

CHAPTER IV

RESULTS AND DISCUSSION

In this part the writer presents analysis of curriculum and syllabus of STMIK Amikom Purwokerto. The writer also presents result and discussion of needs analysis and recommends to redesign the syllabus.

A. Results

1. Curriculum

In this section, the writer explained and analyzed curriculum at STMIK Amikom Purwokerto. It was used to know the goal and objectives of the educational system and to make decisions in syllabus design. English program at STMIK Amikom Purwokerto is a compulsory for all students. It consists of three parts: *Bahasa Inggris 1*, *Bahasa Inggris 2* and *Bahasa Inggris 3*, with the total credits are six. The main goal of English program is to make the students have a good skill in English.

English program taught to the students how to express themselves in English. It gives students more practices to speak English in many useful activities and for many important purposes. It also emphasizes on four basic skills; listening, speaking, reading and writing and the students would learn grammar functionally to communicate with others.

Bahasa Inggris 1, STMIK Amikom (Wijayanto,2007:3) has four objectives (see the appendix 2), they are;

1. To teach the oral skill needed to express and understand a basic core of topics and communicative function in English.
2. To teach basic writing skills for a range of functional tasks.
3. To teach extensive and intensive reading skills.
4. To provide a variety of interesting learning experiences relevant of intermediate level learners.

The writer analyzed of STMIK Amikom curriculum based on the data above. The writer divided three parts of analysis. First, the ideology of the curriculum is social –efficiency approach because the curriculum focuses on knowledge and skills that are relevant to the learner’s everyday life needs and that the curriculum should be planned to meet the practical needs of society.

Second analysis was about the objectives of the curriculum. According to Keputusan menteri pendidikan nasional No.232/U/2000 (<http://www.lpp.uns.ac.id/download/2010/BUKU%20Panduan%20KBK%20DIKTI.pdf>) defines a curriculum as;

”Kurikulum pendidikan tinggi adalah seperangkat rencana dan pengaturan mengenai isi maupun bahan kajian dan pelajaran serta cara penyampaian dan penilaian yang digunakan sebagai pedoman penyelenggaraan kegiatan belajar-mengajar di perguruan tinggi.”

The curriculum is a program developed and implemented to achieve educational objectives. White (1988: 4) also said that, Curriculum could be seen to be like a plan to build the house. The orientation is to the future, but in this case the concern is with the systems that are needed in

order successfully to build house. So, the objectives of the curriculum play a major role to reach the goal of the program. Then the writer concludes that the objectives of English Program at STMIK Amikom Purwokerto are focused to comprehend four basic skill of English; listening, speaking, reading and writing.

The last, it is about what kind of Amikom curriculum is. Based on the objectives above, it is clear enough that the curriculum refers to Competency- based because the institution emphasizes on comprehension of four basic skills of English and expected to master in relation to specific situations and activities.

Competence-based curriculum is a systemic framework. This means that build all the supporting competencies such as linguistic competence, sociocultural, competence strategic and discourse. This means that language teaching does not depart from the question "What material should I teach today?", But "what competencies must be obtained today?" The materials required to support this curriculum is not limited to what is called a "text book". Accordingly, the English-language sources of any kind, as far as it can support acquisition of competence should be used, and teachers should not be glued to a textbook.

2. Syllabus

In this section, the writer analyzes the *Bahasa Inggris 1* syllabus of STMIK Amikom Purwokerto. Syllabus plays a major role for teaching

and learning process, so it should be made as consciously and with as much information as possible. The writer decided two parts of analysis;

1. Format Analysis

Bahasa Inggris 1 syllabus from the institution is divided into six columns (the syllabus is enclosed on the appendix 3). They are:

- (a) Meeting
- (b) Topic (general instructional objectives)
- (c) Sub Topic (specific instructional objectives)
- (d) Learning Techniques
- (e) Learning Media
- (f) References

On the other hand, Bharati at *Teachers' Professional Development through an Observation in Immersion Classes Based on the Documents and Teaching and Learning Processes*, 2009:10,11) explained that the format of syllabus should be seven columns and follow the steps in constructing the syllabus are as follows:

- (1) Observing that the competence standard should be in line with the basic competence; they should be in a good hierarchy,
- (2) Constructing the potential main material,
- (3) Arranging the learning activities,
- (4) Deciding the indicators,
- (5) Evaluating the plan,
- (6) Deciding the time allotment,
- (7) Mentioning the source.

