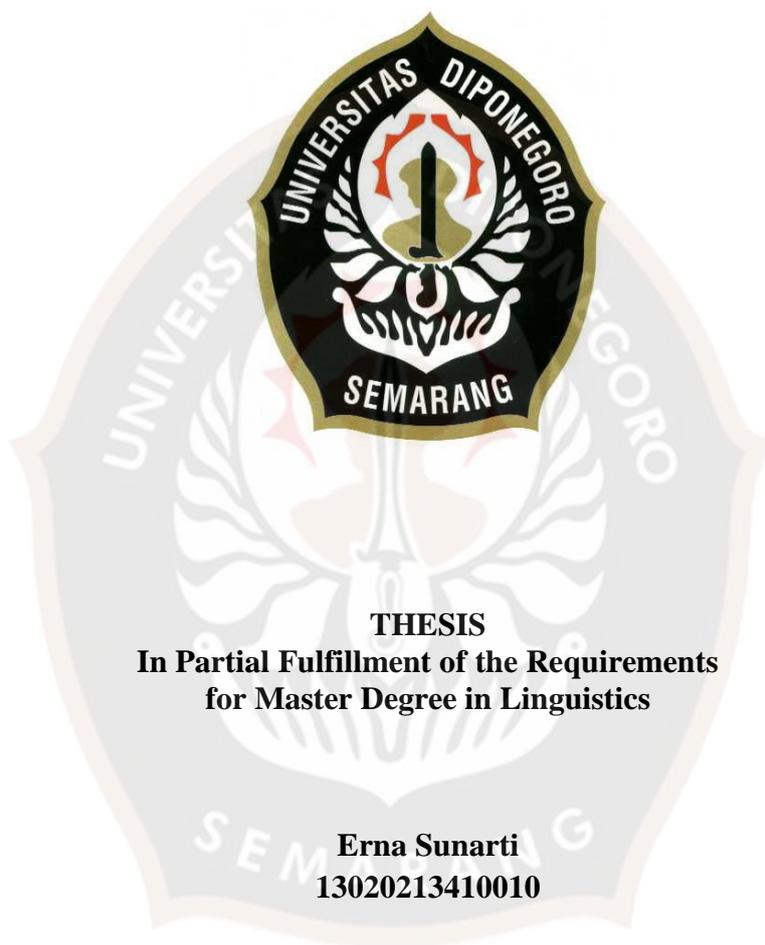


**Task-Based English Syllabus Design for Planning School:
Feedback from the Academic and Occupational Needs
A Case Study of Syllabus Design in Department of Urban and
Regional Planning, Diponegoro University, Semarang**



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

**Erna Sunarti
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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2016**

CERTIFICATION OF ORIGINALITY

I, **Erna Sunarti**, do hereby declare that this thesis work entitled **“Task-Based English Syllabus Design for Planning School: Feedback from the Academic and Occupational Needs. An English Syllabus Design for Department of Urban and Regional Planning, Diponegoro University, Semarang”** 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, June 27th 2016



Erna Sunarti

A THESIS

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Submitted by

Erna Sunarti
13020213410010

Approved on 27th June 2016

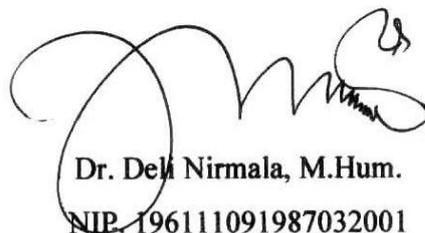
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VALIDATION

Approved by

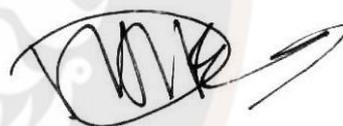
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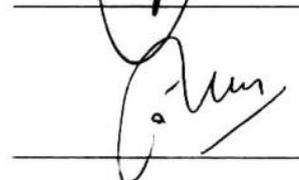


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Dr. Agus Subiyanto, M.A.



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This present study, like other academic works, results from collective efforts. I am heavily indebted to various individuals who made this study possible; therefore, it is my pleasure to thank them all here. I would like to express my sincere gratitude and appreciation to Ministry of Public Work that have given a hand to support for my study. I acknowledge with gratitude my deep and sincere indebtedness to my supervisor, Dr. Dwi Anggani Linggar Bharati, M.Pd., for her valuable guidance, constant encouragement, the time and effort she spent reading and correcting my thesis. Genuine and sincere thanks go to the honorable Head of Master Program in Linguistics and the Secretary; Dr. Deli Nirmala, M. Hum and Dr. Nurhayati, M.Hum. I am equally appreciative of the gorgeous efforts of my thesis examiners—Dr. Agus Subiyanto, MA., all lecturers and administration staff of Master Program in Linguistics for their professionalism.

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“Man Jadda Wa Jada (Those who do it seriously will be successful)”

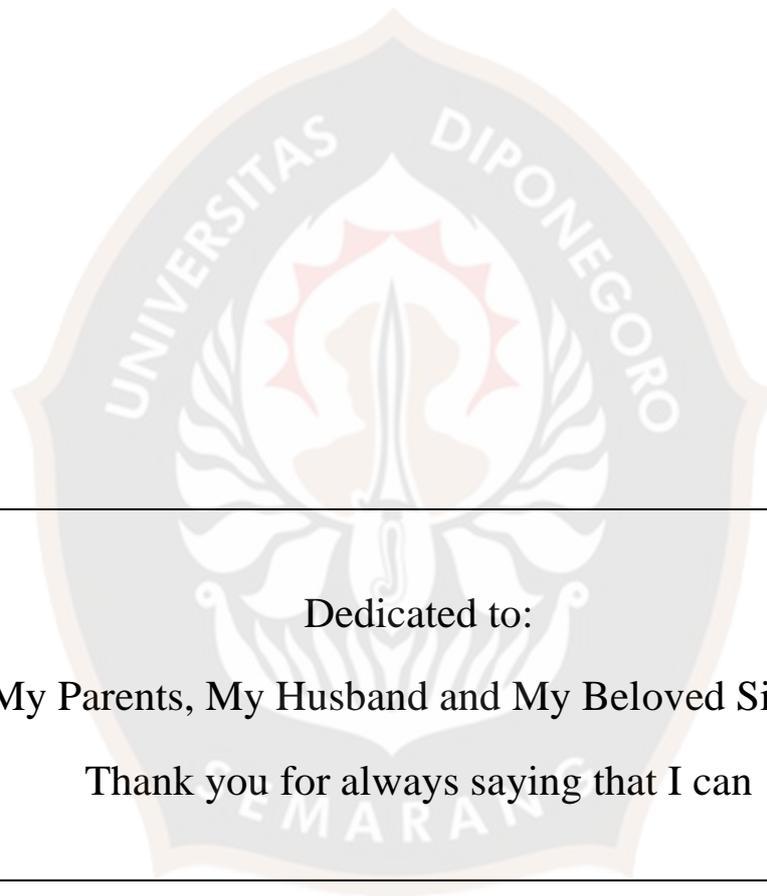
– Prophet Muhammad

“Life is a series of learning, stop learning means stop living”

- Erna Sunarti

“Yakin Usaha Sampai”

- Himpunan Mahasiswa Islam



Dedicated to:
My Parents, My Husband and My Beloved Sisters
Thank you for always saying that I can

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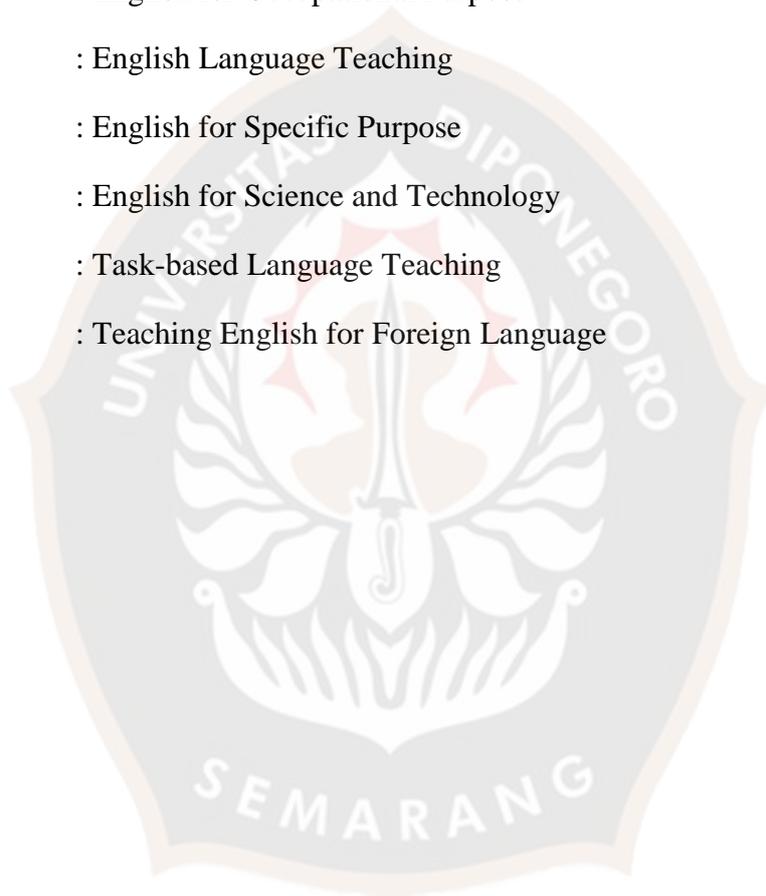
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LIST OF ABBREVIATIONS

DURP	: Department of Urban and Regional Planning
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
TBLT	: Task-based Language Teaching
TEFL	: Teaching English for Foreign Language



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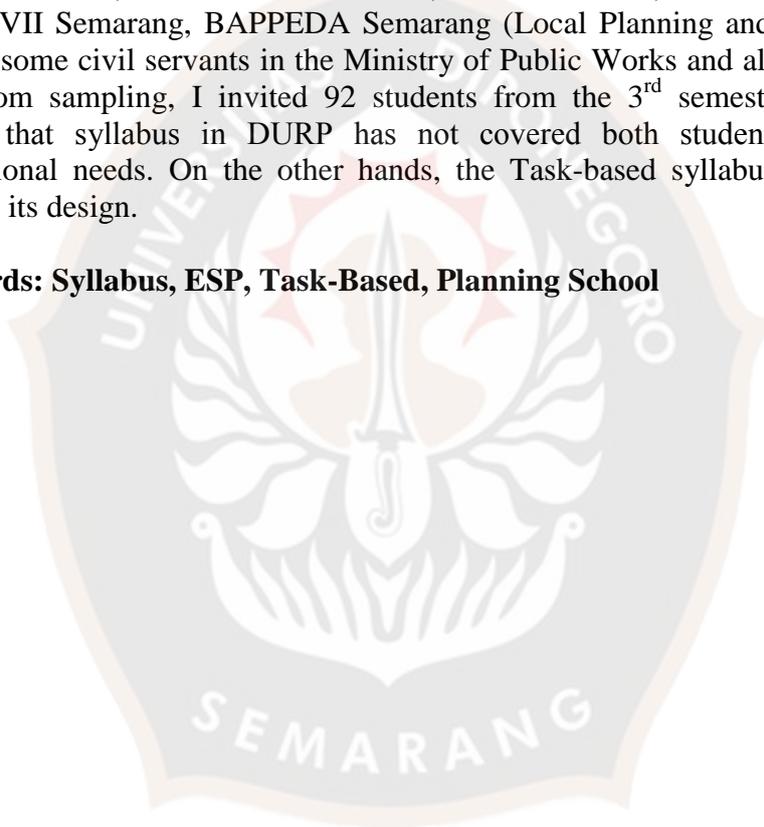
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Abstract

Teaching English for planning students is different from teaching English for English students. Planning school has certain characteristics as described in ESP that must be considered by the curriculum makers in order to create qualifying graduates. There are four research questions in this study 1) is there any problems faced by applying EAP to teach English for planning study, 2) what are the needs of academic and occupational that can be covered by a syllabus design, 3) can the Task-based syllabus design fulfill the needs?, and 4) how is the Task-Based syllabus designed to fulfill the needs of both academic and occupational? Furthermore, this research was conducted by using descriptive quantitative and qualitative method which used two kinds of sample techniques; purposive sampling and non purposive sampling. In purposive sampling, I invited the English lecturers, the curriculum makers, Head of DURP, Head of Balai PSDM Region VII Semarang, BAPPEDA Semarang (Local Planning and Development Broad), some civil servants in the Ministry of Public Works and alumni. Besides, in random sampling, I invited 92 students from the 3rd semester. This study reveals that syllabus in DURP has not covered both students' needs and occupational needs. On the other hands, the Task-based syllabus covers those needs in its design.

Keywords: Syllabus, ESP, Task-Based, Planning School



INTISARI

Pengajaran Bahasa Inggris bagi mahasiswa program studi Perencanaan berbeda dengan pengajaran Bahasa Inggris bagi mahasiswa di program studi Bahasa Inggris. Sekolah perencanaan memiliki beberapa karakteristik khusus seperti dalam ESP yang harus diperhatikan oleh para pembuat kurikulum agar mampu mencetak lulusan yang berkualitas. Ada empat pertanyaan yang akan dijawab dalam penelitian ini, 1) adakan masalah dalam pengaplikasian EAP bagi sekolah perencanaan? 2) apasajakah kebutuhan bahasa Inggris di ranak akademik dan professional?, 3) dapatkah Task-based syllabus menjawab kebutuhan tersebut?, dan 4) bagaimana task-based syllabus didesain guna pemenuhan kebutuhan tersebut?. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dan kuantitatif, dengan dua model sample penelitian: *purposive sampling* melibatkan dosen bahasa Inggris, pembuat kurikulum, Ketua JPWK, Kepala BPSDM (Balai Pengembangan Sumber Daya Manusia) Wilayah VII Semarang, BAPPEDA Semarang (Badan Perencanaan Pembangunan Daerah), Pegawai Negeri di Kementerian PU (Pekerjaan Umum) dan alumni JPWK serta *random sampling*, melibatkan 92 mahasiswa semester 3. Penelitian ini menemukan bahwa silabus yang ada belum cukup memenuhi kebutuhan yang diperlukan oleh sekolah perencanaan. Sedangkan task-based silabus telah mencakup dua kebutuhan besar, yakni akademik dan professional.

Kata kunci: Silabus, ESP, Task-based, Sekolah Perencanaan

CHAPTER I

INTRODUCTION

In chapter one, I mostly discuss background of the study, research questions, objectives of the study, significance of the study, scope of the study, definition of key terms and the organization of the writing.

1.1 Background of the Study

Nowadays, our society can be figured out as a global networked society in which all sectors are important. In other words, any aspect of life is linked to support another aspect. Both private and public institutions must hand in hand in finding solution to face tomorrow's demands (Lansu: 2013). As we know the changing of life, somehow, requires a certain demand that must be overcome by academician. Thus, we need integrated pattern solution which can be used to fulfill the current demands.

The changing of life's prerequisites needs to be responded by having high quality performance of high quality standard of education. Education brings people to have wide range of chances to build skills. Moreover, each person should have high quality skills in order to compete the challenges that occur in the real life. Having a good skill means people should get sustainable education system aiming to become capable. That is why education is designed to prepare people to be a good problem solver.

The number of experiences drives me to take consideration on conducting this research. I have experience in teaching English in Department of Urban and Regional Planning, Faculty of Engineering, Diponegoro University in 2012-2013.

I was being teacher assistance replacing lectures who had overload classes. Since then I felt curious about teaching English in Department of Urban and Regional Planning.

Teaching English in another department (beside English Department) is different from teaching English in English department. In English department we have students that in the initial were set to become an English teacher or language expert. However, in Planning department, mastering English is used as supporting skill. Since English is very important to this major.

There are many aspects that differentiate teaching for academic English from English for engineering. The engineers use certain register that sometimes different from English in common words. Moreover, these certain words are important to master since their activities deal with them. Furthermore, teaching English for engineer must lead the students to be more active rather than teaching them the theory.

A good education system comes from good curriculum products. In detail, curriculum has a big impact related to the goal which is intended by an institution. According to Nation and Macalister (2010), curriculum design can be figured out as a kind of writing activities and as such it can be usefully studied as a process. These writing activities tend to govern all activities in the teaching and learning process that wants to be applied by the lecturer in the classroom. Further, curriculum will be broken down into syllabus in order to make it more practical.

English in the University level is generally taught in the first semester. It is based on some reasons, English is an important skill nowadays, since it is widely

used in around the world—not only for academic reason, but also for preparing students for the professional reasons.

Language is as key tool services in any matters of both academic and business domains. It is widely known that English is needed in many aspects. Ironically, students at a university level are mostly prepared with the academic purpose. It happens to Department of Urban and Regional Planning (DRUP)—Faculty of Engineering, Diponegoro University. These engineering students are taught in the field of English for Academic purposes. Most of the subjects are about teaching grammar and how to read well. Those materials do not really answer their needs in the next future; that is why it is necessary to design a good curriculum to govern both the goal and the step in teaching English.

The problems come out relate to the outcome of the students' ability after graduating the program. Moreover, for them who work in multinational companies, they are expected to be able communicate actively in English. However, the problems show up related to the ability of English as a main language in most of multinational company. As I describe in the initial paragraph, any aspect of life must hand in hand to answer the current demand. The demand of English is high even for engineering field, so it is a must to prepare our students with English that correspond to the demand of the society.

English for specific purposes is one of the approaches that is simply applied to answer all the questions deal with English in both academic and occupational field (Hutchinson, 65:1987). There are two benefits of ESP, in academic purposes, students will generally get skill on writing, listening, speaking and reading. Furthermore, materials are designed in accordance with the context

of their study. The other points, students are also provided with daily needs conversation.

From the reasons above, I clearly state that Department Urban and Regional Planning, Faculty of Engineering, Diponegoro University needs to reconsider English syllabus to drive the students to be able to compete when they graduate from the university. Thus, constructing an appropriate syllabus is an important thing, since it is the design of what is to be learnt in a course study (Feez and Joice, 2002:8).

ESP approach is considered too general in formulating a syllabus, therefore, it still needs an applicable approach. From that point, I consider to pilot task-based syllabus design as an approach to extend the ESP in order to make it practical. In task based syllabus design, principal elements are purposeful activities and tasks which mean all of those activities emphasis communication and meaning. Moreover, it also gives a chance for the students to learn language through interacting communicatively and purposefully while involved in the activities and tasks. (Feez and Joice, 2002:17)

Finally, this study will mainly discuss how to formulate a syllabus by using ESP approach and task based design.

1.2 Research Questions

This study tries to figure out the syllabus design which is offered to DURP. Subsequently, it tries to overcome the interconnecting between academic and occupational needs. Thus, there are several research questions in this study:

- 1) What are the problems faced by applying EAP to teach English for planning study?
- 2) What are the needs of English for the academic and occupational that can be covered by a syllabus design?
- 3) Can the Task-based English Syllabus fulfill the needs?
- 4) How is the Task-Based syllabus designed to fulfill the needs of both academic and occupational?

1.3 Objectives of the Study

From the research questions, there are four objectives of this study:

- 1) To explain the problems faced by applying EAP to teach English for engineering
- 2) To explain the needs of English in academic and occupational context
- 3) To explain how the Task-based English Syllabus fulfill the needs
- 4) To purpose Task-Based syllabus in order to increase the quality of the syllabus to fulfill the needs of both academic and occupational

1.4 Significance of the Study

This study is expected to meet both theoretical and practical benefits.

