

**ENGLISH SYLLABUS REDESIGNING FOR INFORMATION
SYSTEM CLASS: CREATING LITERACY-BASED
LEARNING ACTIVITIES OF STMIK AMIKOM
PURWOKERTO**



A THESIS

**In Partial Fulfillment of the Requirements
for Master's Degree in Linguistics**

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The writer realizes that this thesis is still far from being perfect. The writer therefore will be glad to receive any constructive criticism and recommendation to make this thesis better. Finally, the writer expects that this thesis will be useful to readers who wish to learn something about process of needs analysis and to understand a little bit more about how to design a syllabus of English for Specific Purpose.

Semarang, July 2011

Indah Puspitasari

CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of thesis.

Semarang, July 2011

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**English Syllabus Redesigning For Information System Class: Creating Literacy-
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Abstract

This study aims at finding out the Information System students' problems and needs in learning English. It also focuses on redesigning a syllabus for Information System students and knowing the accuracy of the recommendation syllabus content based on the expert judgment. This study referred to qualitative method which focused in a case study research. There were six stages in conducting this research. The first stage was to gather, observe and analyze the curriculum. Library study was a method to analyze the curriculum of English at STMIK Amikom. The writer found the curriculum of English at Amikom Purwokerto is competence-based curriculum. It referred to social-efficiency ideology whose curriculum focused on the comprehension of knowledge and skills that are relevant to learners' everyday life needs.

The second stage was to gather, observe and analyze the 1st semester syllabus. There were two parts of analysis; format and content analysis. The third stage was to conduct needs analysis. Questionnaire was used to gather information about students' difficulties and needs in learning English. The fourth stage was to redesign the 1st semester syllabus. There were some important points that must be improved when the writer redesigned the syllabus; (a) revising the basic competence of the course, (b) creating the standard competence, (c) sequencing topics and materials, (d) creating real-life learning activities, (e) creating indicators, evaluation and time allotment. The fifth stage was to conduct expert judgment to know the accuracy of the syllabus content for the students of Information System then revise the syllabus based on the suggestion of some experts. Finally this study shows an accurate recommendation of *Bahasa Inggris I* syllabus for 1st semester Information System students.

Keywords: Redesigning syllabus, Information System, Literacy-based learning activities.

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Abstrak

Penelitian ini bertujuan untuk menemukan masalah serta kebutuhan mahasiswa Sistem Informasi STMIK Amikom Purwokerto dalam mempelajari Bahasa Inggris. Penelitian ini juga memiliki tujuan untuk membuat ulang silabus Bahasa Inggris untuk mereka serta mengetahui keakuratan silabus berdasarkan saran dari para ahli. Penelitian ini mengacu pada penelitian kualitatif atau khususnya penelitian studi kasus. Ada enam langkah penelitian. Langkah pertama adalah dengan metode studi pustakayaitu mengumpulkan, mengobservasi, menganalisa kurikulum Bahasa Inggris di STMIK Amikom Purwokerto. Hasilnya penulis menemukan kurikulum Bahasa Inggris di STMIK Amikom Purwokerto adalah kurikulum yang bertujuan pada pemahaman pengetahuan dan keahlian yang sesuai dengan kebutuhan hidup mahasiswa sehari-hari.

Langkah yang kedua adalah dengan metode yang sama studi pustaka yaitu mengumpulkan, mengobservasi, menganalisa silabus Bahasa Inggris di STMIK Amikom Purwokerto. Ada dua bagian yang dianalisis yaitu analisis format dan analisis isi. Langkah yang ketiga adalah melakukan analisis kebutuhan mahasiswa dalam belajar Bahasa Inggris. Instrumen yang digunakan adalah kuesioner yaitu untuk mengumpulkan informasi tentang kesulitan serta kebutuhan mahasiswa dalam mempelajari Bahasa Inggris. Langkah yang keempat adalah membuat ulang silabus. Ada beberapa hal yang harus diperbaiki yaitu; (a) merumuskan ulang kompetensi dasar yang ingin dicapai, (b) merumuskan ulang standar kompetensi yang ingin dicapai, (c) menyusun topik dan material berdasarkan tingkat kesulitan, (d) merumuskan aktifitas belajar, (e) menciptakan indikator, alat evaluasi dan alokasi waktu. Langkah yang kelima adalah mengadakan validasi isi berdasarkan penilaian para ahli. Langkah terakhir, penulis merekomendasikan silabus baru Bahasa Inggris I untuk kelas Sistem Informasi.