There are some elements that should be improved in *Bahasa Inggris 1* syllabus of STMIK Amikom Purwokerto especially for improving standard and basic competence, sequencing materials, learning activities, indicators, evaluation and time allotment.

2. Content Analysis

In this section, the writer analyzes the content of *Bahasa Inggris 1* syllabus from STMIK Amikom Purwokerto. Based on the Amikom English Teachers questionnaire (see on appendix 1), the writer concludes that there are some weaknesses of the syllabus content;

The teachers find difficulties to read the syllabus because

- The syllabus does not include standard competence and basic competence that would be reached.
- The materials are not sequenced well, so it would make the teacher difficult to develop.
- The materials are not in line with learning activities, indicators and evaluations.
- Learning activities tends to be the same in every meeting.
- The syllabus does not include explanation about time allotment, types, form and instrument of the test.

Based on the analysis above, there are some contents of the syllabus that should be improved in *Bahasa Inggris 1* syllabus

STMIK Amikom Purwokerto. The improvements consider eight points of syllabus development:

1. Assessing and Determining Competency Standards.

Assessing the competency standards and focusing to the following matters:

- a. Sequence level of difficulty of material.
- b. The competence standards and basic competence must be in line;

2. Assessing and Determining the Basic Competence

Assessing the competency standards and focusing to the following matters:

- a. Sequence level of difficulty of material.
- b. The competence standards and basic competence must be in line;

3. Identifying Basic Materials

We have to consider:

- a. Potential learners;
- b. usefulness for learners;
- c. Actuality, the depth and breadth of learning materials;
- d. Relevance to the needs of learners and the demands of the environment;
- e. time allocation;

4. Developing Learning Activities

Learning activities were designed to provide learning experiences through interaction between learners, learners with teachers, environmental, and other learning resources in the achievement of competences. The learning experience is to be realized through a variety of learning approaches and centered on the learner. Learning experience includes life skills that learners need to be mastered.

Things that should be developed in learning activities:

- a. Containing sequence activities to achieve basic competency.
- b. Determining the sequence of learning activities and must comply with the concept of learning materials.
- c. The formulations of the learning activities at least contain two elements that reflect the management of the learning experience of students. Those are the students' activities and materials.

5. Formulating Indicators.

Indicators developed in accordance with the characteristics of learners, educational unit, and potential areas used as a basis to develop assessment tools. Each KD developed into a number of indicators (over two). Indicators of operational use

verbs that can be measured and / or observed. Level verb in the indicator is lower than or equivalent to the verb in the KD and SK. Principles of indicator development are in accordance with the interests of (Urgency), continuity (Continuity), appropriateness (relevance) and Contextual.

6. Determining Types of Evaluation.

Evaluation is a series of activities to acquire, analyze, and interpret data about the process and learning outcomes of students who performed in a systematic and continuous, so that it becomes meaningful information in decision making. Assessment carried out by using tests and non-test in the form of written or oral, observation of performance, attitude, use of portfolios, and self-assessment.

7. Determining the Time Allocation.

Determination of the time allocated to each basic competence is based on the number of weeks of effective and time allocation of subjects per week by considering the number of basic competencies, breadth, depth, complexity, and the level of basic competence interests. Allocation of time specified in the

syllabus is the approximate average time to master the basic competencies required by learners are diverse.

8. Determining the Source of Learning Learning is a source, object and / or materials used for learning activities. Learning resources can be either printed and electronic media, resource persons, as well as the physical environment, natural, social, and cultural. Determination of learning resources is based on the standards of competence and basic competencies and subject matter / learning, learning activities, and indicators of achievement of competencies.

There were some revisions with reference to Competence Based Curriculum of *Bahasa Inggris 1* of STMIK Amikom Purwokerto. The revisions are;

(a) General Objective:

Have good English skills especially to communicate with others in Information System context.