- 1) Theoretically, this study will enrich the knowledge of constructing task based syllabus for ESP program especially in the need of academic and occupational purposes. In ESP context this study can be reference in constructing syllabus, since it initially begins with the description of each subject—its need and characteristic.

- 2) Practicality, this study will give insight for those who are interested in constructing curriculum for ESP program especially for Urban and Regional Planning, Faculty of Engineering.
- 3) Pedagogically, in term of pedagogical, this study will give some points to consider before designing a syllabus for specific purposes. Since, my research provides series of stages which needs to do in designing a syllabus.

1.5 Scope of the Study

This study is limited by the scope of the study, it will only discuss about the designing a task-based English syllabus for Department of Urban and Regional Planning (DRUP) Faculty of Engineering, Diponegoro University based on the ESP approach dealing with academic and occupational purposes. Furthermore, this study is preliminary study which means, the syllabus offered has not been applied before.

1.6 Definition of Key Terms

There are many terms used in this study which need to clarify in the beginning.

They are:

1.6.1 Curriculum: The term curriculum denotes the sum entire of organized learning stated as educational ends, activities, school subject and/or topics decided upon and provided within an educational institution for the attainment of the students. (Garcia, Dolores G in RELC Seminar on Curriculum Development and Syllabus Design for English Teaching, 1983:1).

1.6.2 Syllabus: It describes about the ultimate goal of the course. Then, it also tells about the format of the lesson, including the technique and kind of activities which will be applied in the teaching and learning process (Nation and Macalister, 2010:2).

1.6.3 DURP: Department of Urban and Regional Planning, Faculty of Engineering, Diponegoro University of Semarang

1.6.4 ESP: English for specific purposes is one of the approaches in language teaching that is simply applied to answer all the questions deal with English in both academic and occupational purposes

1.6.5 Task-Based English Syllabus Design: Long (1985:89) also defined the definition of target task (occupational task) as activities undertake in the real situation beyond the conditioned situation like in the classroom; for instance, general meeting with client, typing a letter, everyday conversation, etc. in contrast, Richard, et al (1986:289) framed the definition of academic task (pedagogical task) as activities which done as a result of processing and understanding the language; for the example, filling a missing word while listening to a tape, listening to an instruction and performing a command may be referred to a task.

1.7 Organization of the Writing

This study is set up of five chapters, thus, the organization is as follows: Chapter one pronounces the background of the study, the research questions, the objective of the study, the significance of the study, the scope of the study, the definition of key terms and the organization of the writing. In general this chapter provides the frame work of thinking as the whole study and as the bridge to the following chapters.

Chapter two describes the related literature. It contains previous studies of designing syllabus for engineering students and the theories which will be used in this study. They will provide the basic references in completing this study.

Chapter three deals with the method of investigation. It tells the description of the research design, the subjects of the study, the research methods and techniques, the procedures of the study and the data analysis.

Chapter four concerns on findings and discussions of the research. It tells more about constructing curriculum for the ESP program; a case in engineering students of Diponegoro University.

Chapter five is about conclusions and suggestions. It provides the conclusions of the analysis and suggestion for the curriculum designer and the next researcher.

CHAPTER II

LITERATURE REVIEW

Chapter two describes the related literatures used in this study. It contains previous studies of designing syllabus and the theories that correspond to the study of designing syllabus for planning school. These literatures provide the basic references in completing this study.

2.1 Previous Studies

The study of designing syllabus has been widely conducted by numerous researchers. The research which was conducted by Ruso in 2007 about 'The Influence of Task Based Learning on EFL Classrooms' had clarified the influence the Task Based in improving students' motivation and performance in EFL classrooms. This study revealed that the Task Based design give positive impact in improving students motivation and learning. This study also wanted to investigate the role of teacher in the classroom, and finally found that most of students do not like their teacher give a lot of talks and theories. They prefer to get more activities which give them plenty of chances to be more active in the classroom.

Holzman in 2008 at Beit Berl Academic College, Israel, was focused on constructing English curriculum for academic purposes. The goal of teaching English in this country is that the students are able to read academic text. It has benefit to drive students to get used to the academic text both in written and spoken. It also leads the students to be active in conferences and write journals conducted in English. So, the goal of teaching English in Israel higher education is

preparing students to be able to use English in academic field. On the other hands, instead of using English as a language, this process just produce students who just able to face the academic field. Thus, they will lack to use English as a language to deliver ideas in the real life—which is little bit different from English as academic purpose.

Madya in 2008 from Yogyakarta State University in TEFLIN (the Association of Teachers of English as a Foreign Language in Indonesia), wrote the curriculum innovation in Indonesia and the Strategies to Implement Them. This study was conducted to uncover the development of curriculum in Indonesia—the strengths and the weaknesses. It is said that all the degree of success of any innovations was determined by the conducive of situation and condition. Thus, the innovation needs support from environment and its elements. It can be said that, since Madya tried to compare the strength and weaknesses of each curricula in Indonesia. Furthermore, it claimed that the curriculum in Indonesia still needs improvements.

Zhao and Coniam in 2008 conducted research which was pointed out on Rethinking the Collage English Curriculum in China. The study shows the development of curriculum design, and then finally it went to redesigning a curriculum that covers conceptual framework of a course. Initially, it clarified the weaknesses of curriculum that had been applied for 56 years in China by comparing it with conceptual framework that includes curriculum theories, language syllabus organization and systems design, and forming an integrated, interactive dynamic ecosystem in language syllabus design and curriculum development.

This study provides a complete process of constructing the new curriculum, start from defining the demand of the course until expanding the syllabus to be implemented. However, it just tells us the important points in designing curriculum. It does not provide us the detail information of compiling the needs and then dividing the needs into some categorizes in which it will be the first step to define the level of difficulty of the course. On the other words, it seems only give a general point of view in rethinking the new curriculum without discussing the new concept of curriculum that will be offered.

A study done by Kassim and Ali in 2010, for example, was focused on constructing an English communicative event for engineering students based on responds from the industry. It tried to ground the industrial needs in East Coast Region of Malaysia to gather information on the fundamental communication skills and communicative event which are frequently faced by engineering. This study only describes the communication skill which means only deal with speaking skill. It does not cover the other skills in English, such as writing, reading and listening. This study only pursues students to have a good communicative skill. However, as an industrial engineer, someone has to master some skills in the same time in conducting his/her duty, such as to write a report and other written forms.

Another study was done by Strobel et al in 2012. Their study was about the role of authenticity in design-based learning environment: the case of engineering education. In this study, the writer tried to discover the level and the appropriateness of material given to the engineering students. The authentic materials drive the students to get used to the real situation of work after they

graduate from the program. It leads students to prepare the skill they need in the workplace. However, authentic text mainly drives students to only master about reading material. Making students understand how to communicate does not always through giving authentic text, it can also be done by giving students chances to experience to meet the real conversation with foreigners or people native like.

Those previous studies have correlation with my study. All of them are about designing English syllabus both in academic and specific purposes. I provide a study which is done by Ruso, she claimed that TBLT has significance power to drive students' motivation and performance in the classroom. She conducted her study in English Department, and her aims just want to examine the influence of TBLT in improving the students' motivation. This study of course is different from my study. I conducted my study in engineering department and in different context. I want to design new syllabus for the planning students based on the needs of both students and market.

A study done by Khasim and Ali was conducted in 2010 just limit the coverage analysis only for designing curriculum based on industrial needs. However, my research is going further by compiling any filed which has correlation with planning school, for instance the students' and the institution's demand, industrial demand, government demand as well. Furthermore, another study which was conducted by Strobel (2012) and Holzman (2008) totally described the use of academic text in designing curriculum. Both studies expected the students to be able to read the academic text. Moreover Strobel focused on giving authentic text to the students. Thus, these studies expected the students to

master reading and writing more than listening and speaking skills. Those studies are definitely different from my research. My research will place four major skills in one equal level, though this level may differ based on the pursuit which will be shown in the need analysis.

The last, the studies were done by Madya (2008) and Zhao, Coniam (2008). These two studies tried to compile the history of curriculum development in Indonesia and China. Both studies show the strengths and weaknesses of curriculum design in two countries, and then they tried to reconstruct new curriculum that were claimed as the better one. The studies were conducted based on English course for English department. However, my study is about English for specific purpose—engineering field focused on urban and regional planning. It focuses on what the planner needs both as university students and as a professional.

2.2 Theoretical Framework

There are some points in the theoretical framework. It is necessary to describe because I want to show the theories which are used in my research. Furthermore, this framework is as my path to write the following discussions.

2.2.1 General Issues on Language Learning and Teaching

Learning second language is a long and complicated process (Brown, 2000:1). The long and complicated process is related to time and the process which will be faced both students and teachers. Subsequently, learning can be broken down into several definitions: Learning is acquisition process. The process of acquisition

takes long process and time. Furthermore, the process itself requires changes that can be seen from the changed behavior.

Learning is maintenance of knowledge and/or skill, Retention process correlates to storage system, memory, and cognitive organization. Moreover, learning involve active, conscious focus on and acting upon events outside or inside the organism. Learning can also be said as relative permanent but subject to forgetting, therefore, it requires some forms of rehearsal and reinforced practice.

There are many reasons on why people learn new languages. Some say that they learn new language because the system requires them to do so, or because they need language to support their quality of life (Harmer, 2007: 14). Those who do not have supporting reasons on why they learn new language are commonly young language learners who just follow the regulation of learning new languages. On the other hands, those who understand the reason of learning new language are basically adult learners.

Understanding the reasons why people learn new language is important to guide us defining an appropriate method to be used in teaching and learning process. Moreover, learners who totally have no idea on learning a new language can be treated by using teacher-centered learning, while, those who are capable to define their needs can be taught by using student-centered learning.

2.2.2 English for Specific Purposes

English is broadly used in numerous subjects of life. It is used not only in matter of language to communicate among people, but also to deliver such kind of certain information in different register. It began in the 1960s and the early of

1970s by the work of Peter Strevens who encoded that English was used in Electrical Engineering constituted a certain register that rarely used in daily conversation—general English (Waters and Hutchinson, 1987:9-10). Initially, the aim of English was to discover the grammatical and lexical features of registers which were being used. From that record, teaching materials tried to put linguistic features in their syllabus. Then teaching English developed following with the need of people. For example, English for Engineering, English for Nursing, English for Law, English for Medical Science.

The ultimate goal of ESP is producing a syllabus which provides prohibitive attention to the language forms which students would face in their science studies and in shift by giving low attention to the language form they would not face with (Waters and Hutchinson, 1987:3). In line with Waters and Hutchinson, Dubin and Olshatain (1992:5), stated that the absolute preparatory work before we construct a curriculum, we have to clearly understand our learners, the teachers, the purpose of the program and place the program will be held. By knowing these matters, we will be able to consider which linguistic forms are suitable with this program.

In ESP program, especially in making syllabus, we should consider the students' need (Richard, 2001:32), rather than the pattern of the language. There are two major concerns on ESP, namely English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). These concerns are highly needed by the students, since they use these EAP and EOP in both present circumstance (academic field) and future circumstance (work field). In detail, EAP is designed to train students in accordance with the academic needs; for instance, how to write

a good paragraph and how to read scanning and skimming. On the other hands, EOP deals with the ability used in the occupational circumstance, for example, how to communicate with foreign founder or foreign customers. It is very necessary, because in the next students will need more English as a language to easy them in communicating among their workmates and promoting their project. Students also must understand the context of using the language in order to use appropriate sentences.

As I have talked before, students must be engaged in the teaching and learning process. It means that the students must be provided many tasks to make them to get involve in the process of learning, and the task is based on the activities. To make easy teaching a context and meaning, we need to make a syllabus. So we can spread the material appropriately, it also the step to consider defining which material must be mastered in the first semester, second and third semester. This diagram bellow shows us the outline of a learning-centered approach to ESP:

SECTION 1:

WHAT IS ESP

SECTION 2: COURSE DESIGN

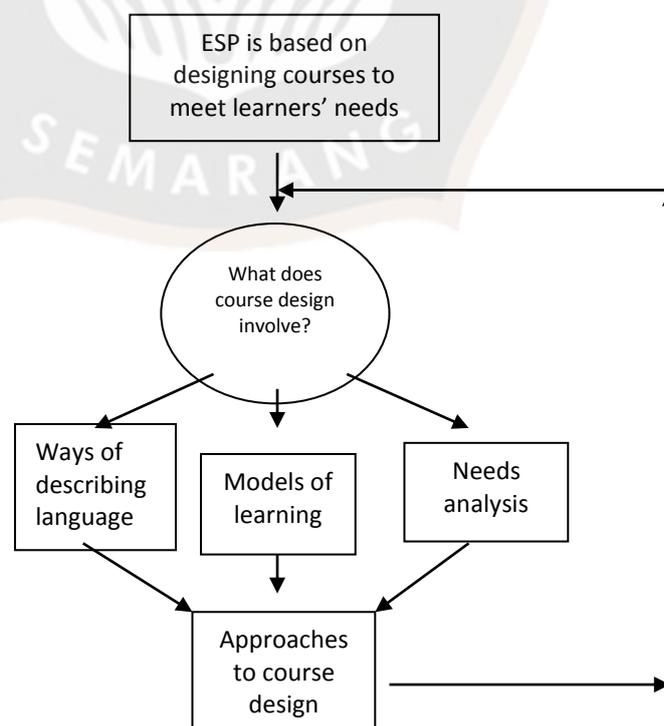


Figure 01: outline of a learning-centered approach to ESP (Waters and Hutchinson, 1987:3).

Figure one describes the outline of a learning-centered approach to ESP. It has two sections in which it has its design and its goal. Section one is mostly talk about designing ESP curriculum based on the students' needs. From the list of the students' needs, it goes further to design the course—what should get involve in the course. Subsequently, in section two the course design is started from defining the point which will be involved. It derives into three major components: way of describing language, model of learning and the need analysis. Rising from this point, it goes through to the approach to course design.

Overall, the syllabus design in created to answer the students' needs—both in academic and occupational relationship and also present and future needs.

2.2.3 The Main Goal of ELT in DURP

As public educational institution, Department of Urban and Regional Planning (DURP) declared its vision as an 'Internationally Reputable Planning School in 2020'; with the mission are: Conducting planning school as internationally qualification by developing both lecturing and staff as credible, transparent, accountable, responsibility and fair (good university governance). Second, creating graduated students who have globally competence in planning by increasing educational standard and knowledge relevancy (link and match). Third, conducting research and creating internationally knowledge level in the field of planning by providing good environment and facilities. The last is giving

contribution in developing knowledge and society services in planning by expanding network in international.

It is obvious that all elements in this department must support the ultimate goal that wants to be achieved. Lecturers, staff and students must hand in hand in reaching this goal. Furthermore, the soft components such as curriculum must be presented in line with the ultimate goal. Finally all components are connected to be united to be something that has been dreaming of.

2.2.4 General Syllabus Planning

Curriculum designers distinguish curriculum from syllabus (Nation and Macalister, 2010:1). See the diagram below:

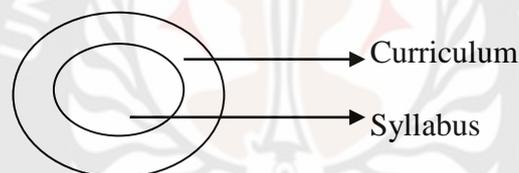


Figure 02 : the stand of curriculum and syllabus

The picture above figures out the seat of two important things—curriculum and syllabus—which are clearly seen in the process of designing a teaching and learning process. The inner circle represents the syllabus design with its whole stuff. It describes the ultimate goal of the course. Moreover, it also tells about the format of the lesson, including the technique and kind of activities which will be applied in the teaching and learning process (Nation and Macalister, 2010:2). On the other hand, the outer circle represents the curriculum which is more complex than the syllabus. The curriculum, somehow, includes the hierarchy of planning functions in total language-teaching operation. According to Corder (1979:13), the hierarchy covers political condition, linguistic,

sociolinguistic, psycholinguistic, and pedagogic. The outer circle also reflexes the evaluation of the program. It deals with the judgments on every aspect in teaching and learning process which needs evaluation.

Saylor, Alexander and Lewis (1981), Beauchamp (1981) and Posner (1998) in Marsh (2004:5), said that “curriculum is stated as all planned learning activities for which the school is in authority”. This assumption obviously declares that planned learning is something that been governed to be achieved. It will mostly describe on what the teacher think about the learner’s should study. Then the curriculum design will limit the ‘planned learning’ it self. The teacher and the school design anything deals with curriculum, syllabus, and the materials as well.

On the other hand, Walker (1994) and Cairns (1992) in Marsh (2004:5-6), mention that “curriculum is the total of learning experiences provided to the students, thus, they can conquer general skills and knowledge at wide range of learning sites.” This description emphasizes on learning rather than teaching. It gives extra opportunities to students to get skills more than theoretical views.

According to Taba (1962:12), there are several steps in constructing a curriculum thoroughly—it is called ‘curriculum process’, it includes: Needs Judgment, Defining the course objectives, Chose the content, Organization of content, Selection of learning experiences, Organization of learning experiences, Determination of what to evaluate, and the means of evaluation.

Taba (1962) and Susan (1998:2) agreed that one of the important points in designing a course is diagnosis of the students’ needs. It goes to the list of what our students should have after they graduate from the program. The list is

significantly important to define the design of the course. Furthermore, it also can be used to formulate the objective of the course, as declared by Nunan (1988:79), “product-oriented objectives can be derived right away from the learners themselves, by asking the learners why they are learning the language”. From this step, I go further to select the content of the course. Those three points are important to continue the process—organization of the content. Organization of content is used to clarify the level of difficulties of the materials.

The three rest points have correlation with the four previous points, they point out on the learning experiences. Learning experiences are the basic concept to be observed to come to the process of evaluating. Furthermore, evaluating is important to the process of gaining information about the students’ understanding. This evaluation, then, is used to redesign or make better the previous syllabus. In detail, I need to describe the development of syllabus design in order to know the process of syllabus.

2.2.5. The Development of Syllabus Design

Borrowing a term by Susan Feez in her book of *Text-Based Syllabus Design—The Evolution of Syllabus Design*—I try to show the changing of syllabus design by the times. See the table below:

Syllabus design	The Elements	Limitation
Structural syllabus	<ul style="list-style-type: none"> • Lexical items and grammatical structures • Vocabulary and structures sequenced according to their perceived complexity • Learner accumulates all the building blocks of the language one by one thus eventually constructing the whole language 	<ul style="list-style-type: none"> • Focus on the vocabulary, grammar, and phonology without considering context and meaning • Lexical items and grammatical structures are illustrated in sentence which isolated from the extended stretches of the real live communication • Grammatical element tends to be shown from the simple to complex
Situational syllabus	<ul style="list-style-type: none"> • Organized from the perspective of field and experiential meanings • Elements are usually dialog placed in everyday settings • Dialogues include lexical items and grammatical structures are practiced by students in follow-up activities 	<ul style="list-style-type: none"> • Some situational syllabuses are criticized much like structural syllabus • Tend to place an unbalanced emphasis on field or the topic and social activity • Often does not take relationship of interactants, the overall social purpose of language , the way the language hangs together to create meaning • Language often seems contrived and stilled
Topic-based syllabus	<ul style="list-style-type: none"> • Sequencing is determined by the order of the social activity 	<ul style="list-style-type: none"> • Sometimes links between learning more about the topic and learning more about the language are not made explicit which lead to confusion
Functional-notional syllabus	<ul style="list-style-type: none"> • Element are functions and notions • Functions are described as the communicative purposes • Notions are general areas of meaning based on ideas, concept, etc 	<ul style="list-style-type: none"> • Functions and notions are an atomistic approach to language learning • Function are often based on interaction between two people • Teacher tend to be given long lists of function and notions and it is often difficult to select which ones to include in

		syllabus
Process syllabus	<ul style="list-style-type: none"> • It is not planned before the course commences • Jointly negotiate both elements and its sequence • Syllabus is a retrospective record rather than a prospective plan • Focus on process rather than a product 	<ul style="list-style-type: none"> • A process syllabus requires a highly committed teacher • Learner needs to have a clear ideas on what will to be learned • Learner must have high levels of education in their first language, plenty of time and access to a variety of resources
Task-based and procedural syllabus	<ul style="list-style-type: none"> • Focus on process rather than a product • A task-based syllabus is recorded in term of methodology • Purposive activities and task which emphasis communication and meaning • Learner learn a language through interacting communicatively and purposively while engaging in activities and tasks • Activities and tasks is which learner needs to achieve in the real life and have pedagogic purpose specific in the classroom • Activities and tasks of a task-based syllabus are sequenced according to difficulty 	<ul style="list-style-type: none"> • Often reflect the limitations of the process syllabus type outlined • Learner often find the lack of content specification confusing

Table 01: The Evolution of Syllabus Design

This evolution tells us the changes in syllabus design. In the beginning, the syllabus tends to focus on grammatical and the language structure. Furthermore, the structure itself developed by involving the social context as one aspect in the teaching and learning. By the time, these linguistic features were categorized into functional and notional. The functional covers the communicative purpose, while the notional covers the meaning of the communication.

