summarizing material	27	30	3	2	0	4.32	High
20	General reading comprehension	39	20	2	1	0	4.56	Very High

APPENDIX 5

Field notes	:	No. 3
Observation/Interview	:	O
Date & Time	:	December 19th 2014 at 2 P.M
Place	:	Nakula Room
Research Subject	:	Students of MKTJ B Madya
Descriptive		
The lecturer gave summative test to the students. The exercises were based on the given material throughout the semester and some of the students were not able to answer the questions very well. However, others answered that they have already understood the material.		
Reflective		
Need analysis is very important to do in order to design and plan the material based on students' need. The students, sometimes, feel that the given materials were not challenging or these material did not fit with their needs. Therefore, lecturers are expected to redesign teaching material based ESP approach.		

APPENDIX 6

Field notes	:	No. 1
Observation/Interview	:	O
Date & Time	:	November 24th 2014 at 2 P.M
Place	:	Nakula Room
Research Subject	:	Students of MKTJ B Madya
Descriptive		
The lecturer opened the class and did "background knowledge of the field" stage using full English. The students were enthusing over lecturer's questions and explanation. The students were active in speaking either with other students or their teacher. Some of them were not really fluent in speaking English, but they tried to speak English in classroom. Today was their turn to present their presentation about "Traffic terms" that they have already prepared a week ago. They were divided into several groups. Each group presented some traffic terms that people are still unfamiliar with those terms and they opened and closed the presentation with a good English, however, they did code-switching between Indonesia and English during presenting the content of presentation.		
Reflective		
They effort to speak English is good enough. Although they work as a group, some students refuse to let other members speak and dominate the presentation. The lecturer must give some material dealing with "how to organize a good presentation". It includes how to open, divide the job description among members, invite questioners, and close the presentation well.		

APPENDIX 7

Field notes	:	No. 2
Observation/Interview	:	O
Date & Time	:	November 17th 2014 at 2 P.M
Place	:	Nakula Room
Research Subject	:	Students of MKTJ B Madya
Descriptive		
Today was reading class. The lecturer distributed an authentic reading material to the students entitled "Ticket to Ride". The students, first, were asked to read the whole text and then were asked to answer the question based on the text. Some of them were active in accomplishing the task. They actively discussed the text and the answer with their partner. However, when the lecturer asked them to answer the questions, most of them answered those questions incorrectly. They reasoned that they still confused with the text organization and its technical terms, for example Season Ticket, Boarding Card, Luggage Rack, Traffic Warden, Buffet Car, Request Stop, and Wheel Clamp.		
Reflective		
The lecturer is suggested to do "Building knowledge of the field" stage at the very beginning of the class in order to recall students' background knowledge. They must be familiarized with the technical terms dealing with their field. I found that they have already understood some technical terms in their native language *(Bahasa Indonesia).* However, when these come to foreign language *(Bahasa Inggris),* they are merely confused.		

	POLITEKNIK KESELAMATAN TRANSPORTASI JALAN **PROGRAM STUDI DIPLOMA III** **PENGUJIAN KENDARAAN BERMOTOR**		
DOKUMEN		Kode Dokumen	DOK-KUR-DIII.PKB-.....
SILABUS		Edisi	01
		Revisi	01
		Berlaku Efektif	

JURUSAN : **MANAGEMEN KESELAMATAN TRANSPORTASI JALAN (MKTJ)**
PROGRAM STUDI : **D IV**
MATA KULIAH : BAHASA INGGRIS
KODE MATA KULIAH :
BOBOT : 2 Sks
SEMESTER : 5 (Lima)
STANDAR KOMPETENSI : Pada akhir pembelajaran, siswa mampu berkomunikasi secara lisan dan tertulis menggunakan ragam bahasa yang sesuai dengan bidang keahlian secara akurat, lancar dan berterima pada tingkat fungsional.
INDIKATOR :

1. Siswa mampu membaca buku ajar dan buku pedoman terkait keselamatan transportasi jalan secara menyeluruh baik dari sumber cetak maupun non cetak.
2. Siswa mampu menulis definisi resmi terkait istilah dan ungkapan tentang keselamatan transportasi jalan yang terdapat dalam jurnal.
3. Siswa mampu memahami dan menggunakan frasa/clausa dan ungkapan secara tepat untuk mempresentasikan informasi yang tersedia dalam grafik dan tabel.

4. Siswa mampu mendengarkan dan memahami topik-topik terkait keselamatan transportasi jalan yang dipresentasikan dalam sebuah seminar atau konferensi secara menyeluruh.