(b) Standard Competence:

Listening:

Understand the meaning of the conversation in simple transactional and interpersonal skills in the environment nearby.

Speaking

Express ideas in simple transactional and interpersonal to the environment nearby.

Reading

Understand the meaning of the short functional text related in the environment nearby.

Writing

Express ideas in short functional text related to the environment nearby.

(c) Materials

The writer must be careful in selecting and sequencing material because this is one of the most essential parts of syllabus design. The writer decides to find out as many references as possible to get appropriate material of English for Information System (Computer Science). The writer combines the materials from Amikom Textbook and Snow and Kamhi-Stein (2006:43-47). The writer selects Kamhi-Stein model because of some reasons.

1. Kamhi and Stein already conducted the study at University course in Spain about English syllabus for computer science .
2. Students at one of the university in Spain and the majority students were at the lower intermediate of English proficiency. so there is a similar level of literacy.

Dealing with selecting materials, the writer decides to offer to the students by giving them needs analysis questionnaire. The result of students' needs analysis that would be explained on part C (Result of Needs Analysis).

(d) Learning activities

We can organize the real-life experiences based on literacy. Literacy or the quality of being literate of university students is in epistemic level. It means they use English for transforming language and experience. Transforming is the use of language in certain context (Information System). It gets students to talk about the experience, share their observation, react feeling.

The writer integrated the experience in four skills by organizing materials and learning experiences into spoken cycle (listening and speaking) and written cycle (reading and writing) (diklat PPPG: 34,37). More over the writer organized activities in every cycle into four stages (building knowledge of the field, modeling of text, joint construction, independent construction)

The writer used the teaching and learning cycle adapted from Callaghan and Rothery, 1998. (Burns and Joyce, 1992:17).

Classroom programming is based on four stages in a teaching- learning cycle which are aimed at providing support for learners as they move from spoken to written texts. They involve the selection and sequencing of

classroom tasks and activities and are related to the starting points of topic.

The four stages are:

Stage one: Building Knowledge of Field (BKOF)

Stage two: Modeling of Text (MOT)

Stage three: Join Construction of Text (JCOT)

Stage four: Independent Construction of Text (ICOT)

The writer creates learning activities that can give the real-experiences to student, included add some fun activities at learning process.

(e) Indicators and Evaluations

Indicators are made in line with materials, learning activities and evaluations.

(f) Time allotment

Time allotment is a hundred minutes per meeting.

3. Students' Needs in Learning English

a. Overview of skills needed and difficulties encountered

Number of the sample is 40 students. The questionnaires gave to the students at the classroom in STMIK Amikom Purwokerto.

Table 4.1 The students expect to use skills:

	Yes	No
1. Reading	33	7
2. Writing	17	23
3. Speaking	20	20
4. Listening	23	17

The writer concludes that there are more than 17 until 33 students expect to use reading skill, although there are other skills that they want to learn.

Table 4.2 Students' difficulties at four skills

	Yes	No
1. Reading	17	33
2. Writing	12	28
3. Speaking	24	16
4. Listening	26	14

For overview of difficulties encountered, the writer found the highest number of students is speaking and listening skill. So the writer concludes that the most dominant problems of the students is speaking and listening skills. It is approved by 24 and 26 students who chose "Yes" for speaking and listening skill in the questionnaire.

1. Speaking Skill

Table 4.3 Students' problems in speaking skill

	Yes	No
1. Have difficulty arranging words.	23	17
2. Worry about making a mistake in saying something.	19	21
3. Not know how to say something in English.	11	29
4. Not know the best way to say something in English.	10	30
5. Have difficulty with pronunciation of words.	14	26
6. Have difficulty in starting the conversation.	10	30

For more specific, the writer analyzes in each skill. First is speaking, there 23 from 40 students has a dominant problem in arranging words. Through this research we can see that there are 19 students worried making mistakes in saying something in English and only a few of them (14 students) have problems in terms of pronunciation.