Moreover, the syllabus changes to focus on the process. In this stage, the syllabus was not planned, it just happened when the class started. Students are provided with a lot of activities which are recorded. This stage is the starting point for the task based syllabus. In task based syllabus, students are also provided with a lot of task. These activities can lead them to understand the situation that they are going to face in the future.

2.2.5.1 Task Based Syllabus Design

According to Nunan (2005:1), the idea of ‘task’ has developed to be an ultimate pillar in syllabus design. The idea of my research is defining task in accordance to the academic and occupational task or in Nunan’s idea is called as pedagogical and target task. The academic tasks are tasks which occur in the classroom and the tasks deal with pedagogical purposes, while occupational tasks deal with language in the world beyond the classroom.

Long (1985:89) also described the definition of target task (occupational task) as activities that are undertaken in the real situation beyond the conditioned situation like in the classroom; for instance, general meeting with client, typing a letter, everyday conversation, etc. in contrast, Richard, et al (1986:289) framed the

definition of academic task (pedagogical task) as activities which done as a result of processing and understanding the language; for the example, filling the missing words while listening to a dialog from the tape recording, listening to an instruction from someone and performing a command. Those activities may be referred to a task.

Drawing upon Nunan (2005:4) and Ellis (2003:16) opinion about academic task, I argue that the academic task is all activities that are carried out by the learner to comprehend, manipulate, producing or interacting in target language, however, the ultimate goal is not only understanding the grammar but also how to express meaning. So, what should be included in task-based syllabus?

2.2.5.2 Task Type

In this section I would like to elaborate the tasks that are included in task-based syllabus design. There are several points to consider in defining the task component, there are goal, input, procedure, teacher and learner (the detail information can be seen in how to design a syllabus).

There are several types of tasks that can be chosen in designing task-based English syllabus design. They are: questions and answers, dialogues and role plays, matching activities, communication strategies, pictures and picture stories, puzzles and problems, and discussions and decisions.

2.2.6 How to Design a Syllabus?

2.2.6.1 Constraints Analysis

Defining constraints before designing a syllabus is an important part. In this stage we try to gain brief understanding about three major points; namely the learners, the teacher, and the environment (Mechalister, 2001:14). Constraint or environment analysis is made as the first step in undertaking syllabus design.

Learners

In designing the syllabus, considering the learners is also important part. The learner is the subject that we are going to teach with certain method. Considering the level of the students and their characteristic are then being a step we can start with.

Teaching English for Adult Learners

Teaching English at university level deals with the adult learners. The adult learners have specific characteristics compared with the other learners. They may: represent from various educational backgrounds. The adult learners may come from different places with different culture following them. Thus, along with their previous learning, the students may still bring the old culture. As an adult learner, they are goal-oriented and highly motivated. They bring different skills, interests, backgrounds, and life experiences to the learning situation, want or need direct application. They also have different learning styles, different levels of proficiency, and a poor self-concept (Kern and Knight, 2006:2). Furthermore, these all characteristics guide the syllabus makers in understanding the students,

further, it helps in selecting approach that will be used in teaching and learning process.

Adult learners may have a clear impression of why they are learning new language, because they grow up with wider experiences to draw on, both as individual and as learner (Harmer, 2007:15). Thus, the adult learners, sometimes, only need guidance in learning something, no need to encourage them too much to do such kind of fun activity just like when you are teaching young learners. Furthermore, in some particular activities the adult learners can give corrections on what their friends do in the classroom.

What we need in teaching adult learners is to understand their needs, instead of giving them many task that do not correlate to their needs and factual condition. The syllabus maker should definitely consider some points before piloting their syllabus.

Situation

In situational constraints, we mostly talk about the suitable classroom, time allocation, and resources (Mechalister, 2001:17)

Students-Centered Learning

Seeing the characteristics of adult learners above, I am definitely sure that student-centered learning is suitable with teaching English at university level. This approach lets the students to be more active in the classroom. Furthermore, the different characteristics exist among them can be covered by this approach. By having more chances in exploring their characteristics, students will feel enjoy the teaching and learning process.

Student-centered learning process lays students' attentions in the initially process, recognizing student's interest as basic pillar to the learning experience. In student-centered situation, the students select contents they want to learn, the way they want to learn, and how they will evaluate their own learning. On the other hands, traditional education system which is also called as "teacher-centered learning", that puts the teacher/lecture as the mainly "active" role while the students become a more "passive", or receptive role. In a teacher-centered situation, teachers select what the students will learn, the way the students will learn, and how the students will be evaluated. In the opposite, student-centered learning needs students to be more active, responsible participants in their own learning and with their own path of learning. (Wright and Gloria: 2011).

To use term "student-centered learning" may correspond to educational beliefs or instructional approaches which recognize individual variances in learners. Furthermore, student-centered learning highlights each student's interests, abilities, and learning styles, puts the teacher as a facilitator of learning. Thus this approach is suitable with the adult learners—in this context the university students.

From the points above, I simply draw that the adult learners need to be understood by the lecturers—also the syllabus makers. Understanding their needs and characteristics before applying method and material for teaching and learning process (Corder, 1973:14) is one of important stages to consider an appropriate syllabus.

Lecturer

In lecture stage, we have to know clearly whether the lecturer is trained or not. A trained lecturer means the one who get training to become an English lecturer, or the one who get degree in English education program. This case is important in clarifying that the lecturer has ability to teach or not.

It is also considerable to think that is the lecturer confidence enough to use English. Since the lecturer's confidence will influence the students in teaching-learning process (Mechalister, 2001:17). Confidence lecturer, further, can affect the way he/she manages the classroom (Harmer, 2007:28), so that the ELT (English Learning and Teaching) can run well.

2.2.6.2 Needs Analysis

Hutchinson and Waters (1987) had classified the needs into two categories: target needs and learning needs. The target needs deal with any needs which students need to do in the target situation. On the other hands, learning needs are those activities that the students need to do in order to learn.

There are three points to consider in defining need for the students, necessity, lack and wants. These three points represent the students' current knowledge and future knowledge that they are going to get. The necessity is about needs in the learners' use of language. For example, the learner has to write answer to exam question or to make any progress report. Furthermore, the lack is what skill the learner feels difficult to do, or is there any skill they did not practice in their previous learning. The last point is want. Want is what the learner wish to

learn. According to Mechalister (2001:25), lack meets into present knowledge, necessity meets into required knowledge, while want meets subjective needs.

By analyzing the needs, further, we can figure out course content and presentation features that will meet these needs. We authoritatively can not design any course content and material before knowing the students need analysis. Why so? This basic stage will guide us in designing and running the course.

2.2.6.3 Setting the Objective and Learning Outcomes

The objective and the outcome are important in designing a syllabus. They are as the guideline on how we drive the course outline. The objective, further, describes the ultimate goal of the program, while the outcome define the expected graduates after passing the program.

Objective

In Tyler model of curriculum development (mentioned in Module III: Curriculum Development, Assessment and Evaluation), it is stated that setting objective is place in the top of the process. In this stage we try to grab what the educational purposes should the institution seek.

Marsh (2005:27) stated that a good basic syllabus design must have unquestionably, clearly stated objectives. The objective, further, is used to measure the process of learning is developed. It leads the ELT to the higher levels of achievement made by students. I can not imagine if there is no objective in a course design. The ELT will be so awkward and have no direction. Moreover, the objective of the course must be observable and measurable toward the changes made by the students.

Outcomes

Willis and Kissanne (1997) in March (2005:28) defined outcomes statement as comprehensive explanation of student competencies which reveal long term learning of significance beyond school, and which are superordinate to the specifics of any particular curriculum content, sequence and pedagogy. Outcome statement, further, talks output more than input of teaching.

Outcome statement is the intended learning result we want all students to demonstrate when they graduate from the course. In this case, outcome should in achievable statement. Furthermore, it can not be unclear or unreachable.

2.2.6.4 Selecting the Course Content

The course content will mostly meet the linguistic and communicative competences that the student will master in. there are several competence should be taught:

Communicative Competence

According to Murcia (1995:6) the term of competence may have different meaning for linguistics and applied linguistics. As Chomsky pointed out (1965), that competence is as state or product, not as a process. In detail he argued that on linguistic competence, any consideration of social factor was outside the domain of linguistic. It is different from Savignon (1983) and Stern (1983) opinion, they said that competence capacity or ability is kind of dynamic skills that lead people to get something done. In line with Savignon and Stern, Hymes (1972) stated that social context and meaning is included in linguistic competence.

Moreover, Celce-Murcia et al in the mid nineties. (1995) suggested that actional competence (the ability to understand and produce all significant speech acts) should also be involved in communicative competence. These linguists created two difference terms, they are: the Canale-Swain model: (1) sociolinguistic competence is reformed to sociocultural competence. This competence requires the cultural background knowledge to interpret and use a language well) and (2) grammatical competence is re-labeled as linguistic competence to explicitly contain the sound system and the lexicon and the grammar (i.e., morphology and syntax). This past development of the components included in the various models of communicative competence is summarized in

Figure 3.1:

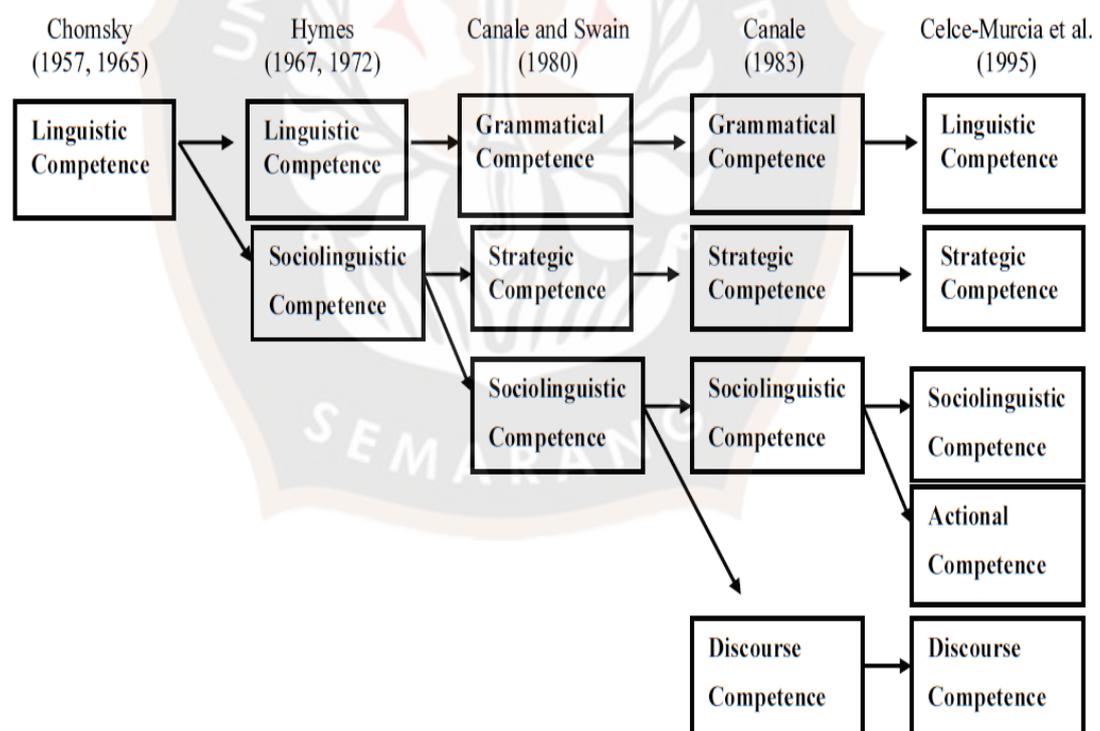


Figure 3: the expansion of communicative competence.

The picture above tells the development of communicative competence from Chomsky era in 1957 to Celce-Murcia era in 1995. It is shown that communicative

competence expands from time to time. *Communicative competence* was the method appeared due to the thought that language ability was not only about grammatical competence. Grammatical competence is set to facilitate the learners with skill of producing grammatically correct sentences, on the other hands, communicative competence works on how to use grammar and aspects of language appropriately for various communicative purposes. This was somehow a wide concept of using communicative competence. It includes knowing what to say and how to say it appropriately based on faced situation, the participants and their roles and intentions. Murcia (1995) stated that there are many components of communicative competence and they are related each other.

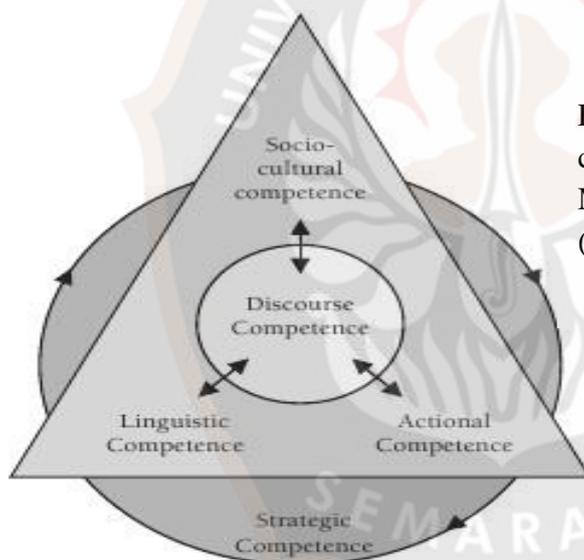


Figure 4: Schematic representation of communicative competence by Murcia, Dornyei and Thurnel (1995:10)

The pyramid above shows the relations between the components of communicative competence. The pyramid is encircled a circle, surrounded again by another circle. Discourse competence is in the central circle inside the pyramid; it is called as core competence. Furthermore, the three pillars of the triangle are the top-down sociocultural competence and the bottom-up linguistic

competence and action competence. The arrows around the pyramid and the circle point out that the numerous components are continually interacting each other and the discourse component. It means that they can not be separated in order to make it a whole process. This model puts the discourse component in a core position where the lexico-grammatical resources, the actional organizing skills, and the sociocultural context all come together and form the discourse. The circle which is surrounding the pyramid is strategic competence—an existing inventory of communicative—cognitive and metacognitive strategies that let a skilled interlocutor to negotiate meanings, decide ambiguities, and to recompense for deficiencies in any of the other competencies.

For more detail let see the advance explanation about each competence mentioned in the figure 4:

Sociocultural Competence

This competence point out to the speaker's pragmatic knowledge. Moreover, it covers knowledge of language variation with reference to sociocultural rules of the target language. According to Celce-Murcia et al. (1995: 23–24), they explained a series of sociocultural variables. There are three crucial terms in this idea. They are:

- a. *Social contextual factors*: this factor covers age, gender, status, social distance and relations among the speakers.
- b. *Stylistic appropriateness*: politeness strategies, a sense of genres and registers.

- c. *Cultural factors*: background knowledge of the target language, major dialects/regional differences, and cross cultural awareness.

Discourse Competence

Discourse competence covers the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. In Celce-Murcia et al. (1995: 13–15) opinion, several sub-areas of discourse competence, there are four important points to consider related to the existing idea:

- a. *Cohesion*: it deals with the use of reference (anaphora/cataphora), substitution/ellipsis, conjunction, and lexical chains (i.e. Halliday and Hasan 1976).
- b. *Deixis*: it correlates with situational basis achieved through use of personal pronouns, spatial terms, temporal terms, and textual reference (e.g. *the following table, the figure above*).
- c. *Coherence*: it is used to express interest/purpose through appropriate content schemata. It also deals with handling longstanding and fresh information.
- d. *Generic structure*: it covers proper schemata that let the speaker to recognize an oral discourse segment as a conversation, narrative, interview, service encounter, etc.

Linguistic Competence

Murcia (1995:16-17) claimed that this competence is the most thoroughly discussed competence, since it covers the fundamental elements of communication: the sentence pattern and types, the constituent structure, the morphological inflections, and the lexical resources. The table bellow shows us the suggested components of linguistic competence (Murcia, 1995:;23-24):

Cohesion	Deixis	Coherence	Genre/Generic Structure	Conversational Structure
Reference (anaphora, caraphora)	Personal (pronouns)	Structured expression and interpretation of content and purpose.	Narrative, interview, service encounter, research report, sermon, etc	inherent to the turn taking system in conversational but may extend to a variety of oral genres
Substitution/ellipsis Conjunction	Spatial (here, there, this, that)	Thematization and staging (theme-rheme development)		
Lexical chains (related to content schemata) parallel structure	Temporal Textual	Propositional structures and their organizational sequences		
		Temporal continuity shift (sequence of tenses)		

Table 02: suggested components of linguistic competence (Murcia, 1995:;23-24)

It may also have four kinds of knowledge:

- a) *Phonological*: it includes both segmental and suprasegmental. Segmental covers vowels, consonants, syllable types, while suprasegmental deals with intonation, prominence/stress, and rhythm).
- b) *Lexical*: knowledge of both content words and unction words. Furthermore, content words include nouns, verbs, adjectives and adverb, on the other hands unction words contain pronouns, determiners, verbal auxiliaries, etc.
- c) *Morphological*: it may include parts of speech, prepositions, grammatical inflections, and productive derivational processes.
- d) *Syntactic*: it covers constituent/phrase structure, basic sentence types, modification, coordinate, subordinate, embedding and word order (both canonical and marked)

These all knowledge is needed in order to make a better using of English both in spoken and written.