No.	Kompetensi Dasar	Konteks	Materi Perkuliahan	Strategi Pembelajaran	Penilaian	Alokasi Waktu			Referensi
						TM	PK	PL	
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
1.	1.1 Memahami teks tulis *descriptive and recount* tentang pentingnya keselamatan jalan dan permasalahan keselamatan jalan di beberapa negara berkembang.	Memahami berbagai tindak tutur dalam wacana tulis meliputi: a. Mendeskripsikan pentingnya keselamatan jalan b. Mendeskripsikan permasalahan keselamatan jalan yang dihadapi negara-negara berkembang.	1. The importance of road safety 2. Road safety problem in developing country	*Reading and writing strategies* yang meliputi: a. Reading and writing for the main ideas. b. Scanning a text for specific information. c. Identifying general terms used in scientific/engineering texts. d. Identifying	Content-based units • Labelling, describing, and explaining • Assessing TRUE/FALSE statement. • Reading and correcting exercises.				Road Safety Education: A Guide for Early Years setting and school teaching children aged 3-11. 2010. Towards Safer Roads in

				technical terms used in road safety management texts. e. Deducing meaning of words from context					Developing Countries. 1994
	1.2 Mengungkapkan makna yang terdapat dalam teks tulis *descriptive and recount* tentang pentingnya keselamatan jalan dan permasalahan keselamatan jalan di beberapa negara berkembang.	Memaknai berbagai tindak tutur dalam wacana tulis meliputi: a. Menjawab soal dan menuliskan jawaban tentang pentingnya keselamatan jalan b. Menjawab soal dan menuliskan jawaban tentang permasalahan keselamatan jalan yang dihadapi negara-negara berkembang.							
2.	2.1 Melakukan monolog berbentuk *persuasive* dan	Melakukan narasi seperti : a. Memahami peran serta peduduk,	1. Improving road safety together	*Speaking strategies* yang meliputi: a. Giving	Interactive problem solving.				Strategic Framework for road

	narrative tentang meningkatkan keselamatan jalan bersama-sama.	komunitas lokal, industri, dan pemerintah dalam meningkatkan keselamatan jalan. b. Menanggapi keluhan terkait keselamatan jalan. c. Menawarkan solusi, salah satunya berupa kemajuan teknologi dalam bidang transportasi dan keselamatan jalan.	(Empowering local citizen, communities, industry and business)	appropriate gambits and expression in delivering formal presentation. b. Turn-taking. c. Asking for clarification and repetition. d. Responding appropriately to the other participants. e. Using appropriate gestures. f. Analyzing and presenting information presented in graphs, charts, tables, etc.	• Warm up. • Presentation of new vocabulary. • Presentation of dilemma. • Discussion of the situation and selection of roles. • Audience preparation. • Enactment. • Summary • Follow-up				safety. 2011
3.	3.1 Memahami teks fungsional pendek tertulis mengenai laporan jumlah	Mendeskripsikan laporan singkat tentang korban kecelakaan yang disajikan didalam grafik atau tabel.	1. Traffic Accident 2. Road death	*Reading strategies* yang meliputi: a. Reading for the main ideas. b. Scanning a text	Information gap tasks • Introduction • Vocabulary and idioms				1. Strategic Framework for road safety.

	korban kecelakaan dalam suatu kota dalam kurun waktu tertentu.		and injuries	for specific information. c. Identifying general terms used in scientific/engineering texts. d. Identifying technical terms used in road safety management texts. e. Deducing meaning of words from context	• Small group listening, discussion, and note taking. • Small group problem solving. • Feedback				2011
	3.2 Menulis teks fungsional pendek tertulis dalam nuansa resmi mengenai laporan jumlah korban kecelakaan dalam suatu kota dalam kurun waktu	Menulis laporan singkat dalam bentuk grafik atau tabel tentang jumlah korban kecelakaan		*Writing strategies* yang meliputi a. Using correct punctuation and spelling and capitalization.	Content-based units • Composing sentences. • Sequencing TRUE statement • 2nd draft, correcting.				

	tertentu.				• Final draft. • Correcting with teacher. • Publishing.				
4.	4.1 Memahami teks tulis *narrative* tentang gangguan dalam berlalu lintas.	Memahami berbagai tindak tutur dalam wacana tulis meliputi: a. Mendeskripsikan faktor dan akibat dari kemacetan. b. Menawarkan solusi untuk mengurangi kemacetan.	Traffic distraction and traffic jam (factor, impact, solution)	*Reading and writing strategies* yang meliputi: a. Reading and writing for the main ideas. b. Scanning a text for specific information. c. Identifying general terms used in scientific/engineering texts. f. Identifying technical terms used in road safety management texts. d. Deducing meaning of	Content-based units • Labelling, describing, and explaining. • Assessing TRUE/FALSE statement. • Reading and correcting exercises.				www.learningenglish.voa.com