2. Listening Skill

Table 4.4 Students' problems in listening skill

	Yes	No
1. Have to ask friends to clarify material, the lecture has been taught.	26	14
2. Have trouble understanding lengthy descriptions in English.	23	17
3. Have trouble understanding spoken instructions.	12	37

Table 4.5 Students' problems of understanding lecturers or other students because:

	Yes	No
4. They talk very fast	16	24
5. Students have difficulty in understanding meaning of new words.	33	7
6. Lecturer accent or pronunciations are different from what students are used to.	8	32
7. More than one person is speaking. Ex: in group discussions.	12	28

Second is the problem of listening skill, when they were at class, they encountered several obstacles, such as;

1. Students have trouble in understanding meaning of new words.
2. Students have to ask friends to clarify material that has been taught.

3. Writing Skill

Table 4.6 Students' problem in writing skill.

	Yes	No
1. Using correct punctuation and spelling	11	29
2. Structuring sentences.	38	2
3. Using appropriate vocabulary	33	7
4. Organizing paragraph	29	11
5. Expressing ideas appropriately and clearly.	30	10
6. Developing ideas	13	27
7. Addressing topic	13	27
8. Evaluating and revising their writing	13	27
9. Overall writing ability	31	9
10. Completing written tasks within the T time available.	13	27

The third is the problem of writing skill. The writer found five majors problems of the students;

- Structuring sentences.

- Using appropriate vocabulary
- Organizing paragraph
- Expressing ideas appropriately and clearly.
- Overall writing ability

4. D. Reading Skill

Table 4.7 Students are expected to read:

	Expected to read
1. Journal Article	15
2. Newspaper /magazine article	38
3. Works of fiction	27
4. Selected chapters of books	32
5. reading materials from internet	29

Table 4.8 Students' problems in reading skill:

	Yes	No
1. Understanding the main points of text.	31	9
2. Reading a text quickly in order to establish a general idea of the content.(skimming)	34	6
3. Reading a text slowly and carefully in order to understand the details of the text.	34	6

4. Looking through a text quickly in order to locate specific information (scanning)	31	9
5. Guessing unknown words in a text.	36	4
6. Understanding specific vocabulary in a text.	39	1

The fourth is to analyze students' reading skill. The students have a high reading interest and the students pay much attention in reading skill especially for newspaper or magazine article. So when the writer asked what kind of skill they expected to learn, 33 from 40 students expected to learn reading skill. Even though they love reading, the data shows that they still find the problems associated with all the reading techniques.

b. Overview of topics needed

Table 4.9. Overview of topics is needed to decide the topics that will be compiled in syllabus.

Topic for 1 st Semester	Useful	Less Useful
1. Introduction & greeting (online communication)	34	6
2. Classroom and laboratory objects (hardware)	34	6
3. Everyday life: describe weekly routines and free time activities	34	6

4. Occupation & workplaces (the future job of computer science)	36	4
5. Looking back : Problems of computer applications	37	3
6. Favorite multimedia: Music, movies, sport, TV programs, games.	30	10

For overview of students' topic needed, the writer gave seven topics that were taken from the Amikom's handbook and also related sources. There are 30-37 students choosing all the topics which are useful for them.

c. Communicative Competence Components:

Communicative competence is the ability to use the language correctly and appropriately to accomplish communication goals. Communicative competence is made up of four competence areas: linguistic, sociolinguistic, strategic competence, and discourse (<http://www.nclrc.org/essentials/goalsmethods/goal.htm>). But here the writer decided to give little information about discourse materials indirectly by putting them on grammar material so they can use on reading, writing, listening and speaking skill. It is done because the writer refers to celce-Murcia's opinion in *Kurikulum Bahasa Sinergis* written by Agustien, that discourse competence concerns the selection, sequencing, and arrangement of words, structures and utterances to achieve a unified spoken or written text.

The writer took some teaching material from Amikom handbook, related sources and has already adapted them to the curriculum and available time allotment. The writer provides the teaching materials for specific purpose especially English for Information System Students.