Formulaic Competence

We may call this competence as counterbalance to linguistic competence. It refers to those fixed and prefabricated portions of language that speakers use rarely in everyday interactions. This domain may include:

- a. Routines: fixed phrases like *of course*, *all of a sudden* and formulaic chunks like *How are you doing? I am doing fine, thanks; how are you?*
- b. Collocations: verb-object: *earn money*, *kick the ball*, adverbadjective: *definitely fine*, *constantly good*, adjective-noun: *pretty girl*, *an expensive small wallet*, *crowded road*.
- c. Idioms: e.g., be broke = *be without money*

- d. Lexical frames: e.g., *I'm waiting for ____*. *See you (later/tomorrow/ next week, etc)*

Interactional Competence

This competence has three components that appropriate to the current model:

- a. Actional competence: knowledge or skill of how to perform or express common speech acts and speech act sets in the target language which is involving interactions such as exchanges information, interpersonal exchanges, expression of opinions, problems (complaining, apologizing, etc.),
- b. Conversational competence. This competence deals with skill to turn-taking in a conversation or in a dialog. It may consist of how to open and close conversation, how to establish topics and how to interrupt in the middle of conversation.
- c. Non-verbal competence. Seems that people often use this competence when they are speaking or having conversation with other people. This competence let the speaker to use gesture (kinesthetic/body language), signals, use space by having interlocutor and use non-linguistic utterance (e.g. emmmmm, errrrr, uh-oh etc)

Strategic Competence

Murcia (1995) said that, the communication strategies contain *achievement, stalling, self-monitoring, interacting, and social*. This is strategy for language learner to use “specific behaviors to be used to improve learners’ L2 learning” (Oxford, 2001: 362). These behaviors cover learning strategies or communication strategies. Moreover, self-monitoring let the learner to do monitoring though their own learning process, for example, how far they have been running through the learning process. Interacting means the learner having interaction with another

people who somehow can give them perspective on how well they have learned the language. The last is social; this is the largest stage that can show learner achievement in learning L2. In advance, the social stage can figure out whether the learner language can be accepted or not.

Furthermore, three are most important things related to this competence, as Murcia stated, there are three learning strategies include in this competence, they are: cognitive, metacognitive, and memory-related.

2.2.7 Defining Level of Difficulties

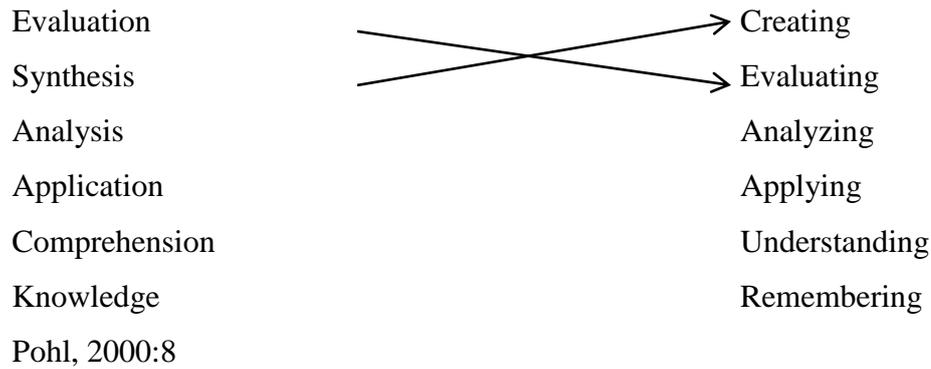
In defining level of difficulties we need to see the taxonomies exist in ELT process. Bloom argued in his idea which had been known widely by all English practicing, it is call Bloom's Taxnomomies. It guides us to classify the competences which will be mastered by the learners. There are three major domain of learning:

1. *Cognitive Domain*. This domain covers behaviors that highlight the intellectual aspects, like knowledge, understanding, and thinking skills.
2. *Affective Domain*. As its name 'affective', it contains behaviors which stress on the aspect of emotional stage and feeling, such as interest, attitudes, appreciation, and how adjustment.
3. *Psychomotor Domain* contains behaviors which emphasize features of motor skills such as handwriting, typing, swimming, and operating machinery.

Moreover, it is needed to organize the thinking skills (Pohl, 2000:7-8).

Drawing upon the competence is very important to design the level of difficulties.

The original term of Bloom Taxonomies:



Those left knowledge were the initial form of Bloom's taxonomies. All the knowledge mentioned were changed into some competences in the right side. We can see clearly that, in the first time all the skills are in noun form. On the other hand, the changes are in the verb form. It is that the changes are from static to dynamic—from noun into verb.

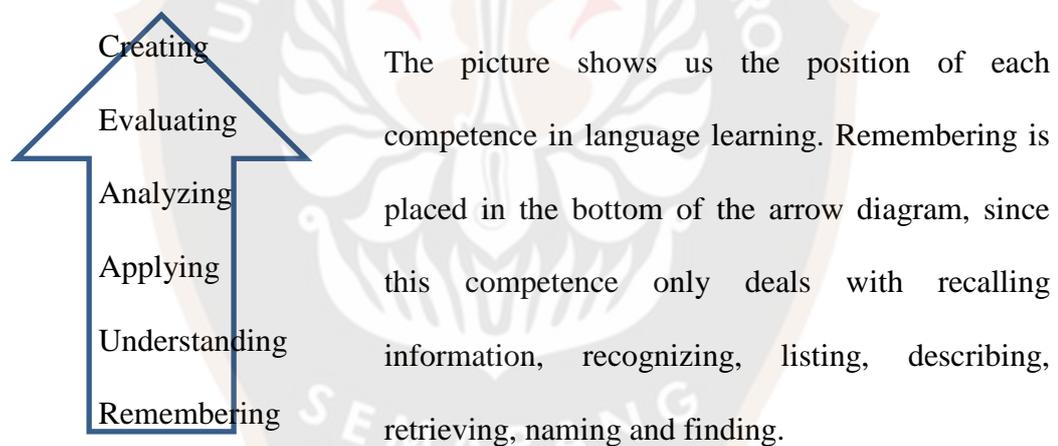


Figure 05: The position of each competence in language learning

While remembering places in the first bottom of the level of Blomm's taxonomies, applying places in the second bottom. It deals with explaining ideas or concepts, interpreting, summarizing, paraphrasing, classifying and explaining. Subsequently, it goes through to the next competence—applying. Applying is

competence that covers of using information in another familiar situation, implementing, carrying out, using and executing.

The three rest competences are analyzing, evaluating and creating. Analyzing includes the ability of breaking information into some portions to expand understanding and relationships, comparing, organizing, deconstructing, interrogating and finding. While evaluating holds modifying a decision or course of action, checking, hypothesizing, critiquing, experimenting and judging. The last is creating. It facilitates about generating new ideas, product, or ways of viewing things, designing, constructing, planning, producing and inventing.

From those levels of competence we can make distribution into several dimensions process. As Anderson and Krathwohl (2001: 45-56) classify them (see appendix 1).

Furthermore, the knowledge dimension purposed by Anderson and Krathwohl (2001: 27) should also be considered by syllabus maker:

The Knowledge Dimension

DIMENSION	DEFINITION
Factual knowledge	The fundamental elements which students must understand to be accustomed with a discipline or solve problems
Conceptual knowledge	The interrelationships among the fundamental elements inside a wider structure that enable them to use together
Procedural knowledge	This is including series of stages of how to do

	something, method of inquiry, and the criteria for using skills.
Metacognitive knowledge	Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.

Table 03: The knowledge dimension

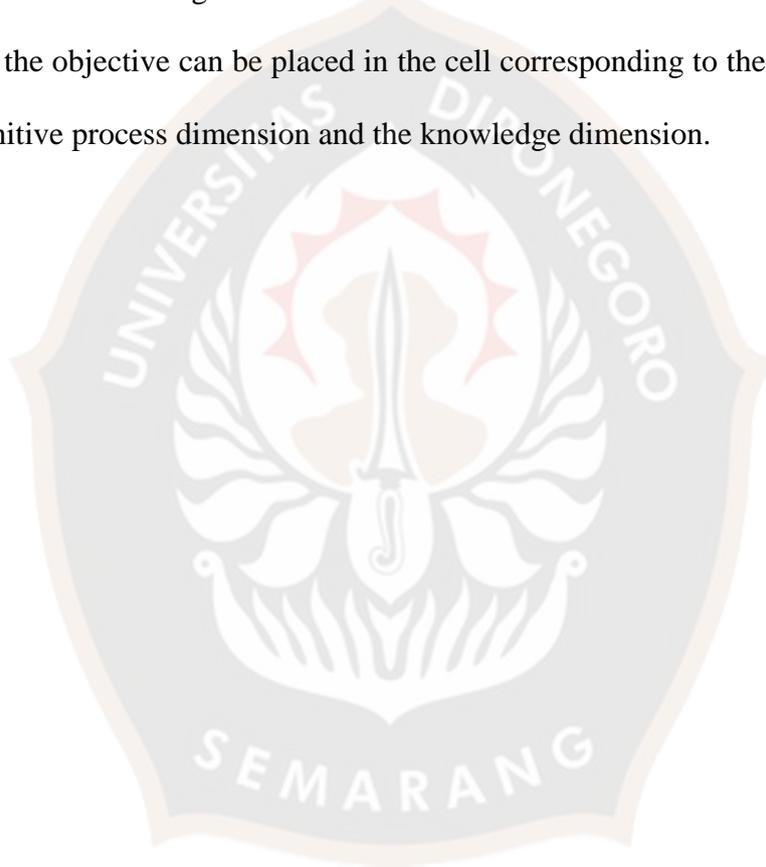
Those levels are largely used in designing curriculum for university students. They will easier the curriculum maker to classify the goal or the target that want to be achieved by the program. Moreover, they also can be used to determine the level of difficulties in each level of the course.

The dimension of knowledge consists of factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. Factual knowledge is basic knowledge that should be known by the students, so that students are able to understand an issue or solve problem. On the other hands, conceptual knowledge is the interconnected basic knowledge and it has greater structure, thus, it can be used simultaneously. Moreover, procedural knowledge is knowledge of how to do something; a method to find out, a knowledge that prioritizes capability, algorithms, techniques and methods. The last is metacognition knowledge; it is knowledge that involves cognitive sciences in general. (Anderson and Krathwohl, 2001: 45-56).

Those levels are largely used in designing curriculum for university students. These knowledge dimensions also easy the curriculum maker to classify the goal or the target that want to be achieved by the program. Moreover, they also can be used to determine the level of difficulties in each level of the course.

Herewith I provide the merge between the knowledge dimension and cognitive process dimension as consideration where to place our learning objective.

When the knowledge dimension and cognitive process dimension are merged to define the objective of learning position, we can see which stage we are going to expect to the teaching and learning process. Before placing the stage, we need to define first the “verb objective” in cognitive process column, further, look forward into knowledge dimension to determine the row level on this stage. Finally, the objective can be placed in the cell corresponding to the intersection of the cognitive process dimension and the knowledge dimension.



CHAPTER III

RESEARCH METHOD

The method of investigation is very important in every research; it serves as guideline to attain the objective of the study. In this research, I used quantitative to define the participant of the research and qualitative design to analyze the data, instrument of the research, and the steps which were used in this research.

3.1 Research Design

Method is ways or steps which are used to learn about an object of a certain discipline, thus, I chose descriptive qualitative to be used in analyzing the data this study. However, in defining the sampling and percentage the result I used quantitative method. Qualitative is suitable because descriptive qualitative gives me chance to elaborate the data. Furthermore, it also undertook case study descriptive design, since it focused on the students in specific research area. According to Issac and Michael (1981:48), the aim of the case study research is to study thorough about the existing prominence and the environmental interactions. It can be in an individual, group, institution or a community.

The urgent reason to conduct my research by using case study is because it may concern on the certain factors or undertake in the whole of elements and events. Furthermore, case study can also compare to a research that tends to examine a small number of units across a large number of units and conditions (Michael and Issac, 1987:48). The case study combined with descriptive design since they complete each other. Descriptive research is designed to illustrate systematically the data and features

of participants or area of interest, empirically and accurately (Michael and Issac, 1987:46). Thus, the designs above were used together to conduct this research.

My research focused on determining the students' need both when they are as student and they are as practical in the real work. Furthermore, the findings were use as point to consider in constructing a new syllabus. Not only the finding of the students' needs, it also consider the interview result done with the lectures and users. These three points were merged to get comprehension data. Moreover, they are also used to check and recheck the data from one source

3.2 Research Focus

My study mainly concerns on purposing a syllabus design for ESP program— Department of Urban and Regional Planning, Diponegoro University. By compiling the needs of the students, users and the stakeholders, the new syllabus is designed to meet the goal of giving English for specific program. Its desire is to figure out the best assumption about modeling curriculum for English for specific purposes as in engineering study.

3.3 Population and Sample

3.3.1 Population

Sugiono stated that population is generalized domain that covers object/subject which has its certain quality and characteristic determined by the researcher to be then analyzed (2007:90). From this point we can say that population is not only about people, but also about things, characteristics and the certain nature attributed in the object of research.

I invited some groups of people to take a part in my research. I asked Department of Urban and Regional Planning's faculty members to be my participants. There are lecturers, chairman and the secretary and the students of DURP in the third semester. This department has 120 students, but only 92 students were invited to take participation. Furthermore, I also invited some civil servants in the Ministry of Public Works and private consultants.

3.3.2 Sampling

Sampling is techniques used by the researcher to gain data without involving all population exist. It facilitates the researcher to select then both in probability and nonprobability techniques based on the researcher's needs. Probability technique then going to be random technique was used to gain data from the huge number of respondents.

From those definitions of sampling technique, I then used two kinds of sample techniques; purposive sampling and non purposive sampling—random sampling. The purposive sampling invited English lectures, the syllabus makers, and the head of the department. Beside, the random sampling invited to students of Department of Urban and Regional Planning (DRUP), Faculty of Engineering, Diponegoro University. Students in the third semester were asked to be participant in this research. To decide the number of participant, I used Krejcie and Morgan formula.

$$n = \frac{\chi^2 \cdot N \cdot P(1 - P)}{(N - 1) \cdot d^2 + \chi^2 \cdot P(1 - P)}$$

Where:

n = Sample
 N = Population
 X^2 = Chi quadrate
 P = Population Proportion
 d = Estimation error

totally from that formula, it could be counted:

$$n = \frac{3.841 \times N (0.5 \times 0.5)}{(N - 1) 0.05^2 + 3.841 (0.5 \times 0.5)}$$

$$n = \frac{3.841 \times 120 (0.5 \times 0.5)}{(120 - 1) 0.05^2 + 3.841 (0.5 \times 0.5)}$$

$$n = \frac{115.23}{1.25775}$$

$$n = 91.61598$$

$$n = 92$$

Based on that formula, the students who were invited on my research are 92 students.

This formula was used to measure that my sampling is enough to get a good data. I did not need to invite all students in the third semester which has 120 students. I only used 92 students as representative to take a part in my research.

3.4 Instruments of Data Collection

This research used triangulation of data collection. Maxwell (1996:75), gives clear information about triangulation of data collection, it goes further by gaining information from more than one sources. The data of this research are the curriculum exists, the industrial needs, the students' needs and the DURP expected goal. The data were gained from these several techniques:

3.4.1 Observation

In this data collection, I observed some classroom's activities related to the applied syllabus in DURP, the goal of the department, and the students' needs. This activity is definitely important to this research, since this activity provide huge information about English program in the classroom. Classroom activity gives chance to me to observe the situation in the class. This observation included the existing syllabus, materials, and the teaching method.

Observation enables the researcher to gain the 'live' information from naturally occurring in the real situation (Cohen, et al, 396:2007). From this point of view, observation is one of the important techniques which can be used to gather an authentic data. Since sometimes "what people do may differ from what they say". Thus, observation can tell us more about the reality.

I came to the classroom twice. First in 7 April 2015 and 14 April 2016. In these two days, I just sat down in the back of the classroom and watched the English program running. During my observation, I also made field note. The field note itself is used to write any important information which occurred in the teaching and learning process.

3.4.2 Interview

Basrowi and Suwandi (2008:127) created a definition about interview. They stated that interview is activity done in purpose by two sides of people (interviewer and interviewee). Furthermore Lincoln and Cuba (1985:266) said that

the objectives of doing interview are constructing about people, an event that was happened, event, organization, feelings, motivation, demand, care, etc.

Maxwell (1996:76) argued that interviewing is one of the valuable ways to gain important data from the specific person. It goes deeply than observation. Thus it can obtain information that was missed from the observation. For that reason, it can be said that triangulation both observation and interview provide more satisfy accurate data than either could alone.

In this stage I interviewed Dr.-Ing. Asnawi, ST. as the chairman of the DURP, and Dra. Bitta Pigawati, Dipl. GE MT, as the secretary of the DURP. These two persons are important to gain any data relates to the goal point of view that the department intent to be reached. Furthermore, I interviewed Dr. Wiwandari Handayani,ST,MT,MPS, Ir. Jawoto Sih Setyono,MDP, and Dr. Prihadi Nugroho,ST,MT,MPP. These three lecturers are English teaching team who teach English in DURP. All people I mentioned are important to give perspective on how syllabus is designed in DURP, also, they also needed to describe the institutional point of view in producing a graduates.

I also interviewed Mr. Drs. Setiabudi, M.Ed as the chairman of Department of Human Develelopment (Balai Pengembangan Sumber Daya Manusia, Kementerian Pekerjaan Umum), Ministry of Public Works. I interviewed him as the user from the government perspective. I also invited Mr. Didik Wahyudi, ST and MR. Hendra, ST to give perspective how important English in Public Servant environment. On the other hands, I interviewed Mr. Syahrul Sadia, ST from Jaya FC as representative from the private industry.

3.4.3 Questionnaire

Questionnaire is a set of questions given to the respondent that must be filled. It covers a series of questions in purpose of gaining information from respondent which has been chosen before, Richard and Schmidt (2010: 478). Furthermore, it is used by the researchers to collage data or information directly given by a the subject. I undertook the two types of questionnaires namely undergraduate questionnaire and alumni questionnaire. These two questionnaire is rather similar but different in the subjet. The undergraduate questionnaire was used for the students, while, the alumni questionnaire was given to the alumni.

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 use 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 gain information such as language use, classroom activities, and preferred teaching methods toward previous syllabus, while overview skills needed information is elicited from alumni profil. In addition, face validity refers to asking some experts to get some information and advice in evaluating the students' achievement. There are two experts who validate the questionnaire in this study—the thesis advisor and the head of education and curriculum of DURP.

3.5 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:

There are two types questionnaires that I provide in this study.

- a. *Undergraduate student questionnaire*. Table 04 below shows the organisations of the questionnaire.

Part of Questions	Categorize	Number of Items	The Purpose of the Questions
I	Respondent	1	To find out personal information of the students such as name (optional), sex, and class.
II	English Skill (Speaking)	15	To find out the suitable input for English learning materials especially <i>Speaking</i> that the students like the most.
II	English Skill (Listening)	8	To find out the suitable input for English learning materials especially <i>Listening</i> that the students like the most.
II	English Skill (Writing)	17	To find out the suitable input for English learning materials especially <i>Writing</i> that the students like the most.
II	English Skill (Reading)	7	To find out the suitable input for English learning materials especially <i>Reading</i> that the students like the most.
III	Difficulty (Speaking)	14	To find out any difficulty faced by the student in mastering speaking skill
III	(Listening)	6	To find out any difficulty faced by the student in mastering listening skill
III	(Writing)	9	To find out any difficulty faced by the student in mastering writing skill
III	(Reading)	5	To find out any difficulty faced by the student in mastering reading skill
IV	Overview Skills often be used	8	To find out which English Skills are expected to use by the students and to discover how they have difficulties with each of those skills.
V	General Statement	4	To find out which the abilities of English skills that influence their success in study and after graduation.
VI	Students' Expectation toward the teaching and learning process	12	To find of the target situation needed by the students.
VII	Additional Comment	-	To find out suggestions and comments from students.

Table 04. The organization of the undergraduate students

- b. *Alumni questionnaire*. It is a modified version of undergraduate questionnaire. The structure similar but with greater emphasis on language expectation and emphasize on problem being encountered. Table 05 shows the organisations of the questionnaire.