				words from context					
	4.2 Mengungkapkan makna yang terdapat dalam teks tulis *narrative* tentang gangguan dalam berlalu lintas.	Memaknai berbagai tindak tutur dalam wacana tulis meliputi: a. Menjawab soal dan menuliskan jawaban tentang faktor dan akibat dari kemacetan. b. Menjawab soal dan menuliskan jawaban tentang solusi untuk mengurangi kemacetan.							
5.	5.1 Berbicara mengungkapkan berbagai makna *ideational* dalam wacana interaksional lisan terutama dalam wacana berbentuk deskriptif sederhana menyangkut perjalanan wisata dengan transportasi	Melakukan berbagai tindak tutur dalam wacana lisan interaksional bermakna ideational meliputi: a. Mendeskripsikan keuntungan dan kerugian menggunakan sarana transportasi tertentu. b. Memberikan saran	Public transportation for traveling	*Speaking strategies* yang meliputi: a. Initiating conversation. b. Giving feedback. c. Turn-taking. d. Closing conversation.	Interactive problem solving. • Warm up. • Presentation of new vocabulary. • Presentation of dilemma. • Discussion of the situation				Towards Safer Roads in Developing Countries. 1994

	umum.	mengenai tempat wisata. c. Mendeskripsikan tempat-tempat wisata yang ada dalam sebuah kota.			and selection of roles. • Audience preparation. • Enactment. • Summary • Follow-up				
	5.2 Berbicara mengungkapkan berbagai makna *ideational* dalam wacana transaksional lisan terutama dalam wacana berbentuk *narative* dan *descriptive* sederhana mengenai hal-hal yang boleh dan tidak boleh dilakukan di *Singapore,* jenis-jenis transportasi umum di *Singapore* dan berdiskusi dalam suatu kuliah umum.	Melakukan berbagai tindak tutur dalam wacana lisan transaksional dan atau interpersonal seperti: a. Memahami peraturan-peraturan selama berada di dalam stasiun *MRT* dan bus umum. b. Memesan tiket *MRT.* c. Bertanya/memberitahu cara menuju ke suatu tempat menggunakan *MRT* atau bus umum. d. Bertanya dan memberikan pendapat dalam suatu diskusi dengan tema *road*	Do and don't in Singapore (the city of fine) Singapore Mass Transportation	*Speaking strategies* yang meliputi: a. Initiating conversation. b. Giving feedback. c. Turn-taking. d. Giving opinion, asking for clarification and bringing discussion back to the point e. Closing conversation.	The integrated language lesson. • Real-world focus. • Language focus. • Learning focus. • Language practice. • Problem solving.				www.changirecommends.com

		safety.							
6.	**Mid-test**								
7.	5.1 Melakukan monolog berbentuk *procedure* sederhana mengenai cara memperoleh SIM.	Melakukan narasi seperti: a. Menjelaskan prosedur tentang uji kelayakan berkendara untuk mendapatkan SIM.	How to get a driving license	*Speaking strategies* yang meliputi: a. Giving appropriate gambits and expression in delivering formal presentation. b. Turn-taking. c. Asking for clarification and repetition. d. Responding appropriately to the other participants. e. Using appropriate gestures.	The integrated language lesson. • Real-world focus. • Language focus. • Learning focus. • Language practice. • Problem solving.				Young Drivers: The Road To Safety. 2006
8.	8.1 Memahami teks tulis	Memahami berbagai	The problem of	*Reading and*	Content-based				Young

	descriptive and recount tentang gangguan	tindak tutur dalam wacana tertulis meliputi: a. Mendeskripsikan karakteristik dasar *young drivers*, meliputi: *age and experience; gender differences.* b. Mendeskripsikan faktor-faktor kecelakaan yang disebabkan oleh *young drivers*, meliputi: *high-speed crashes, drug, alcohol,* dan *emotions.* c. Menawarkan solusi untuk mengurangi kecelakaan yang disebabkan oleh *young drivers*	young, Novice Drivers (factors and impacts)	*writing strategies* yang meliputi: a. Reading for the main ideas. b. Scanning a text for specific information. c. Identifying general terms used in scientific/engineering texts. d. Identifying technical terms used in road safety management texts. e. Deducing meaning of words from context.	units • Labelling, describing, and explaining. • Assessing TRUE/FALSE statement. • Reading and correcting exercises.				Drivers: The Road To Safety. 2006
	8.2 Mengungkapkan makna yang terdapat dalam teks tulis	Memaknai berbagai tindak tutur dalam wacana tulis meliputi:							