1. Skills

a. Reading

Table 4.10 Students' need for reading

Material	Useful	Less Useful
1. Read article about the way greetings in many countries by scanning method.	34	6
2. Read kinds of identity card or forms.	20	20
3. Read article about " <i>classroom and laboratory objects</i> " by skimming method	26	14
4. Read article about " <i>internet addict</i> " (<i>free time activities</i>) and find main idea)	32	8
5. Read article about " <i>Classroom and laboratory objects</i> " (<i>reading for details</i>)	39	1
6. Read article about " <i>problems of computer applications</i> " and guessing unknown words	25	15
7. Read article about " <i>favourite multimedia</i> " and make inferences.	26	14

Reading is an important skill because students expect to learn this skill, so the writer would give interesting articles. As we can see from the

table above, around 20 up to 39 students would like to read all reading materials.

b. Writing

Table 4.11 Students' need for writing

Material	Useful	Less Useful
1.Fill the identity cards or forms.	26	14
2. Write the description of classroom and laboratory objects.	34	6
3. Write and send email about students' routines.	20	20
4. Write description about kinds of jobs related to computer science.	34	6
5. Write how to report problems of computer applications.	37	3
6. Write description of like and dislike of multimedia products.	27	13

The writer concludes that there are 20 up to 37 students expecting to use all the materials of writing.

c. Listening

Table 4.12 Students' need for listening

Material	Useful	Less Useful
1. Listen of the personal information and fill the forms.	39	1
2. Listen to a conversation about describing classroom and laboratory objects.	38	2
3. Listen to a conversation at the classroom and answer the questions.(<i>complete the chart about teens' everyday life</i>)	34	6
4. Listen to a conversation about <i>use a computer in free time,</i>	34	6
5. Listen to a conversation about the future jobs.	22	18
6. Listen to a conversation about “ <i>a night at home</i> ”.	22	18
7. Listen to a story, identify the details about <i>favorite multimedia</i>	35	5

The writer concludes that there are 22 up to 39 students expecting to use all the materials of Listening skill.

d. Speaking

Table 4.13 students' need for speaking

Material	Useful	Less Useful
1. Personal introduction and giving personal information.	32	7
2. Describe the function of classroom and laboratory objects.	34	6
3. Describe weekly routines.	24	16
4. Describe a job related to computer science.	30	10
5. Report the problems about computer applications.	25	15
6. Describe students' like and dislike	30	10

The writer concludes that there are 24- 30students expecting to use all the materials of speaking skill.

2. Linguistic features

a. Grammar

Table 4.14 students' need for grammar material

Material	Useful	Less Useful
1. Subject pronoun (They, We, I, You, He, She, It), to be in short sentences and Yes/No questions.	39	1
2. Singular and plural noun, countable and uncountable	37	3

noun and articles a, an, the and quantifiers.		
3. Simple present tense and adverbs of frequency.	34	6
4. Possessive adjective ex; my, his, your.		
5. Cohesion devices for situational context.	36	4
• Personal my friend, we, you, him, ...)		
• Spatial (here, there; this, that)		
Temporal (now, then; after, before)		
6. Simple future	38	2
7. Simple Past tense	37	3
8. Present Continuous	39	1

The writer concludes that there are 34-39 students expecting to use all the materials of grammar.

b. Punctuations

Table 4.15 Students' need for punctuations materials

Material	Useful	Less Useful
1. Use capital letters and periods in paragraph.	31	9
2. Use marker (!,?) for imperative and interrogative sentences.	34	6
3. Use punctuation (“.....”) to show direct quotations or speech.	34	6

The writer concludes that there are 31-34 students expecting to use all the materials of punctuation.

c. Expressions

Table 4.16 Students' need for expression materials

Material	Useful	Less Useful
1. Expression to say <i>hallo, goodbye and everyday expression</i>	30	10
2. Use personal information expression.	35	5
3. Use place or location expression.	33	7
4. Use time expression for routines.	33	7
5. Use time expression for the past.	32	8
6. Use like and dislike expression.	34	6

The writer concludes that there are 30-35 students expecting to use all the materials of Expressions.

d. Vocabularies

Table 4.17 Students' need for vocabulary materials

Material	Useful	Less Useful
1. Meeting and greeting in on line communication	31	9
2. Classroom and laboratory objects	36	4

3. Activities in free time.	33	7
4. Kind of jobs, work places, job description	29	11
5. Adjective for describing computer problems	35	5
6. Kind of multimedia application example: music and sport.	38	2

The writer concludes that there are 29-38 students expecting to use all the materials of vocabularies.

e. Pronunciation, intonation, stress and spelling

Table 4.18 Students' needs for pronunciation, intonation, stress and spelling materials.