Part of Questions	Categorize	Number of Items	The Purpose of the Questions
I	Respondent	1	To find out personal information of the alumna such as name (optional), sex, and class.
II	English Skill (Speaking)	15	To find out the suitable input for English learning materials especially <i>Speaking</i>
II	English Skill (Listening)	8	To find out the suitable input for English learning materials especially <i>Listening</i>
II	English Skill (Writing)	17	To find out the suitable input for English learning materials especially <i>Writing</i>
II	English Skill (Reading)	7	To find out the suitable input for English learning materials especially <i>Reading</i>
III	Difficulty (Speaking)	14	To find out any difficulty faced by the alumna in mastering speaking skill
III	(Listening)	6	To find out any difficulty faced by the alumna in mastering listening skill
III	(Writing)	9	To find out any difficulty faced by the alumna in mastering writing skill
III	(Reading)	5	To find out any difficulty faced by the alumna in mastering reading skill
IV	Overview Skills often be used	8	To find out which English Skills are expected to use by the alumna and to discover how they have difficulties with each of those skills.
V	General Statement	4	To find out which the abilities of English skills that influence their success in study and after graduation.
VI	Alumna's Expectation toward the teaching and learning process	12	To find of the target situation needed by the students.
VII	Additional Comment	-	To find out suggestions and comments from the alumna

Table 05. The organization of the alumni's questionnaire

3.6 Data Analysis

In analyzing the data I used qualitative descriptive method. This method is completed by Miller and Huberman (1992) about analyzing the data. They pursued steps in analyzing the data by reducing the data. This process is simply choosing, coring and abstracting from the big data gained from the data collection. It tries to grouping the data based on the similarities.

The two next steps are displaying and summarizing the data. In displaying the data, I used narrative text, matrix, graph etc. This stage is functioned to easier the data to be understood. Then the last is summarizing the data analysis. This stage is full of gaining information from the data display to become one whole configuration. In this steps any single meaning occurs from the data display must be checked related with its truth and suitability. Thus, it can be confirmed that the conclusion is valid. (Basrowi and Wandu, 2008:209-210).

3.5.1 Procedure of Data Analysis

The initial step in analyzing data qualitative was listening the interview, observational notes and the questionnaire (Dey, 1993, Smith, 1979, Tesch 1990 in Maxwell, 1996:78). From this step I got data of the needs, existing syllabus and expected skills from the stakeholders. Then I went deeply to critical the existing syllabus based on the stakeholders need.

In contrast, questionnaire is used as the quantitive data. The statistical Package for the Social Science (SPSS) 20.0 is used. Descriptive statistics were used to analyze the data in the questionnaire. I used scaling technique to find the agreement towards the effectiveness of the questionnaire. Furthermore, it is

analyzed by using *Likert Scale*. The subjects were asked to rate their opinion based on a four-point scale as follows:

4	Very Useful
3	Useful
2	Fairly Useful
1	Less Useful

Table 06. Meaning of four-point scale

These numbers then analyzed with SPSS 20. Furthermore, the numbers shown up are described in percent to know the perception of the respondent.

3.5.2 Validity and Reliability

See the graph below to check the validity and the reliability of the data:

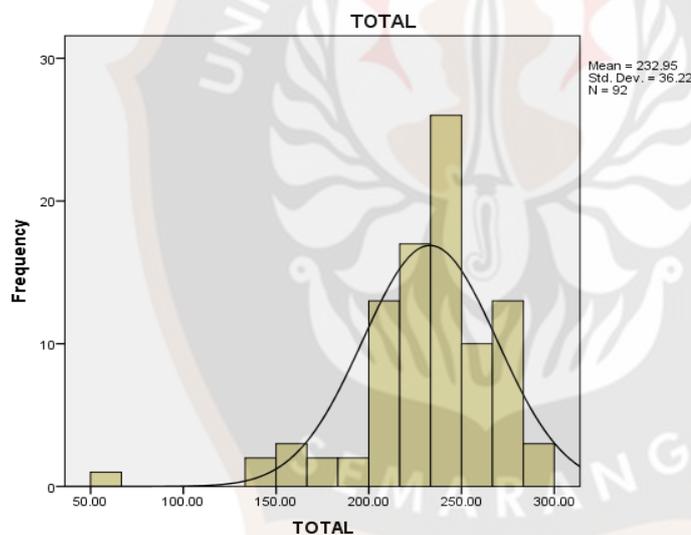


Figure 07. The chart of the questionnaire

I counted the normality of the data, because the data could be said normal if it shows a curve, which was resulted from the measurement of the data existence normal. Conferring by Best (1981: 231) the curve is symmetrical, if the term cluster is in the center. The mean, median, and mode have the same value and the curve has no borders in either direction. In this research, the data were

calculated by using One-Sample Kolmogrov-Smirnov Test, which was processed by SPSS 20.

Before piloting the questionnaires, I need to check whether the questionnaires were valid or not. By showing this graph, I can claim that the questionnaires I used were valid and reliable. It is shown from the graph that forms a curve.

3.5.3 Triangulation of the Data

I used triangulation of the data by checking all the instruments i used. The function is to make sure whether the data support each other or they are opposite. They also function as tools to give insight. The different point of view is needed to give wider perspective in order to gain more information. Thus, check and recheck in all instruments is definitely needed. See the diagram below:

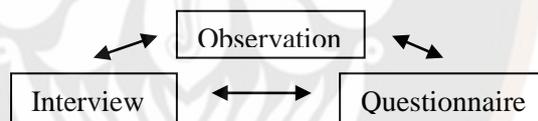


Figure 08: the triangulation of the data analysis

In this research, I used observation, interview and questionnaire. These all instruments then transcribed to read. Subsequently, I compared them to gain complete information. The diagram above shows that all data instrument are needed in order to check and recheck, and give another perspective of the information gained.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter figures out both the findings and its discussions relate to the questions which are stated in Chapter I. The discussions are based on data which was computed and analyzed from the three group of subjects—students, lecturers and users.

4.1 Findings

In findings, I mostly describe about the phenomena that I found during my investigations by using field observation, interview and questionnaire. There are several facts that must be revealed in order to support the idea of designing a new English syllabus for Department of Urban and Regional Planning.

4.1.1 Student's Description

The learners come from various areas—from both urban and rural area. This factor influences the performance of the students in the classroom. As Dr. Wiwandari Handayani, ST, MT, MPS, described, the students invisibly form a layer among them. The layer in some reasons relates with the place they come from.

Furthermore, there are high performed students and low performed students. Further, this layer is clearly seen when they have to present something in the classroom. There are students with high performances; in contrast there are also students who always keep silent in the classroom.

Generally, from field observation, I can say that students are high motivated in learning English. They are aware that they need English in most activities in planning area. Moreover, most subjects that are taught are available in English. So the students feel that English is really helpful.

To make it clear, I figure out the students' need analysis from the questionnaire I gave to them. It helps me to comprehend the students' conditions based on the students' need.

4.1.2 Students Needs Analysis

The students were given a questionnaire booklet that consists of numbers of questions deal with this research. The questionnaire itself provides expectations toward four major English skills. Furthermore, in this questionnaire students are provided to evaluate both linguistic and non-linguistic competences by scoring the questions based on *linkert scale*. The findings can be seen fully in appendix 1. Here I tell the description of the questionnaire results.

4.1.2.1 Speaking Needs

Students were asked about their perspective on speaking needs. Their perspectives were represented in four categorizes, namely: very important, important, fairly important and less important. Most of them agreed that speaking skill is very important. It can be seen that 15 (fifteen) percent students agree that speaking skills are very important and important. Furthermore, they think that speaking is activity that dominate the students concern are using English in daily conversation (35% very important), since this skill is needed when they have to meet some

circumstances that force them to speak English all the time. Students also need English mostly to attend International conference (Very important 43,5%, important 40,2%) and when they communicate with foreigners (very important 66%). Further, I can tell that Department Urban and Regional Planning hold an annual international conference focusing on climate change. Some participants are from overseas, so that the communication is mostly happened in English.

Beside, students also consider that English is useful in some skills. Delivering argument in the classroom has useful function (42%), while presenting a project has 39,1% very useful /44,6% useful. Some students have opportunity to join to his/her lecture's research. The research itself is sometime in collaboration with overseas NGO. Thus, they need to present it in English. Moreover, there are still two skills that have attention from the students. They need to speak in correct sense (40,2% very useful/45,7% useful), and they also need various vocabulary when they are speaking (37% very useful/45,7% useful). On the other hand, only 4,7% students said that the skills are not useful.

The table also shows that there were 29 students or 31,5% think that describing an object has less useful function. While making oral hypothesis is predicted by 35 students or 38% not really important. Furthermore, giving instruction and summarizing orally were also considered as less function skills. Since they are rare to make instruction in English, they are also rare to make oral summary.

4.1.2.2 Listening Needs

Most students agree that English listening skill is very important. In general, the percentage is more than 37,50% approve that all the skill are very useful, and more than 41.71% agree that the skills are useful. So, the students need the skill in their learning process. While, only 1,6% said that the skills are less useful.

The students consider that there are several useful skills to master, namely, listening to an explanation (it covers lecturer's explanation which is considered by 37 students or 40,2%, listening to a presentation and listening to command). Sometimes, Department Urban and Regional Planning UNDIP invites speaker from abroad to give general lecturing to the students. Moreover, listening to foreigners talking is also a very important skill with percentage 48,9% or 45 students. Surprisingly, students think that listening to presentation in international conference is very important with 41,3% or 38 students in line with, but there are 21 students or 22,8% believe that listening to a presentation in international conference is less important. It is because some students rarely attend the international event, only thus who are brave to attend to the international conference will join. In line with that case, listening to a monolog and listening idiom are considered less useful by having 20,7 and 26,1 percentage.

4.1.2.3 Writing Needs

A various answers show up in writing skill questions. Some skills are very useful based on the students' perspective, for instance using engineering register (47,8%), making project proposal (38%), writing with correct grammar (51,1%) and punctuation (47,8%). On the opposite, there are 13 students (19,6%) disagree

that making written hypothesis and experiencing of lab checklist are important skills. As information, writing is one of the skills expected by the lecture to be mastered well by the students. In the purpose of English for Academic Purposes, as I interviewed Mr. Fajar and Mrs. Wiwandari Handayani (both are English lecture in DURP)—said that one of the major point of learning English is to force students to be able to write. Further, the writing ability can be point to consider whether the students understand the lesson or not.

For detail, there are five skills that are thought very useful by the students, there are making project proposal with percentage 38% or 35 students, using Planning register is around 47,8% or 44 students, making written hypothesis 32,6% or 30 students, writing professional letter is 43,5%. In line with those skills, there several skills that are considered having useful function for the students, namely, making a report is in percentage 45,7%, making research article 42,4%, technique in writing got 35,9% and the last is skills in filling an application letter got 43,4%. On the other hand, writing laboratory checklist and using idiom are considered as less useful by 19,6% students.

4.1.2.4 Reading Needs

It is not surprising that reading skill has a big attention from the students. Based on the interview with Mrs. Wiwandari, one of English lecture in DURP, said that one of focus skills in English course in DURP is training students to be able to read effective and efficient. It is proved by the students' perspective on reading skills. Most of them agree that all skills that been asked are generally very useful. Reading material including reading engineering authentic text is very useful by

having percentage 53.3% or 49 students. Reading laboratory procedure text and professional text also get big concern from the students. Surprisingly, there are around 19,6% or 18 students said that reading laboratory procedure is fairly useful and 8% said that it not useful. One stage bellow, 41.3% students think that scanning and skimming technique is useful, and reading certain code in engineering field is also useful.

From those points, we can reveal that students prefer having skills in professional skills than academic skills. Both lectures and students have different perspective among the reading skills. The lecture pushes the students to master reading in academic field; on the other hand, students expect something that would be useful in their professional carrier.

I compile the importance of the skill in to a table that can show us the percentage of each skill:

No.	Skill	Perception	Frequency	Percentage
1	Listening	Very Important	45	48.9
		Important	34	37.0
		Less Important	11	12.0
		Not Important	1	1.1
2	Speaking	Very Important	57	62.0
		Important	31	33.7
		Less Important	3	3.3
		Not Important	0	0
3	Reading	Very Important	48	52.2
		Important	34	37.0
		Less Important	7	7.6
		Not Important	2	2.2
4	Writing	Very Important	50	54.3
		Important	33	35.9
		Less Important	8	8.7
		Not Important	0	0

Table 08. The importance of each skill
Computed by SPSS 20

From the table 12, I clearly figure out that speaking is the most influence skill. There are 62% or 57 students agree that this skill is very influence in their activities. Moreover, writing is placed in the second stage that been choose as very influence skill by having 54.3% or 50 voters. Furthermore, the passive skills reading and listening are place in the third and fourth stage. There are 52.2% or 48 students prove that reading is very important, and there are 48.5% or 45 students agree that listening is very influence for their success.

We can also compare the students' perspective toward the four major skills with the frequency of using those skills. See the table bellow:

No.	Skill	Perception	Frequency	Percentage
1	Listening	Very often	15	16.3
		Often	34	37.0
		Seldom	37	40.2
		Never	6	7.5
2	Speaking	Very often	4	4.3
		Often	27	29.3
		Seldom	56	60.9
		Never	5	5.4
3	Reading	Very often	12	13.0
		Often	47	51.1
		Seldom	32	34.8
		Never	1	1.1
4	Writing	Very often	1	1.1
		Often	27	29.3
		Seldom	59	64.1
		Never	5	5.4

Table 09. Frequency of using English skills
Computed by SPSS 20

From the table above, it is clearly seen that reading is the skill that often used by the students, thus, there are 47 (forty seven) students or 51,1% prove it. It is because the students are expected to read more, since most of material provided

in English. Moreover, listening skill is in second place used by 37,0% or 34 students, it is because they often listening to an English talking. Beside, speaking and writing are seldom used by the students, there are around 62% students said that they rarely used these skills. From this description, I reveal that the students still use English as passive activity rather than active. It proves that they more frequent to use reading and listening than speaking and writing.

The need analysis which has been shown above is clearly stated that student not only needs linguistic competence, but also they need non-linguistic competences. Such as culture and circumstance around the place they are living in.

4.1.3 Students' Difficulty

The discussion, further, is talking about the students' obstacles related with the skills which can be seen in the questioner. These questions were made based on the students' need both in the classroom activities and projection activities in professional field. (See appendix 2). Level of difficulty is needed as point to consider in defining task for the students. Furthermore, level of difficulty helps to avoid a misunderstanding in providing task and the materials for the teaching and learning process.

4.1.3.1 Speaking Obstacles

Students also feel difficulties in some aspects. Generally the students feel all the skills in speaking are fairly and less difficult. Basic skills in speaking like speaking with correct grammatical rules is difficult based on the students'

perspective, there are 34 students or 37% stated that this skill is difficult. Another basic skill considered as difficult is speaking with correct pronunciation, there are 20% or 19 students think that this basic skill is difficult.

4.1.3.2 Listening Obstacles

From the table above, it is clearly seen that listening skill must get extra attention from the students. In average, no more than 50% students say that these skills are easy. Even for their daily listening activity like listening to lecture's explanation, there are 31.5% or 29 students feel difficult to understand, and 6.5% or 6 students feel very difficult. Furthermore, something basic skill like listening a certain phrase got 29.3% or 27 students feel difficult. In line with the skill of listening a certain phrase, listening the different sentence in different tenses also got big portion of difficulty. Around 31.5% or 29 students feel difficult, and 9.8% or 9 students think that this skill is very difficult. It also happens for skill to differ word from its pronunciation.

On the other hand, no more than half students feel these skills are quite easy. 46 students or 50% said that listening planning register is fairly difficult, and the rest said it is less difficult. 47 students or 51,1% think that listening a certain phrase is fairly difficult, and 11 students said that it is easy.

4.1.3.3 Writing Obstacles

Generally students think that writing skill is fairly difficult, there are 44.6 or 41 students said so, further, there are 21.8% or 20 students said that this skill is easy.

On the other hand, for more specific skill like writing a report, using Planning's

terms, developing ideas in a systematic framework, writing lab check list, writing a job letter—students feel difficult.

4.1.3.4 Reading obstacles

All reading skills mentioned are generally fairly difficult for the students. However, there are 31.5% or 29 students feel difficult to understand professional text (e.g: partnership letter, letter of agreement, etc). It also happens for 31 students or 33.7% when they have to read a laboratory procedure.

No.	Skill	Perception	Frequency	Percentage
1	Listening	Very often	15	16.3
		Often	42	45.7
		Seldom	33	35.9
		Never	1	1.1
2	Speaking	Very often	11	12.0
		Often	38	41.3
		Seldom	41	44.6
		Never	1	1.1
3	Reading	Very often	4	4.3
		Often	25	27.2
		Seldom	53	57.6
		Never	9	9.8
4	Writing	Very often	7	7.6
		Often	33	35.9
		Seldom	46	50.0
		Never	5	5.4

Table 10. Frequency of facing the obstacles
Computed by SPSS 20

Listening is the most common obstacles faced by the students. Around 45,7% or 42 students prove that they often face difficulties in using this skills. The second stage is speaking which has 41.3% or 38 students agree to say that this skill is often difficult. Furthermore, 35.9% or 33 students also often face difficult

to use writing skill. On the opposite, reading difficulties is seldom faced by the students.

4.1.4 General statement

No.	Skill	Perception	Frequency	Percentage
1	Listening	Very Influential	45	48.9
		Influential	34	37.0
		Less Influential	11	12.0
		Not Influential	1	1.1
2	Speaking	Very Influential	57	62.0
		Influential	31	33.7
		Less Influential	3	3.3
		Not Influential	0	0
3	Reading	Very Influential	48	52.2
		Influential	34	37.0
		Less Influential	7	7.6
		Not Influential	2	2.2
4	Writing	Very Influential	50	54.3
		Influential	33	35.9
		Less Influential	8	8.7
		Not Influential	0	0

Table 11. The influence of the skills
Computed by SPSS 20

From the table 15, we can clearly figure out that speaking is the most influence skill. There are 62% or 57 students agree that this skill is very influence in their activities. Moreover, writing is placed in the second stage that been choose as very influence skill by having 54.3% or 50 voters. Furthermore, the passive skills reading and listening are place in the third and fourth stage. There are 52.2% or 48 students prove that reading is very important, and there are 48.5% or 45 students agree that listening is very influence for their success.

General statement toward the students' needs

Based on the description above, I can make general statement that mostly students need these skills below:

Speaking

1. Communicating with foreigners
2. Delivering speech in international conference
3. Daily conversation
4. Using correct pronunciation

Listening

1. Listening to the lecture explanation
2. Listening to speaker in international conference
3. Listening foreigner talking

Writing

1. Writing project proposal
2. Using planning registers
3. Making written hypothesis
4. Writing job letter
5. Writing with correct spelling
6. Writing with correct spelling
7. Punctuation

Reading

1. Reading material
2. Reading authentic text
3. Reading laboratory procedure
4. Reading professional text
5. Guessing the meaning of words

From those perspectives, I am going to classify the students' needs and expectations toward the English program. The classifications are based on the function of English—as Academic Purposes or Occupational Purposes.

Additional Comment toward the English Program

In the end of the questionnaire, students were asked about their opinion toward the English program. I aware the questions in my questionnaire were not enough to represent what the students think about the lesson. By that reason, I gave space for the participant to write their opinion toward the English lesson. Most of them agree that English program needs improvement, both in providing material and the methodology.

There were fewer English communicative events occurring in the academic situation than in the work situation. 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 planning in *Bahasa Indonesia*. However, there are a lot of English communicative events at the work situation. 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 influence by the English ability of people in the workplace and availability of international collaboration in seminar or conference.