	descriptive and recount tentang gangguan mengendara pada *young drivers.*	a. Menjawab soal dan menuliskan jawaban tentang karakteristik dasar *young drivers*, meliputi: *age and experience; gender differences.* b. Menjawab soal dan menuliskan jawaban tentang faktor-faktor kecelakaan yang disebabkan oleh *young drivers*, meliputi: *high-speed crashes, drug, alcohol,* dan *emotions.* c. Menuliskan solusi untuk mengurangi kecelakaan yang disebabkan oleh *young drivers.*							
9.	9.1 Memahami teks fungsional pendek tertulis mengenai mengenai brosur dan	Mendeskripsikan tentang pentingnya penggunaan helm ketika berkendara dengan sepeda motor.	1. Road safety Campaign 2. Helmed is needed to	*Reading strategies* yang meliputi: a. Reading for the main	Information gap tasks • Introduction • Vocabulary and idioms				Helmets: a Road Safety Manual for Decision-Makers and

	poster kampanye keselamatan berkendara.		prevent motorcylce collision. 3. Advice to road users (children, young driver, institution workers)	ideas. b. Scanning a text for specific information. c. Identifying general terms used in scientific/engineering texts. d. Identifying technical terms used in road safety management texts. e. Deducing meaning of words from context	• Small group listening, discussion, and note taking. • Small group problem solving. • Feedback				Practitioners. 2006 Young Drivers: The Road To Safety. 2006
	9.2 Menulis teks fungsional pendek tertulis dalam nuansa resmi mengenai brosur dan poster kampanye	Menulis brosur atau poster tentang ajakan berkendara dengan selamat.		*Writing strategies* yang meliputi: a. Using correct punctuation and spelling and capitalization	Content-based units • Composing sentences. • Sequencing TRUE statement				

	keselamatan berkendara.			b. Making sentence structure and clear sentence.	• 2nd draft, correcting. • Final draft. • Correcting with teacher. • Publishing.				
10.	10.1 Memahami makna teks fungsional pendek tertulis dalam nuansa resmi menyangkut lowongan pekerjaan atau *job vacancy* dalam surat kabar maupun internet	Memahami iklan tentang lowongan pekerjaan yang terdapat dalam surat kabar dan internet.		*Reading strategies* yang meliputi: a. Reading for the main ideas. b. Scanning a text for specific information. c. Identifying general terms used in scientific/engineering texts. d. Identifying technical terms used in road safety	Information gap tasks • Introduction • Vocabulary and idioms • Small group listening, discussion, and note taking. • Small group problem solving. • Feedback				https://uwaterloo.ca

				management texts. e. Deducing meaning of words from context					
	10.2 Menulis teks fungsional pendek tertulis lowongan pekerjaan atau *job vacancy* dalam surat kabar	a. Menulis surat lamaran pekerjaan (termasuk menulis *speculative job application letter*). b. Menulis daftar riwayat hidup atau *curriculum vitae* secara ringkas, padat dan menarik.	Writing job application letter and CV	*Writing strategies* yang meliputi: a. Using appropriate vocabulary b. Using correct punctuation and spelling and capitalization. c. Making sentence structure and clear sentence. d. Understanding paper format (i.e., title indenting, double	Content-based units • Composing sentences. • Sequencing TRUE statement • 2nd draft, correcting. • Final draft. • Correcting with teacher. • Publishing.				

				spacing, margin). e. Organizing paragraph					
11.	11.1 Berbicara mengungkapkan berbagai makna *ideational* dalam wacana transaksional lisan terutama dalam wawancara pekerjaan.	Melakukan berbagai tindak tutur dalam wacana lisan transaksional dan atau interpersonal seperti: a. Mendeskripsikan kemampuan dan keahlian diri sesuai dengan kandidat yang dibutuhkan perusahaan. b. Menanggapi pertanyaan, opini, atau saran dari pewawancara. c. Mengajukan/menjawab pertanyaan apabila ada hal-hal yang kurang jelas selama proses wawancara berlangsung.	Participating in a job interview	*Speaking strategies* yang meliputi: a. Initiating conversation. b. Giving feedback. c. Turn-taking. d. Giving opinion, asking for clarification and bringing discussion back to the point e. Closing conversation.	The integrated language lesson. • Real-world focus. • Language focus. • Learning focus. • Language practice. • Problem solving.				http://www.kent.ac.uk

	11.2 Berbicara mengungkapkan berbagai makna *ideational* dalam wacana transaksional lisan terutama dalam wawancara pekerjaan..	Melakukan berbagai tindak tutur dalam wacana lisan interaksional bermakna ideational yakni: a. Mengungkapkan kesukaan *(likes)* dan ketidaksukaan *(dislike)* mengenai sesuatu yang berhubungan dengan pekerjaan.							

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