Material	Useful	Less Useful
1. Spelling name, phone no, and <i>e-mail address</i>	30	10
2. S ending for plural noun : /s/,/z/,/iz/	34	6
3. Stress and intonation for interrogative sentences.	35	5
4. Pronouncing -ed ending : /t/, /d/, /ɪd/	38	2

The writer concludes that there are 30-38 students expecting to use all the materials of Pronunciation, intonation, stress and spelling.

3. Communication strategic and Socio-culture

Table 4.19 Students' needs for communication strategic and Socio-culture materials

Material	Useful	Less Useful
1. Use <i>How about you?</i> to ask the same questions	29	11
2. Use <i>everyday expressions :Yeah, Thanks</i>	33	7
3. Respond to <i>thank you</i> dan <i>I'm sorry</i> .	32	8
4. Ask and answer classroom and laboratory objects	31	9
5. Say more than <i>yes</i> or <i>no</i> when answer questions	32	8
6. Start answers with <i>well</i> if need time to think, or if the answer isn't a simple <i>yes</i> or <i>no</i>	29	11
7. Use <i>I mean</i> to repeat ideas or to say more.	34	6
8. Show interest by answering a question an then asking a similar one.	34	6
9. Use <i>anyway</i> to change the topic or end a conversation.	31	9

The writer concludes that there are 29-34 students expecting to use all the materials of competence strategic and socio-culture.

4. Fun activities

Table 4.20 Students' need for fun activities materials

Material	Useful	Less Useful
1. <i>"Meet a celebrity"</i>	21	19

Imagine you're a famous person. Make a name card then introduce to other celebrities in simple conversation.		
2. <i>"find the differences"</i> List all the differences of two pictures. Then tell to the class.	27	13
3. <i>What do you remember?</i> Study the picture for one minute, try to remember and tell every thing you see in simple sentences.	29	11
4. <i>Play board games</i> Answer the questions on the <i>board</i> and see who gets finish first. The winner will get a gift.	26	14
5. <i>Yesterday at Campus</i> Imagine that this picture is how your campus looked massy this morning. What did happen yesterday? Tell the class.	31	9

The writer concludes that there are 21-31 students expecting to use all the materials of fun activities.

From the questionnaire (see the appendix 4), the writer obtained several important findings with respect to students' needs in learning English.

Those are:

a. Overview of skills needed

The writer took 40 students as the samples and they need to develop reading skill, because most of them have a high motivation of reading

especially for newspaper or magazine article and certain chapter in books.

b. Overview of topics needed

The students need several topics:

1. Introduction & greeting (online communication).
2. Classroom and laboratory objects (hardware).
3. Everyday life: describe weekly routines and free time activities.
4. Occupation & workplaces (the future job of computer science).
5. Looking back : Problems of computer applications.
6. Favorite multimedia: Music, movies, sport, TV programs, games.

The writer put all the topics in the material and correlates them in every skill and linguistics competences.

c. Communicative Competence Components:

The students need all of materials that the writer offered in questionnaire, included three aspects; skills, Linguistics Competence, Socio-culture and communication strategy.

4. Students' Problems in Learning English

From the questionnaire (see the appendix 4), the writer obtained several important findings with respect to students' problems in learning English. Those are:

- Speaking: Students have difficulty in arranging words, students don't know how to say something in English, Students don't know the best way to say something in English, and students have difficulty in starting the conversation.
- Listening: Students have trouble in understanding meaning of new words so the students have to ask friends to clarify material that has been taught.
- Writing: The third is the problem of writing skill. The writer found five majors problems of the students; structuring sentences, using appropriate vocabulary, organizing paragraph, expressing ideas appropriately and clearly and overall writing ability.
- Reading: There are more than 50% of students expect to learn reading skill. Even though they love to read, the data shows that they still find the problems associated with all the reading techniques.

From the background above, the writer put all the students' problems as the materials in a syllabus and used four skills to sequence the material.