4.1.5 Market Demand on English for Planning School

In this investigation, a large number of stakeholders were especially invited in this case study of an ESP curriculum development project in order to gain detail information. There has been worry within market about the level of English proficiency of planner, since their costumer are native speakers or second language speakers.

I start these findings by revealing the market demand on English for planning schools. Planning schools has high bargaining level in developing a country, both in small and wide scale. Since it works on planning, arranging and plotting building subject in an area. Furthermore, planning activities cover a series of actions namely space planning, space utilization and its control. It aims to improve the effectiveness and the efficiency of space utilization based on sustainable principles in using space for long term period.

From those points of view, further, it can be said that a good livable city is come from its planning. Space planning later is a starting point for the stakeholders to decide policies in using and controlling the space utilization. Then, the problems come out in the field of the availability of planning expert and founding for the project. Since Indonesia is a developing country, so it still needs help from the other developed countries to support these planning activities.

From my interview with both government and private sector, they agree that English is important. Mr. Drs. Setiabudi, M.Ed claimed that English is one of the key factors that can bring someone to be a successful person. He said that nowadays, all business in public works matter need English as main or second language. Those who can not speak English will be left behind compare with

those who can use English well. Furthermore, in his department (BPSDM VII/ Department of Human Resource Development VII) offers scholarship for Public servant in Ministry of Public Works environment both in Indonesia and overseas university. Unfortunately, only view people can get the chance to go abroad for studying, because they lack in using English.

In line with Drs. Setyabudi, M.Ed, Mr Didik Wahyudi, ST and Mr. Hendra, ST have the same opinion about how important English in their workplace. According to them, they are many foreign experts and founders come to Indonesia for working with the Ministry in conducting a project. These experts use English in their daily activity and in their daily work, so the public servant must use English too. However, the problem comes out since most of our public servant lack in using English. Most of them are passive user, who can only listen and can not communicate actively.

In private sector, the use of English is more massive. As Mr. Syahrul Sadia, ST mentioned, he works in multinational company from Singapore. His boss is from Tiongkok and his expert is from Singapore. So, he has to speak English or at least can understand English passive.

Moreover, as private sector the company has to compete with another company. It has to manage its employee to hand in hand conquering the market, thus, the employee must have internationally standard performances.

Both private and public sector often collaborate with foreign institutions in conducting a project. The collaboration is mainly focused on providing experts and founding, so it is the absolute necessity to use English in their daily talking; because many expert and founding provider are come from overseas. The findings

on market demands are based on my interview with several private and public institutions. Further, it can be concluded that most institutions need English-speaking skilled employees.

Some skills required by the market are:

1. Able to present a project in English
2. Able to understand professional text (business letter, MoU, partnership, laboratory manual, etc)
3. Able to negotiate in English
4. Able to communicate actively
5. Able to write a report

The first skill mentioned is highly demanded by the markets. Since they mostly work in multinational area, thus presenting project in English is absolutely needed. On the other hand, students also need skill to present in English. Some students join to the international club and they also often help in conducting project which is done by the department in collaboration with foreign institutions. The market also need engineer who can understand professional text.

Those skills are deal with English for specific purposes especially for occupational need. In line with needs of English, I try to discover what the company actually wants from its employee. Most of them said that we dare to dream to be one of the multinational companies, so that we need English speaking employee to support our dream.

4.1.6 English in Department of Urban and Regional Planning

4.1.6.1 Department of Urban and Regional Planning

In order to develop curriculum in Faculty of a university, we need to consider the policy made by the government. According to Government Act No. 19 Year 2005 about education national standard (Standar Nasional Pendidikan/SNP), there are several points about content standard which relates to the material and competence stages. This competence stages is then broken down into graduates competence, study competence, and subject competence. Furthermore, this competence has standard competence and basic competence.

From the competence above, now we have some categories of subjects, namely self development, science and skill, skill of producing, attitude of producing and life in neighborhood. These categories lead us to have four major subjects that must be taught in the university level, namely Religion education, Nationalism education, Indonesian, and English.

In Government Acts no 19 year 2009, it is mentioned that the university must prepare the students to be come a good person with great knowledge, skills, independence and skill to discover, develop and apply the knowledge, technology and art which all of them can be useful for the society. Thus, in developing a curriculum for language learning, an institution or department must consider to provide those points.

As state educational institution, Department of Urban and Regional Planning (DURP) declared its vision as an ‘Internationally Reputable Planning School in 2020’; with the mission are:

1. Conducting planning school as internationally qualification by developing both lecturing and staff as credible, transparent, accountable, responsibility and fair (good university governance).
2. Creating graduated students who have globally competence in planning by increasing educational standard and knowledge relevancy (link and match).
3. Conducting research and creating internationally knowledge level in the field of planning by providing good environment and facilities.
4. Giving contribution in developing knowledge and society services in planning by expanding network in international.

It is obvious that all elements in this department must support the ultimate goal that wants to be achieved. Lecturers, staff and students must hand in hand in reaching this goal. Furthermore, the soft components such as curriculum must be presented in line with the ultimate goal. Finally all components are connected to be united to be something that has been dreaming of.

4.1.6.2 Alumni Point of View

The discussion goes to Alumni's point of view related with the English program they have got in the past time. As people who had experienced the English program, and further, they use it in their professional carrier, thus I consider asking about their perspective toward the program they have got. Most of them agree that English is necessary in their occupational field. Many of them work in multinational company that requires English speaking employee. Below is the tables which describe the alumni perspective toward English in DURP.

The alumni gave us some perspectives toward the skill they got before. According to them some skills are very important and support their work performances. In addition, presenting project and having conversation with foreigner are agreed perfectly (100%) by all respondents as very useful skill in their work. It is proved by the alumni's deep interview, a good number of them agreed that these two skills are the most important skill needed in the real work. Even for those who work in multinational company (e.g: multinational construction consultant), they said that these two skills are used everyday. Another skill are using planning terms and having meeting overseas; those are also considered by 80% alumni as very useful skill that they need, since they sometimes have to go abroad to have meeting with founder and consultant. Using planning terms, as I reveal from the field observation, are well known in English, and they have got use with the term.

In the next perspective, they think that using English for both in daily conversation and giving instruction are very useful—60% of them think so. While 40% believe that these skills are useful. It clearly occurs before our eyes that using English in daily conversation—including giving instruction—is necessary in most multinational company or institution which works in collaboration with abroad institutions. In contrast, the personal skill like, describing an object, making oral summary and oral hypothesis are considered by 60% respondents as useful skill. Moreover, the three last skills are considered fairly useful. Even, they think that they do not need to use idiom in their talking.

Another important skill is listening. It has often played second fiddle to its counterpart, speaking. These two skills are usually used simultaneously and

supported each other. For instance, attending international seminar is mainly agreed by the participant. It is followed by listening to foreigners' talking which is considered 60% by the alumni as very important skill. These both skills need high-skill performance of listening, because it deals with native speaker. While 40% of the respondents argue that listening to the instruction is useful, and the rest 60% think it is fairly useful.

A various answers come up in writing skill needs' questions. Some skills are very useful based on the alumni's point of view. They mainly concern on the skill required in occupational need, like writing a job letter. A perfect score (100%) shown up when this question given. Some companies request the curriculum vitae and job letter are written in English. Moreover, they also (60%) think that writing project proposal, making a professional letter, and correspondence in English as useful skill—the 40% rest said those are fairly useful.

In fairly perception there are 60% alumni say that these some skills deserve to consider as fairly useful, they are: using planning term, writing research article, developing idea in a appropriate way and filling check lab. If we see deeper, those data tell us that what the alumni need is occupational skill. It is sorry to say that they did not even prepare for facing such of circumstances.

These all reading skills were given to know the alumni point of view toward them in their work activities. The most useful skill is reading professional text, such as partnership text, MoU, contract and so on. Around 60% of the alumni prove that this skill is very useful. Moreover, when they read a text sometimes they found difficulties in understanding the word meaning, thus guessing the word

meaning skill is considered by all participants as useful skill. In contrast, reading authentic text, checking manual lab, reading information and scanning and skimming are thought as fairly useful. They rare to use these skills in their work performances, that is why those skills are deserved being fairly useful.

4.2 Discussion

4.2.1 Evaluating the Existing Syllabus

I begin this evaluation by showing the RENSTRA (*Rencana Strategi/ Strategic Planning*) of DURP in order to reveal the suitable between English syllabus and the Strategic Planning. According to DURP's Strategic Planning for 2012 to 2015, it is clearly stated that this department wants to prepare the students to be able to compete to the global world by having good capacity and capability performances. Thus, this department should have prepared the students with a lot of things to be a good competitor. The DURP's missions are below:

- 1) Organizing internationally quality planning education by developing credible, transparent, accountable, responsible and fair governance (good university governance).
- 2) Producing graduates who excel in the field of global competitiveness in planning by improving the quality of education and scientific relevance (link and match).
- 3) Carrying out research and generate internationally reputable knowledge in the field of planning by creating an adequate environment, facilities and infrastructure.

- 4) Contributing to the scientific and devotion to society in planning field by expanding the scope of international cooperation network.

Looking forward on statement number two, this department wants to create good graduates who excel in the field of global competitiveness in planning by improving the quality of education and scientific relevance. It means the department should provide a good educational environment. This good circumstance can be reached by providing a well design of teaching and learning process which, further, can support graduates to have good ability to compete in both academic and professional purposes. So, all subject taught has to be designed appropriately in accordance to the mission that is intended by the institution. It includes designing syllabus for English program.

All the findings which have been provided lead me to evaluate the existing syllabus in DURP (see the complete syllabus in appendix 4), since the findings reveal some facts. In the first sight, the syllabus is not complete yet. It is just like a course outline without activity explanation. Furthermore, the syllabus does not clearly describe about the skills that are going to be emphasized. The existing syllabus does not give a clear portion related with the four major skills that the students will emphasis. From meeting 1 (one) to meeting 14 (fourteen), the syllabus does not clearly state the objective of doing such activities in each meeting. It is confusing because we will never know what standard can be used to claim whether the learning process is success or not.

Constructing a syllabus is a challenging activity, since we try to grab students' motivation and achievement. Thus, in each meeting we have to consider

the students needs. The materials used in the existing syllabus also figure out that this learning activity does not cover both the students' need and the four major skills in English. Thus this syllabus has not met with the need both students and market demand. In line with my statement, Amran Ali (1983) in SEAMEO Regional English Language Centre said that in designing syllabus and providing material for an English course should consider 2 (two) major variables. There are linguistic variables and non-linguistic variables.

The linguistic variables as mentioned by Murcia—I have clearly provided in chapter II—consist of some linguistic competences that should be mastered by people who want to conquer a new language. On the other hand, the non-linguistic variables cover policy, social, cultural and technological variables. Thus, by considering those variables, I argue that the existing syllabus is not appropriate yet. Seeing the existing syllabus the lecturer use 4 (four) major books in the process of teaching and learning:

- a. Blachowicz, C. L. Z. 2008. *Reading Comprehension: Strategies for Independent Learners*. New York: Guilford Press.
- b. The Edge. 2002. *Reading Comprehension Skills and Strategies Level 7*. Irvine: Saddleback Educational Publishing Three Watson.
- c. Ostrov, R. 2002. *Power Reading*. North San Juan: The Education Press.
- d. Kirkpatrick, Betty. 2008. *English for Social Interaction*. R I C Publications Limited: Tokyo

These four books are clearly leading students to master reading skill well. Although it has correlation with the writing process, but still, we need to consider

the two other skills to complete the students' understanding. Indeed, these materials only meet with reading skill. However, learning English is not only about reading, but also writing, listening and speaking. Further, if students are only prepared to read, they will become a passive English user.

Looking further from the materials which are being used in this program, the course outline is made to transfer the material into course meetings. See the course outline below:

M	Tanggal	Materi	Dosen
1	12/09	Introduction to the course	PN
2	19/09	Introducing yourself, family, relatives	PN
3	26/09	Explaining environment and experiences	WH
4	03/10	Thematic talk #1: urban settlement	JSS
5	10/10	Thematic talk #2: planning from below	PN
6	17/10	Thematic talk #3: migration	WH
7	24/10	Group presentation	WH
	31/10	<i>Ujian tengah semester</i>	
8	07/11	Accessing reading materials	JSS
9	14/11	Structure of sentence, paragraph, essay	PN
10	21/11	Effective reading	WH
11	28/11	Reading academic manuscripts	JSS
12	05/12	Summarizing and paraphrasing	JSS
13	12/12	Workshop #1	PN
14	19/12	Workshop #2	WH

Table 12: The existing syllabus in DURP

I simply say that the curriculum and the syllabus are determined by taking into consideration the language skills which the syllabus maker hope the students to achieve in the end of the program, further, the materials are developed on the basis of linguistic needs of the students.

I am going further by looking the competency standard in this syllabus. I analyzed the objective of the program stated in Competency Standards. It is clearly stated that the objective use verb “express” and “make” and the noun come after the verb is “ideas” and “short summary”. This objective has two expectations, students should be able to express ideas and make a short summary. The verb ‘express’ and “make’ belong to understanding stage (see appendix 4). See the table below where I try to show the position of the ‘verb’ in the syllabus:

The knowledge dimension	COGNITIVE PROCESS DIMENSION					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	Read (3)	Express (CS) Convey (1) Understand (2)				
Conceptual						
Procedural		Make (CS) Summarize (4,5)				
Meta-cognitive						

Table 13. The analysis of Competency standard and basic competency of existing syllabus

From the table above, it is obviously seen that even those objective verbs are in ‘understand’ stage, but in the knowledge dimension they are different (see appendix 2 and 3). Expressing ideas is in factual stage, while make a short summary is in procedural stage. For the detail explanation, expressing ideas cover

constructing meaning from instructional messages, including oral, written and graphic communication. Furthermore, expressing also means explaining something in such way in order to make the other people understand what we are delivering.

On the other hands, making short summary is included in procedural dimension, since it covers way of doing something, method of inquiry, and the criteria for using skills, algorithm, techniques, and methods. Furthermore, it is also included in understanding stage. Make a short summary or in ideal word can be said as summarizing means write a short summary of the events both from text and visual recourses.

I am going further by discussing Basic Competency stated in the syllabus design, with the same way of competency standard analysis. The existing syllabus has 5 (five) basic competencies. They are:

1. Students are able to convey information and opinions orally in English;
2. Students are able to understand the information and opinions delivered orally in English;
3. Students are able to quickly read articles and other academic writing in English;
4. Students are able to summarize the reading material in English;
5. Students are able to summarize the summary written English in a short narrative.

The verbs-nouns counterpart being used in these basic competencies are: convey-information, understand-information, read-academic text, and summarize-material. Literally, both standard competency and basic competency are in the

equal dimension. They are placed in remember and understanding cognitive process dimension, besides, they are also placed in factual and procedural knowledge dimension. It is match, and seems everything is in its place, there is no something wrong. However, if I go further from the literally and take consideration on the factual needs—the students and the market demands, this syllabus does not really answer it properly. Why so?

Those objectives mostly meet with the academic purpose or in Nunan's term called as pedagogical task, yet the occupational needs are being ignored. On the other hands, the target task or the occupational task has not been covered yet. In fact the graduates needs beyond academic perspectives. Furthermore, this syllabus has not yet covered the students' needs; it also does not answer level of difficulty. Thus, it still needs improvement in arranging the syllabus.

It is clearly seen from the DURP's goal, it wants to create competent graduates. The competent graduates, in fact, not only need good academic skill, but also soft skill that useful for their occupational needs. Thus, it is a must that these both skills should be integrated in the teaching and learning process. Moreover, the syllabus should cover the level of difficulties among students by considering their ability.

4.2.2 Designing a New Syllabus

Before designing a new syllabus, I need to describe the constraint analysis. The constraint analysis contains learners, lecturers, and needs analysis. These three pillars are the important point to construct a syllabus.

4.2.2.1 Constraint Analysis

Learners

The subject in my research is university students in third semester. They are categorized as adult learner in some considerations. As mention in chapter two, the adult learner may different from any other learners. The adult may have certain characteristics based on their previous learning environment and behavior. Furthermore, according to lecturers' perspective, the students who take a part in my research come from various areas—rural and urban area.

Since I design syllabus for adult learners, I need to consider activities which can bring students to be more active. Adult learners require more practical activities than just learning a theory. Thus, I have to provide activities which lead them to do more things.

There is a big point to consider about the learner—like I have said in the previous paragraph, students come from various area and they may come by bringing their prior experiences and habits. Moreover, students are also divided into three layers; low performed-student, middle performed-student and high performed-student. As syllabus maker, I have to design syllabus that can meet with the condition of the students.

Lecturer

Paying attention on lecturer condition is also crucial point. As I described in finding, English lecturers in DURP are not from English Department. They are all from engineering major who have ability to use English well. Most of them were graduated from overseas university, so they use to speak English. Furthermore,

the lecturer got EAP (English for Academic Purposes) before they teach. From this consideration, as syllabus maker I have to think a practical teaching material that can be easily applied by the lecturers.

Situation

Student-centered learning is suitable with the adult learners. Moreover, I have to give more portions on students' activities than teacher's explanations. In this case, teacher is available as the facilitator and controller. Students take more roles in the classroom, because they decide the way they will learn.

The syllabus I made was designed in student-centered learning, and it is based on task that corresponds with the needs of both students and the stakeholders. Student-centered approach enables the task design to run smoothly. It can be seen that the task-based syllabus design (see appendix 4) enables students to explore and choose the way they want to learn. Lecturer becomes facilitator in the learning process who further guides the students to learn in the right path.

My design also let students to explore the real life activities by providing activities outside the classroom. In meeting one for example, students may go further to the chosen environment that wants to be observed. This activity, of course, give plenty chances to the students to experience the real condition of an area. Moreover, this activity somehow makes students learn about certain registers that are used in the engineering field.

English subject is only taught in the first semester in two credits (one credit is approximately 55 minutes). The time allocation may be so limited, but

fortunately all subject in DURP require English skill. Therefore, students will continuously learning even the English program has ended.

Need Analysis

Based on the finding above, I would like to classify them into two categories; pedagogical needs and occupational needs. (see need analysis in findings)

Pedagogical Needs	Occupational Needs
Speaking <ul style="list-style-type: none"> - Present a project in English - Communicating with foreigners - Daily conversation - Using correct pronunciation (to be scored) 	Speaking <ul style="list-style-type: none"> - Present a project in English - Negotiate in English - communicate actively - Communicating with foreigners - Delivering speech in international conference - Daily conversation - Using correct pronunciation
Writing <ul style="list-style-type: none"> - Writing project proposal - Using planning registers - Making written hypothesis (academic text) - Writing with correct spelling and punctuation 	Writing <ul style="list-style-type: none"> - Write the professional text - write a report - Writing project proposal - Using planning registers - Writing job letter - Writing with correct spelling and punctuation
Reading <ul style="list-style-type: none"> - Reading material - Reading authentic text - Reading laboratory procedure 	Reading <ul style="list-style-type: none"> - Understand professional text - Reading authentic text - Reading laboratory procedure
Listening <ul style="list-style-type: none"> - Listening to the lecture explanation - Listening to foreigner 	Listening <ul style="list-style-type: none"> - Listening to foreigner - Listening to an instruction

Table 14. Pedagogical needs and occupational needs

After knowing those needs, further, I decide the course content that will be used in teaching and learning process.

4.2.2.2 Setting the Objective and Learning Outcomes

Taking consideration on those needs analysis, I made this design with intention that my new design can really meet with the needs of students and the stakeholders. From the questionnaire students agree that both academic and occupational purposes are important. Again from the questionnaire, I can figure out that the students are classified into three layers—high performance students, middle performance students and low performance students. Thus I try to cover all the level of students in designing syllabus.