B. Discussion

Based on the analysis of the existing curriculum, syllabus, the students' needs and problems, the writer found there were many weaknesses of the whole syllabus format and also content, so the writer interpreted the results to redesign the syllabus.

1. Process of Redesigning 1st Semester Syllabus

A syllabus is an explicit and coherent plan for a course of study. The syllabus is a guide or map for the teacher and the learners. Developing a syllabus is a major step in language teaching, and it should be made as consciously and with as much information as possible. Then, syllabus design is the process of developing a syllabus (Richards, 2001:2) and redesigning a syllabus is a process of selecting and sequencing content, based on explicit objectives to achieve certain competences.

From the result of needs analysis above, the writer interpreted the data.

They are:

1. The goals

The general objective of the course is the students have good English skills in Information System context.

2. The syllabus

Based on analysis of the curriculum, objectives of the course and the result of needs analysis before, the writer combined two integrated syllabus; Topical- Based Syllabus and Competency- Based Syllabus.

3. The course content

The steps in constructing the syllabus: Observing the competence standard should be in line with the basic competence, constructing the potential main material, arranging the learning activities, deciding the indicators, the evaluation, the time

allotment and mentioning the source. On the other hand, students have many problems in learning English.

Their problems are:

○ Speaking :

Students have difficulty in arranging words, students don't know how to say something in English, Students don't know the best way to say something in English, and students have difficulty in starting the conversation.

○ Listening :

Students have trouble in understanding meaning of new words so the students have to ask friends to clarify material that has been taught.

○ Writing :

The third is the problem of writing skill. The writer found five majors problems of the students; structuring sentences, using appropriate vocabulary, organizing paragraph, expressing ideas appropriately and clearly and overall writing ability.

○ Reading :

There are 30 students expect to learn reading skill. Even though they love to read, the data shows that they still find the problems associated with all the reading techniques.

Some suggestions give for the teacher related about reading skill, It would be very useful for the students, if the teacher teach how to guess unknown words. So it's better for the teacher to use common words for lengthy description in order that they are able to catch the points. The writer decides to put all the students' problems as the materials in a syllabus and uses four skills to sequence the material.

4. Redesigning syllabus

In recent years, a major trend in language syllabus design has been the use of information from learners. Syllabus or content types were combined in more or less integrated ways, with one type as the organizing basis around which the others are arranged and related. In redesigning a syllabus, it should be kept in mind that we should choose which types of syllabus and how to relate them to each other the syllabus would be selected after the writer know about the result of needs analysis. The writer redesigned the new 1st semester syllabus for Information System Students (see the appendix 6).

2. Syllabus Content Validation and Revision

Validation is the process of activities to assess whether the product in this case a new syllabus rational. Validation is an assessment based on

rational thinking and rational to the accuracy of the product of theories. According to Sugiyono (2009:414) syllabus content validation was done by presenting experts of: Linguistics Competence, Computer Science and Academic Department at Amikom Purwokerto. They have many experiences to conduct research and they were able to evaluate the product. Validation was done by discussion and questionnaire (see the appendix 5). Their suggestions are:

(1) Linguistics Competence

First revision of syllabus, hold in September 1st,2010. The revisions can be summarized as follows : describe the course, write Standard Competence and Basic Competencies in syllabus, revise format of the syllabus, write communicative competence components, revise indicators that must be in line with Standard Competence and Basic Competencies, create real- experience of learning activities adopted from the teaching and learning cycle of Callaghan and Rotheryz.

Second revision hold in December 7th,2010. The revisions can be summarized as follows : Describe the content (topics at the syllabus), Write Standard Competence and Basic Competence relates to English for Computer Science and select material relates to English for Computer Science, it adopted from the model and it was applied in Spain University. The writer totally had 10 meetings for consulting the whole process of designing a syllabus.

(2) Computer Science

The writer gave a form of questionnaire in January 11th, 2011, while we were discussing about material selection. The expert explained that there was no suggestion for material selection but she wants the teacher try to relate the materials with the TOEFL material especially grammar.

(3) Academic Department at Amikom Purwokerto

The writer also gave a form of questionnaire in January 4th,2011 while we were discussing about material selection. The expert explained that there was no suggestion for material selection. The materials are accurate for the computer science students.