Not only consider the students' needs and the market demand, my syllabus also think about the institution goal (DURP). As a planning school, Department of Urban and Regional Planning, UNDIP hopes to create an outstanding create planner. Thus, covering these issues become very important.

The objective of the program can be seen from the 'competency standard and basic competency:

Competency Standards: After completing this course, students should be able to simply express ideas in English and able to make a business project in English.

Basic Competency:

1. Students are able to convey information and opinions oral and written in English;
2. Students are able to understand the information and opinions delivered oral and written in English;
3. Students are able to quickly read articles and other academic writing in English with technique;
4. Students are able to make a project proposal
5. Students are able to summarize the reading material in English;
6. Students are able to offer a project to partner
7. Students are able to make business letter

4.2.2.3 Rationale of Choosing the Competency Standard and Basic Competency

It has said clearly that as education institution, we have to prepare students will many skill that can be used after they graduate from the program. The competency standard leads us to have graduates who are able to compete both academic and professional/occupational field. Furthermore, the skills in detail can be seen from the basic competency.

Going further to analyze the competency standard and basic competency (see appendix 5), I used the same table to see the stage my design is in. The table can be seen follows:

The Knowledge Dimension	COGNITIVE PROCESS DIMENSION					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual		Express (CS) Convey (BC 1) Understand (BC2)				
Conceptual						
Procedural		Summarize (BC5)	Offer (BC6)	Read (BC3)		Make (CS) Make (BC4) Make (BC7)
Meta-cognitive						

Table 15. The analysis of Competency standard and basic competency of new syllabus

The competency standards contain two different verbs: express-idea and make-a business project (see appendix 4 and 5) These two verbs and nouns have different purpose. See deeply on the nouns come after the verbs; the two nouns are idea and a business project. The noun 'idea' is related with academic purpose, while 'a business project' is related with occupational purpose. Then, this

competency standard breaks down into some basic competencies which still have correlation with the competency standard.

The table above describes the position of competency standard and basic competencies in analysis of knowledge dimension and cognitive process dimension. I go first to the competency standard; the verbs are in understand-factual dimension (express), and in create-procedural dimension (make). The 'express' verb according to cognitive process dimension, is used to provide students with a lot of chances to express ideas related with the given topics. Furthermore, based on knowledge dimension it is included to factual knowledge dimension, which means the students must know basic elements of information.

While the 'make' verb is used to give students opportunity to create a product both in pedagogical aspect (academic purpose) and target aspect (occupational purpose). This goal let the students to learn much about linguistic competence, since it requires some linguistic competence to put together in a single product (e.g essay, article, and proposal). Moreover, this verb also provides students to solve problem procedurally, since it is placed in procedural knowledge dimension.

4.2.2.4 Selecting the Course Content

From 14 (fourteen) meetings, I invisibly classified the major skills that the students will master in. In detail, the meetings are divided based on the time period—before mid-term and after mid-term. So in each period it has seven meetings. Invisibly, each meeting in one period leads students to master one macro and one micro skill. I take one example in the period before the mid-term.

These all activities: Analysis and area, Summarizing information, Gaining data from a text, Presenting a field observation, Writing an article, Resuming a monolog, Delivering opinion, are designed to guide students to be able to write an article. By placing those activities and giving an appropriate portion of four major skills, I hope students can gain information from any sources both visual and oral.

. For further understanding, I break it down into some tasks below:

Meeting	Project	Task	Note
1	Analysis an area	1.1 Choosing an area to be described 1.2 Explaining the environment	Understanding stage
2	Summarizing information	2.1 Reading an authentic text related with city planning 2.2 Summarizing the text	Summarizing stage
3	Gaining data from a text	3.1 Finding data about urban settlement in an article or book 3.2 Resuming the findings	Summarizing stage
4	Presenting a field observation	4.1 finding data about urban habit 4.2 presenting the findings	Understanding stage
5	Writing an article	5.1 Looking for an interesting topic 5.2 Writing stages	Organizing Stage
6	Resuming a monolog	6.1 Watching a video provided 6.2 Note taking	Understanding stage
7	Delivering opinion	7.1 Debating an issue	Critiquing Stage
Mid Term (make a short article related with planning activities)			
8	Puzzle and problem	8.1 Matching problems with its solver 8.1 discussing the problems and the solving	Explaining Stage
9	Business transaction	9.1 Making an agreement letter 9.2 Purposing for partnership	Producing Stage
10	Staff recruitment	10.1 Making a job letter	Producing

		10.2 Having an Interview	Stage
11	Field observation	11.1 Making lists of subject 11.2 Making Progress report	Checking Stage
12	Business project	12.1 Making Advertisement	Implementing Stage
13	Business meeting	13.1 Asking and giving information 13.2 Discussing and deciding	Generating Stage
14	Business transaction	8.1 Presenting a project proposal	Producing Stage
Final Examination (presenting a project proposal)			

Table 16: The task-based syllabus

I take one example to describe. On the first meeting I made a task project in understanding and factual dimension. See the teaching planning below:

Stage I: Analysis an area

1. Teaching Objective:

The main teaching objective of the preliminary stage is to assist each group of students to describe an area. Through conducting each project task, EFL learners can learn how to describe a city/town and know how to explain it to the other people.

2. Project Contents:

In the first stage, the project is designed to give SWOT analysis toward an area. It includes two tasks: Choosing an area to be described and Explaining the environment. They have to master how to describe a thing by using simple present tense. In the end they have to make SWOT analysis related with the area.

3. Task Procedures:

- **Task 1-1** Choosing an area

(1) Divide the whole class into several groups of eight students, and each small group choose one area to be described;

(2) Let them choose one area to be describe

• **Task 1-2** Explaining the area

(1) Ask student to explain the condition of the environment;

(2) Ask them to make SWOT analysis

In this stage, there are two tasks found. The students should ‘choose’ and ‘explain’ an area they have chosen before. It can be both academic and occupational purpose. Actually I just go further from the existing syllabus. I want my students to have wider perspective on how to explain something. Because in my opinion introducing yourself is too simple for the university students, thus, I go further by extending this task. This task requires students to understand well the environment (both area and the community) they are going to explain. It is more complex than just introducing yourself.

The new design covers two purposes for both academic and occupational needs. It is designed based on questionnaires, interview and observation considerations given to the students and the stakeholders before. The design also meets with English four major skills, although speaking and writing get more emphasis in the application. This syllabus is also more complete, because I break down each activity into detail explanation by having teaching objective, project content and task procedure. This design helps lecturers to run the classroom activities properly.

The teaching objective gives brief view on what will to be mastered in this section. Furthermore, the project content provides materials and linguistic

competences that will be covered in this section. The task procedures given help lecturer to run strictly on the path which had been set before.

However, this syllabus needs longer time to be applied. One semester, I think, is not enough. The time allocation—only one semester—becomes a big problem in realizing this syllabus. It can be more generous to apply this syllabus for three semesters, because this syllabus has many tasks that really treat students with practical task and build their skills.

4.2.2.5 Comparing the Existing Syllabus and Task-Based Syllabus Design

For more clear comparison, I provide below table that shows the existing syllabus and the task-based syllabus. From the table 12, it can be seen that the task-based English syllabus design is more complete than the existing syllabus. It also has a clear skill to master in each meeting. Furthermore, the task-based syllabus design consider about two points, namely academic and occupational needs, so students will get a sight when they are in the professional field.

The task-based syllabus gives a lot of tasks to the students, in which the tasks has its own objective and procedures. By having these features, the task-based can facilitate the students to learn the materials and the communicative events in the same time. Moreover, these activities also let students to experience the similar situation with the work place.



MPK206 BAHASA INGGRIS Semester Gasal 2014/2015	MPK206 BAHASA INGGRIS Semester Gasal 2014/2015																																
<p>Kompetensi pembelajaran <i>Standar kompetensi</i> Setelah menyelesaikan mata kuliah ini mahasiswa diharapkan mampu untuk menyampaikan gagasan dalam bahasa Inggris secara sederhana serta mampu membuat ringkasan pendek dari bahan bacaan berbahasa Inggris.</p> <p><i>Kompetensi dasar</i></p> <ol style="list-style-type: none"> 1. Mahasiswa mampu menyampaikan informasi dan opini secara lisan dalam bahasa Inggris; 2. Mahasiswa mampu mengerti informasi dan opini yang disampaikan secara lisan dalam bahasa Inggris; 3. Mahasiswa mampu membaca secara cepat artikel dan tulisan akademik lain berbahasa Inggris; 4. Mahasiswa mampu meringkas bahan bacaan dalam bahasa Inggris; 5. Mahasiswa mampu merangkum ringkasan tulisan bahasa Inggris dalam sebuah narasi pendek. 	<p>Competency Standards: After completing this course, students should be able to simply express ideas in English and able to make a business project in English.</p> <p>Basic Competency:</p> <ol style="list-style-type: none"> 1 Students are able to convey information and opinions oral and written in English; 2 Students are able to understand the information and opinions delivered oral and written in English; 3 Students are able to quickly read articles and other academic writing in English with technique; 4 Students are able to make a project proposal 5 Students are able to summarize the reading material in English; 6 Students are able to offer a project to partner 7 Students are able to make business letter <p>Course Content:</p>																																
<p>Jadwal dan materi pembelajaran</p>	<table border="1"> <thead> <tr> <th data-bbox="1099 791 1182 850">Mee ting</th> <th data-bbox="1182 791 1375 850">Project</th> <th data-bbox="1375 791 1854 850">Task</th> <th data-bbox="1854 791 2125 850">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="1099 850 1182 911">1</td> <td data-bbox="1182 850 1375 911">Analysis an area</td> <td data-bbox="1375 850 1854 911">1.3 Choosing an area to be described 1.4 Explaining the environment</td> <td data-bbox="1854 850 2125 911">Understanding stage</td> </tr> <tr> <td data-bbox="1099 911 1182 1007">2</td> <td data-bbox="1182 911 1375 1007">Summarizing information</td> <td data-bbox="1375 911 1854 1007">2.1 Reading an authentic text related with city planning 2.2 Summarizing the text</td> <td data-bbox="1854 911 2125 1007">Summarizing stage</td> </tr> <tr> <td data-bbox="1099 1007 1182 1102">3</td> <td data-bbox="1182 1007 1375 1102">Gaining data from a text</td> <td data-bbox="1375 1007 1854 1102">3.1 Finding data about urban settlement in an article or book 3.2 Resuming the findings</td> <td data-bbox="1854 1007 2125 1102">Summarizing stage</td> </tr> <tr> <td data-bbox="1099 1102 1182 1198">4</td> <td data-bbox="1182 1102 1375 1198">Presenting a field observation</td> <td data-bbox="1375 1102 1854 1198">4.1 finding data about urban habit 4.2 presenting the findings</td> <td data-bbox="1854 1102 2125 1198">Understanding stage</td> </tr> <tr> <td data-bbox="1099 1198 1182 1262">5</td> <td data-bbox="1182 1198 1375 1262">Writing an article</td> <td data-bbox="1375 1198 1854 1262">5.1 Looking for an interesting topic 5.2 Writing stages</td> <td data-bbox="1854 1198 2125 1262">Organizing Stage</td> </tr> <tr> <td data-bbox="1099 1262 1182 1326">6</td> <td data-bbox="1182 1262 1375 1326">Resuming a monolog</td> <td data-bbox="1375 1262 1854 1326">6.1 Watching a video provided 6.2 Note taking</td> <td data-bbox="1854 1262 2125 1326">Understanding stage</td> </tr> <tr> <td data-bbox="1099 1326 1182 1348">7</td> <td data-bbox="1182 1326 1375 1348">Delivering</td> <td data-bbox="1375 1326 1854 1348">7.1 Debating an issue</td> <td data-bbox="1854 1326 2125 1348">Critiquing Stage</td> </tr> </tbody> </table>	Mee ting	Project	Task	Note	1	Analysis an area	1.3 Choosing an area to be described 1.4 Explaining the environment	Understanding stage	2	Summarizing information	2.1 Reading an authentic text related with city planning 2.2 Summarizing the text	Summarizing stage	3	Gaining data from a text	3.1 Finding data about urban settlement in an article or book 3.2 Resuming the findings	Summarizing stage	4	Presenting a field observation	4.1 finding data about urban habit 4.2 presenting the findings	Understanding stage	5	Writing an article	5.1 Looking for an interesting topic 5.2 Writing stages	Organizing Stage	6	Resuming a monolog	6.1 Watching a video provided 6.2 Note taking	Understanding stage	7	Delivering	7.1 Debating an issue	Critiquing Stage
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Final Examination (presenting a project proposal)							
				Meeting	Project		Task
				1	SWOT analysis Objective: to assist each group of students to describe an area. Through conducting each project task, EFL learners can learn how to describe a city/town and know how to explain it to the other people.		<p><i>Project Contents:</i></p> <p>In the first stage, the project is designed to give SWOT analysis toward an area. It includes two tasks: Choosing an area to be described and Explaining the environment. They have to master how to describe a thing by using simple present tense. In the end they have to make SWOT analysis related with the area.</p> <p><i>Task Procedures:</i></p> <ul style="list-style-type: none"> • Task 1-1 Choosing an area <ol style="list-style-type: none"> (3) Divide the whole class into several groups of eight students, and each small group choose one area to be described; (4) Let them choose one area to be describe • Task 1-2 Explaining the area <ol style="list-style-type: none"> (3) Ask student to explain the condition of the environment;
5	10/10	Thematic talk #2: planning from below	PN				
6	17/10	Thematic talk #3: migration	WH				
7	24/10	Group presentation	WH				
	31/10	<i>Ujian tengah semester</i>					
8	07/11	Accessing reading materials	JSS				
9	14/11	Structure of sentence, paragraph, essay	PN				
10	21/11	Effective reading	WH				
11	28/11	Reading academic manuscripts	JSS				
12	05/12	Summarising and paraphrasing	JSS				
13	12/12	Workshop #1	PN				
14	19/12	Workshop #2	WH				

			(4) Ask them to make SWOT analysis
	2	<p>Summarizing information Objective: to assist each student to summarize a text. Through conducting each project task, EFL learners can learn how to gain important information by using reading technique (scanning and skimming). In the end of the process they can summarize the text.</p>	<p><i>Project Contents:</i> In the second stage, the project is provided to make summary of a text by using reading technique. It includes two tasks: Reading an authentic text related with city planning and summarizing the text <i>Task Procedures:</i></p> <ul style="list-style-type: none"> • Task 2-1 Reading An Authentic Text <ol style="list-style-type: none"> (1) Ask the student to bring one article; it may from journal, book or article (2) Assist them to read effectively by using technique (3) Provide them a chance to practice • Task 2-2 Summarizing Text <ol style="list-style-type: none"> (1) Guide the student to find some important information provide by the text (2) Ask them to make a list of those information (3) Let them trying to make a summary of the text
	3	<p>Gaining data from a text Objective: to teach EFL learners how to gain data from a text. The text specify on urban settlement.</p>	<p><i>Project Contents:</i> In the third stage the project contains a series of tasks in accordance with gaining data from a text. It includes two project contents; Finding data about urban settlement in an article or book and resuming the findings. <i>3. Task Procedures:</i></p> <ul style="list-style-type: none"> • Task 3-1 Reading An Authentic Text <ol style="list-style-type: none"> (1) Divide students into several groups (2) Give them different book of urban settlement (3) Ask them to gain some data from that book • Task 2-2 Resuming the findings <ol style="list-style-type: none"> (1) Give an example of text resuming to the students (2) Ask them to make resume related with the book they got before

Table 12: The comparison of the existing syllabus design and the task-based syllabus design

4.22.6 Possible Problems in Applying Task-Based Design

I am definitely aware that my task-based English syllabus design may have problems in its application. So, here I would like to figure out what possible problems may occur in applying my design:

This task-based syllabus is designed in chain activities; it means each task in this syllabus has correlation with another task which is come after the first one. Thus, we need lecturer who can maintain the objective of each task in order to reach the ultimate goal of the program. If the lecturer can not maintain the objective and the outcome of each task, the following task will not be achieved well.

Furthermore, this task-based English syllabus requires longer time to be applied. I prefer to apply this syllabus for 3 semesters. Since this design is based on task, but sometimes we find difficulties in matching the task and the real communicative event that suitable with the aim of the task. It would work maximally if we give plenty of time to be applied. If the time is only one semester, the students will work very hard to achieve the outcome of the task.

The task-based English design is related to the communicative events in both academic and occupational purposes. The lecturer must be able to select what communicative events are suitable with the task. Furthermore, the lecturer must consider four skills that should be master equally by the students.

Since this syllabus is designed by using the task based, it requires lecturer who understand the steps of teaching English for specific purposes. Furthermore, by having this qualification the teaching and learning process will run well.

CHAPTER V

CONCLUSION AND SUGGESTION

In this last chapter, I provide conclusion of my research. The conclusion is based on the question raised in the chapter one. Furthermore, the conclusion is followed by the suggestions that are drawn from the discussion.

Conclusion

This study revealed a number of problematic issues on English syllabus for planning school.

1. Both students and users agree that English is important for their life. The classification of the needs shows that speaking and writing place in the first and second level of their considerations.
2. The existing syllabus I have provided shows that the objectives mostly meet with the academic purpose or in Nunan's term called as pedagogical task, yet the occupational needs are being ignored. On the other hands, the target task or the occupational task has not been covered yet. In fact, the graduates needs beyond the academic perspectives. Furthermore, this syllabus has not yet covered the students' needs; it also does not answer level of difficulty. Thus, it still needs improvement in arranging the syllabus.
3. Redesigning an English syllabus for DURP based on ESP approach is highly needed. This task-based syllabus emphasizes reading and speaking skills since the two primary skills are definettely needed by the students both in study and occupational situation. Furthermore, the rest two skills—

listening and reading—are as supporting skill that lead students to be able to speak and write.

4. In designing syllabus there are two point that should be considered, linguistic variables and non-linguistic variable. In linguistic variables we need to think about the linguistic competence shout the students master on. On the other hand, non-linguistic variables we need to condiser about the policy, cultural and thecnological need. We can not be arrogant by designing syllabus only based on our prespective on what linguictic competence, but also we have to think about the market needs.