3. Recommendation

After the writer described and interpreted the data, the writer proposed the syllabus for 1st semester Information System student at STMIK Amikom Purwokerto (see the appendix 6). Redesigning a syllabus is very important in teaching and learning process. Students will learn everything about a subject they learn from related items. So, the teacher develops a systematic plan for course content which will lead to the desired learning outcomes.

CHAPTER V

CONCLUSION

A. Conclusion

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 finds the curriculum of English at STMIK Amikom Purwokerto is competence-based curriculum. It refers to social-efficiency ideology which means curriculum focus 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. The writer analyzes in the two parts of analysis; format and content analysis. There are many weaknesses found there such as:

- The syllabus does not include standard competence and basic competence that would be reached.
- The materials are not sequenced well, so it would make the teacher difficult to develop.
- The materials are not in line with learning activities, indicators and evaluations.
- Learning activities tends to be the same in every meeting.
- The syllabus does not include explanation about time allotment, types, form and instrument of the test.

The third stage was to conduct needs analysis. Questionnaire was used to gather information about students' difficulties and needs in learning English. Their major problems in learning English are

- Speaking: Students have difficulty in arranging words, students don't know how to say something in English, Students don't know the best way to say something in English, and students have difficulty in starting the conversation.
- Listening: Students have trouble in understanding meaning of new words so the students have to ask friends to clarify material that has been taught.
- Writing: The third is the problem of writing skill. The writer found five majors problems of the students; structuring sentences, using appropriate vocabulary, organizing paragraph, expressing ideas appropriately and clearly and overall writing ability.
- Reading: There are more than 20 students expect to learn reading skill. Even though they love to read, the data shows that they still find the problems associated with all the reading techniques.

Therefore their needs in learning English are

- Overview of skills needed

The writer took 40 students as the samples and they need to develop reading skill, because most of them have a high motivation of reading especially for newspaper or magazine article and certain chapter in books.

- Overview of topics needed

The students need several topics:

1. Introduction & greeting (online communication).
2. Classroom and laboratory objects (hardware).
3. Everyday life: describe weekly routines and free time activities.
4. Occupation & workplaces (the future job of computer science).
5. Looking back : Problems of computer applications.
6. Favorite multimedia: Music, movies, sport, TV programs, games.

The writer put all the topics in the material and correlates them in every skill and linguistics competences.

- Communicative Competence Components:

The students need all of materials that the writer offered in questionnaire, included three aspects; skills, Linguistics Competence, Socio-culture and communication strategy.

The fourth stage was to design a new 1st semester syllabus. There were some important points must be improved when the writer redesigned a new syllabus; (a) revising the basic competence of the course, (b) creating the standard competence, (c) sequencing topics and materials with respect to literacy-based, (d) creating learning activities, (e) creating indicators, evaluation and time allotment. The fifth stage was to conduct expert judgment to know the rational of the syllabus content for the

students of System Information. The last stage was to revise of the syllabus based on the suggestion of some experts.

This research may give some benefits as follows: (1) The college, the head of academics department and the teachers themselves will know the teaching and learning documents and teaching learning process in a semester so they will be easier for preparing *Bahasa Inggris I* class. (2) For the students, they can share their problems and needs in learning English, so they will get the material that they want without any feeling of boredom. Although the research gives many benefits, Future researches are widely opened to be conducted such as material development, enacting and evaluation process at the classroom.

Finally this study recommended a redesign syllabus of *Bahasa Inggris I* for 1st semester System Information students. Redesigning syllabus is very useful for the teacher and the next researcher who want to conduct deeper investigation of this study.

B. Suggestion

Designing a syllabus is the first step of the whole teaching and learning process. For the implementation of learning activities in the classroom, the writer suggests to the teacher that it is better if teacher does not use Amikom's and textbook because there are many weaknesses such as format and also content. For other teachers or lecturers, the writer suggest them to develop a syllabus and lesson plan. Future reseachers are

widely opened. They may continue the research for developing material, enacting and evaluating the learning activities at the classroom. So, a determined competence, learning strategies and assessment will be achieved in the process of learning activities.

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