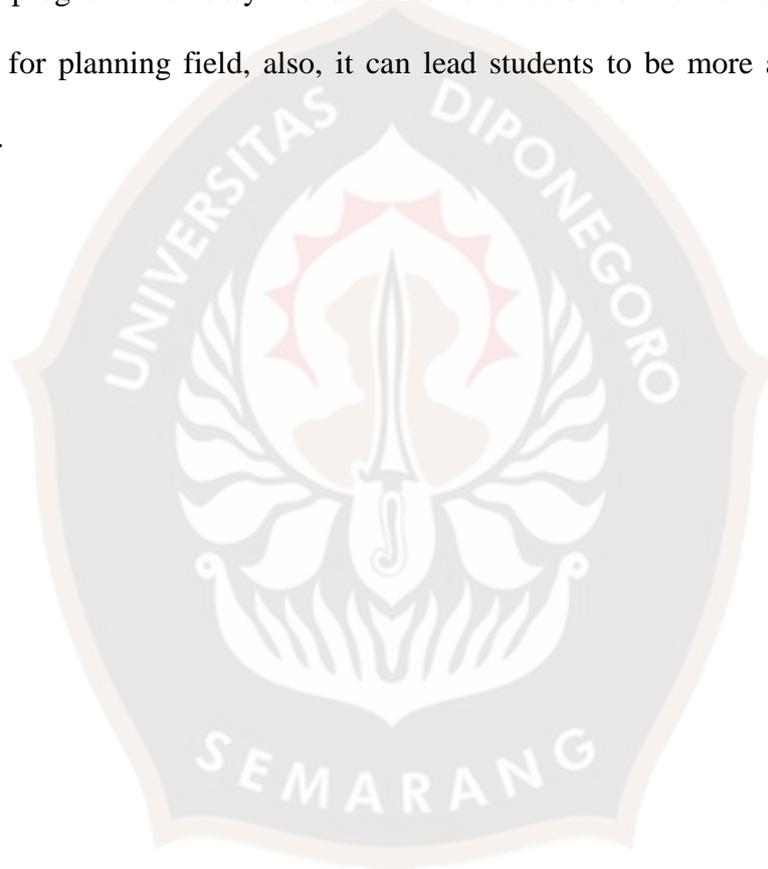
Suggestion

From the discussion, I strongly suggest that in designing syllabus, the syllabus maker should make observation of the previous students to predict the students' need. Also, they have to make a simple scanning on what market demand should their students' have after graduating the program. It is caused by in designing syllabus there are two point that should be considered, linguistic variables and non-linguistic variable. In linguistic variables we need to think about the linguistic competence shout the students master on. On the other hand, non-linguistic variables we need to condiser about the policy, cultural and thecnological need. We can not be arrogant by designing syllabus only based on our prespective on what linguictic competence, but also we have to think about the market needs.

The syllabus maker should also think about the soft-skill shall the students have. It can be done by providing more tasks that lead students feeling the real occupational situations. So, we will have competent graduates that really ready for

a work-life. Moreover, this is the most important thing that the syllabus makers should concern on, the time allocation for English program must be extended. It can be taught in 3 semesters (1,2 and 3 semester), in order to firm the skill of the students.

One semester is too short for the students to master all skills that the lecturers and the institution expected. Furthermore, giving more time for the English program will easy the students to understand the context of learning English for planning field, also, it can lead students to be more active in using English.



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APPENDIX 1

Case Processing Summary

		N	%
Cases	Valid	90	97.8
	Excluded ^a	2	2.2
	Total	92	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.892	216

a. Listwise deletion based on all variables in the procedure.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	92	1.00	4.00	1.9674	.90725
Q2	92	1.00	4.00	2.1739	.88465
Q3	92	1.00	4.00	1.7935	.76371
Q4	92	1.00	11.00	2.4565	1.52930
Q5	92	1.00	12.00	2.3587	1.33903
Q6	92	1.00	4.00	2.4022	.81281
Q7	92	1.00	4.00	1.7500	.73567
Q8	92	1.00	4.00	2.2935	.87125
Q9	92	1.00	3.00	1.7283	.72783
Q10	92	1.00	3.00	1.3804	.57114
Q11	92	1.00	4.00	2.2609	.99305
Q12	92	1.00	4.00	1.7500	.72058
Q13	92	1.00	4.00	1.8804	.84959
Q14	92	1.00	3.00	1.8043	.71467
Q15	92	1.00	4.00	2.2717	.79977
Q16	92	1.00	4.00	1.8261	.79295
Q17	92	1.00	4.00	1.7935	.77797
Q18	92	1.00	4.00	1.7717	.72783
Q19	92	1.00	3.00	1.8152	.78347
Q20	92	1.00	4.00	1.6957	.78080
Q21	92	1.00	4.00	1.9348	.73834
Q22	92	1.00	4.00	1.8478	.70997
Q23	92	1.00	4.00	2.0652	.88708
Q24	91	1.00	4.00	1.9341	.91654
Q25	91	1.00	4.00	1.9560	.80156
Q26	91	1.00	3.00	1.7033	.76731
Q27	91	1.00	4.00	1.8571	.76842
Q28	91	1.00	4.00	2.0549	.88647
Q29	91	1.00	4.00	2.0769	.96874
Q30	91	1.00	4.00	2.1538	1.03197
Q31	91	1.00	4.00	2.1209	.99817
Q32	91	1.00	4.00	1.8462	.93003
Q33	91	1.00	4.00	1.9011	.88261
Q34	91	1.00	4.00	2.0330	.84919
Q35	91	1.00	4.00	1.8681	.80566
Q36	91	1.00	3.00	1.6484	.67286
Q37	91	1.00	3.00	1.6044	.69728
Q38	91	1.00	4.00	1.6703	.74617
Q39	91	1.00	4.00	1.8352	.74928
Q40	91	1.00	4.00	2.1538	.93003
Q41	91	1.00	4.00	1.6154	.77128
Q42	91	1.00	4.00	1.8571	.91374
Q43	91	1.00	4.00	1.9451	.95873
Q44	91	1.00	4.00	1.8571	.91374
Q45	91	1.00	3.00	1.5714	.65222
Q46	91	1.00	3.00	1.7912	.73811
Q47	91	1.00	3.00	1.7582	.75042
Q48	91	1.00	4.00	1.9231	.76348
Q49	91	1.00	4.00	2.8022	.85920
Q50	91	1.00	22.00	2.8901	2.19823
Q51	91	1.00	4.00	2.5275	.79359

Q52	91	1.00	4.00	2.8352	.73430
Q53	91	1.00	4.00	2.6813	.82837
Q54	91	1.00	4.00	2.7363	.81425
Q55	91	1.00	4.00	2.9451	.91120
Q56	91	1.00	4.00	2.6484	.84818
Q57	91	1.00	4.00	2.6264	.86472
Q58	91	1.00	4.00	2.8462	.84226
Q59	91	1.00	4.00	2.7802	.90434
Q60	91	1.00	4.00	2.4725	.94682
Q61	91	1.00	4.00	2.3956	.95311
Q62	91	1.00	4.00	2.2967	.83659
Q63	91	1.00	4.00	2.7253	.83088
Q64	91	1.00	4.00	3.0659	.85378
Q65	91	1.00	4.00	2.7582	.82112
Q66	91	1.00	4.00	2.6593	.77774
Q67	91	1.00	22.00	2.7912	2.18844
Q68	91	1.00	4.00	2.7143	.80672
Q69	91	1.00	4.00	2.8242	.81094
Q70	91	1.00	4.00	2.5495	.73430
Q71	91	1.00	4.00	2.6813	.74355
Q72	91	1.00	4.00	2.7473	.88936
Q73	91	1.00	4.00	2.4396	.80566
Q74	91	1.00	4.00	2.5934	.77428
Q75	91	1.00	4.00	2.8242	.86401
Q76	91	1.00	4.00	2.7253	.78974
Q77	91	1.00	4.00	2.8242	.79713
Q78	91	1.00	4.00	2.7802	.81380
Q79	91	1.00	4.00	3.0879	.81170
Q80	91	1.00	4.00	2.7363	.82778
Q81	91	1.00	4.00	2.7253	.77554
Q82	91	1.00	4.00	2.7253	.78974
Q83	91	1.00	4.00	3.2747	.71594
Q84	91	1.00	4.00	2.3516	.82157
Q85	91	1.00	4.00	2.6593	.63630
Q86	91	1.00	3.00	2.2198	.66336
Q87	91	1.00	4.00	2.7253	.55909
Q88	91	1.00	4.00	2.2198	.72728
Q89	91	1.00	4.00	2.3516	.70512
Q90	91	1.00	4.00	2.7363	.69658
Q91	91	1.00	4.00	2.5385	.71969
Q92	91	1.00	4.00	1.6484	.73596
Q93	91	1.00	3.00	1.4066	.55734
Q94	91	1.00	4.00	1.5934	.72996
Q95	91	1.00	3.00	1.5385	.65503
Q96	91	1.00	4.00	1.9451	.75074
Q97	91	1.00	3.00	1.5604	.60016
Q98	91	1.00	3.00	1.5714	.61721
Q99	90	1.00	22.00	1.8111	2.22294
Q100	91	1.00	3.00	1.5824	.61583
Q101	91	1.00	3.00	1.7253	.59751
Q102	91	1.00	3.00	1.7473	.65986
Q103	91	1.00	4.00	1.7473	.69271
Q104	91	1.00	4.00	2.3846	.72678
Q105	91	1.00	4.00	2.3626	.86302
Q106	91	1.00	4.00	1.5934	.72996
Q107	91	1.00	3.00	1.5165	.63879
TOTAL	92	59.00	295.00	232.9457	36.22013
Valid N (listwise)	90				

Table 3.1. Distribution of the students' gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	62	67.4	67.4	67.4
Valid Male	30	32.6	32.6	100.0
Total	92	100.0	100.0	

a. The usefulness of speaking skill

No.	Students' need	Perception	Frequency	Percentage
	Speaking Skill			
1	Daily Conversation With Friends And Lecture	very useful	35	38
		useful	29	31.5
		fairly useful	24	26.1
		less useful	4	4.3
2	Delivering Arguments In Class Activities	very useful	22	23.9
		useful	39	42.4
		fairly useful	24	26.1
		less useful	7	7.6
3	Presenting Project Proposal And/Or Paper	very useful	36	39.1
		useful	41	44.6
		fairly useful	13	14.1
		less useful	2	2.2
4	Describing A Thing	very useful	17	18.5
		useful	38	41.3
		fairly useful	29	31.5
		less useful	6	6.5
5	Summarizing Orally	very useful	17	18.5
		useful	43	46.7
		fairly useful	22	23.9
		less useful	9	9.8
6	Making Oral Hypothesis	very useful	12	13
		useful	38	41.3
		fairly useful	35	38
		less useful	7	7.6
7	Using Pwk's Term	very useful	37	40.2
		useful	43	46.7
		fairly useful	10	10.9
		less useful	2	2.2
8	Giving Instruction And Command	very useful	16	17.4

		useful	42	45.7
		fairly useful	25	27.2
		less useful	9	9.8
9	Attending National And International Conference	very useful	40	43.5
		useful	37	40.2
		fairly useful	15	16.3
		less useful	0	
10	Communicating With Foreigners	very useful	61	66.3
		useful	27	29.3
		fairly useful	4	4.3
		less useful	0	0
11	Daily Conversation	very useful	23	25
		useful	35	38
		fairly useful	21	22.8
		less useful	13	14.1
12	Speaking With Correct	very useful	37	40.2
		useful	42	45.7
		fairly useful	12	13
		less useful	1	1.1
13	Using Correct Pronunciation	very useful	37	40.2
		useful	32	33.7
		fairly useful	22	23.9
		less useful	2	2.2
14	Using Various Vocabulary	very useful	34	37
		useful	42	45.7
		fairly useful	16	17.4
		less useful	0	0
15	Using Idiom	very useful	16	17.4
		useful	39	42.4
		fairly useful	33	35.9
		less useful	4	4.3

No.	Students' obstacle	Perception	Frequency	Percentage
	Speaking obstacles			
1	Daily Conversation With Friends And Lecture	Very difficult	9	9.8
		Difficult	17	18.5
		Fairly difficult	48	52.2
		Less difficult	18	19.6
2	Delivering Arguments In Class Activities	Very difficult	11	12
		Difficult	19	20.7
		Fairly difficult	48	52.2
		Less difficult	13	14.1

3	Presenting Project Proposal And/Or Paper	Very difficult	7	7.6
		Difficult	39	42.4
		Fairly difficult	35	38
		Less difficult	11	11.10
4	Giving instruction and/or command	Very difficult	6	16.3
		Difficult	15	63
		Fairly difficult	58	13
		Less difficult	13	14.1
5	Attending international seminar	Very difficult	9	9.8
		Difficult	23	25
		Fairly difficult	47	51.1
		Less difficult	13	14.1
6	Communicating with foreigner	Very difficult	7	7.6
		Difficult	24	26.1
		Fairly difficult	46	50
		Less difficult	15	16.3
7	Daily talking	Very difficult	7	7.6
		Difficult	19	20.7
		Fairly difficult	37	40.2
		Less difficult	29	31.5
8	Using PWK's terms	Very difficult	12	13.0
		Difficult	18	19.6
		Fairly difficult	51	55.4
		Less difficult	11	11.10
9	Using a certain phrase in speaking	Very difficult	11	12.0
		Difficult	24	26.1
		Fairly difficult	44	47.8
		Less difficult	13	14.1
10	Talking with correct pronunciation	Very difficult	7	7.6
		Difficult	19	20.7
		Fairly difficult	46	50.0
		Less difficult	20	21.8
11	Making a correct sentence	Very difficult	8	8.7
		Difficult	25	27.2
		Fairly difficult	37	40.2
		Less difficult	22	23.9
12	Using a correct tenses	Very difficult	18	19.6
		Difficult	23	25.0
		Fairly difficult	39	42.4
		Less difficult	12	13.1
13	Speaking With Correct grammatical rule	Very difficult	17	18.5

		Difficult	34	37.0
		Fairly difficult	27	29.3
		Less difficult	15	15.2
14	Using Idiom	Very difficult	16	17.4
		Difficult	38	41.3
		Fairly difficult	31	33.7
		Less difficult	7	7.6

No.	Students' need	Perception	Frequency	Percentage
	Listening Skill			
1	Listening to lecture's explanation	very useful	37	40.2
		useful	35	38
		fairly useful	19	20.7
		less useful	1	1.1
2	Listening to a presentation	very useful	37	40.2
		useful	39	42.4
		fairly useful	14	15.2
		less useful	2	2.2
3	Understanding the instruction and/or command	very useful	36	39.1
		useful	42	45.7
		fairly useful	13	14.1
		less useful	1	1.1
4	Attending international conference	very useful	38	41.3
		useful	33	35.9
		fairly useful	21	22.8
		less useful	0	0
5	Listening the foreigner talking	very useful	45	48.9
		useful	31	33.7
		fairly useful	15	16.3
		less useful	1	1.1
6	Listening to a monolog	very useful	27	29.3
		useful	45	48.9
		fairly useful	19	20.7
		less useful	1	1.1
7	Listening a dialog	very useful	30	32.6
		useful	47	51.1
		fairly useful	14	15.2
		less useful	1	1.1
8	Understanding idiom	very useful	28	30.4
		useful	35	38
		fairly useful	24	26.1
		less useful	5	5.4

Table 3.3 Listening need analysis

No.	Students' need	Perception	Frequency	Percentage
	Writing Skill			
1	Writing a project proposal	very useful	35	38
		useful	33	35.9
		fairly useful	17	18.5
		less useful	6	6.5
2	Writing a report	very useful	28	30.4
		useful	42	45.7
		fairly useful	18	19.6
		less useful	3	3.3
3	Using PWK's terms	very useful	44	47.8
		useful	30	32.6
		fairly useful	17	18.5
		less useful	1	1.1
4	Writing a paper or research article	very useful	33	35.9
		useful	39	42.4
		fairly useful	18	19.6
		less useful	2	2.2
5	Developing ideas in a systematic framework	very useful	25	27.2
		useful	44	47.8
		fairly useful	14	15.2
		less useful	9	9.8
6	Summarizing a text or material	very useful	30	32.6
		useful	33	35.9
		fairly useful	19	20.7
		less useful	10	10.8
7	Making a written hypothesis	very useful	30	32.6
		useful	29	31.5
		fairly useful	20	21.7
		less useful	13	14.1
8	Writing lab check list	very useful	29	31.5
		useful	33	35.9
		fairly useful	18	19.6
		less useful	13	13.1
9	Writing a job letter	very useful	40	43.5
		useful	32	34.8
		fairly useful	12	13
		less useful	8	8.7
10	Writing a business and/or partnership letter	very useful	35	38
		useful	35	38
		fairly useful	16	17.4

		less useful	6	6.5
11	Correspondent (letter or email)	very useful	25	27.2
		useful	44	47.8
		fairly useful	16	17.4
		less useful	7	7.6
12	Filling an application form	very useful	33	35.9
		useful	40	43.5
		fairly useful	15	16.3
		less useful	4	4.4
13	Writing with correct spelling	very useful	42	45.7
		useful	39	42.4
		fairly useful	10	10.9
		less useful	1	1.1
14	Writing with correct grammar	very useful	47	51.1
		useful	33	35.9
		fairly useful	11	12
		less useful	1	1.1
15	Using an appropriate punctuation	very useful	44	47.8
		useful	34	37
		fairly useful	12	13.2
		less useful	2	2.2
16	Using various vocabulary	very useful	32	34.8
		useful	44	47.8
		fairly useful	13	14.3
		less useful	3	3.3
17	Using idiom	very useful	26	28.3
		useful	32	34.8
		fairly useful	26	28.3
		less useful	8	8.7

No.	Students' need	Perception	Frequency	Percentage
	Reading Skill			
1	Reading material	very useful	49	53.3
		useful	30	33
		fairly useful	10	10.9
		less useful	3	3.3
2	Reading Engineering authentic texts	very useful	39	42.4
		useful	32	34.8
		fairly useful	14	15.2
		less useful	7	7.6
3	Reading a lab procedure	very useful	37	40.2
		useful	29	31.5

		fairly useful	18	19.6
		less useful	8	8.7
4	Reading a professional text (partnership letter, letter of agreement)	very useful	38	41.3
		useful	35	38
		fairly useful	11	12
		less useful	8	9.8
5	Reading for information	very useful	47	51.1
		useful	36	39.1
		fairly useful	8	9.8
		less useful	1	1.1
6	Scanning and skimming	very useful	36	39.1
		useful	38	41.3
		fairly useful	17	18.5
		less useful	1	1.1
7	Guessing a word	very useful	39	42.4
		useful	35	38
		fairly useful	17	18.5
		less useful	1	1.1
8	Reading a certain code in engineering field	very useful	29	31.5
		useful	41	44.6
		fairly useful	20	21.7
		less useful	2	2.2

No.	Students' Obstacles	Perception	Frequency	Percentage
	Listening obstacles			
1	Listening to lecture's explanation	Very difficult	6	6.5
		Difficult	29	31.5
		Fairly difficult	40	43.5
		Less difficult	17	18.5
3	Understanding the instruction and/or command	Very difficult	5	5.4
		Difficult	15	16.3
		Fairly difficult	40	43.5
		Less difficult	32	34.8
3	Listening a certain PWK's term	Very difficult	7	7.6
		Difficult	23	25.0
		Fairly difficult	46	50.0
		Less difficult	16	17.4
4	Listening a certain phrase	Very difficult	7	7.6
		Difficult	27	29.3
		Fairly difficult	47	51.1

		Less difficult	11	11.10
5	Listening the different sentence in different tenses	Very difficult	9	9.8
		Difficult	29	31.5
		Fairly difficult	43	46.7
		Less difficult	11	10.9
6	Differing word from its pronunciation	Very difficult	6	6.5
		Difficult	28	30.4
		Fairly difficult	43	46.7
		Less difficult	15	16.3

No.	Students' Obstacles	Perception	Frequency	Percentage
	Writing Obstacle			
1	Writing as general	Very difficult	4	4.3
		Difficult	27	29.3
		Fairly difficult	41	44.6
		Less difficult	20	21.8
2	Writing a project proposal	Very difficult	4	4.3
		Difficult	27	29.3
		Fairly difficult	41	44.6
		Less difficult	20	21.8
3	Writing a report	Very difficult	6	6.5
		Difficult	36	39.1
		Fairly difficult	42	45.7
		Less difficult	8	8.7
4	Using PWK's terms	Very difficult	4	4.3
		Difficult	32	34.8
		Fairly difficult	44	47.8
		Less difficult	12	13.1
5	Writing a paper or research article	Very difficult	10	10.9
		Difficult	20	21.7
		Fairly difficult	44	47.8
		Less difficult	18	19.6
6	Developing ideas in a systematic framework	Very difficult	13	14.1
		Difficult	30	32.6
		Fairly difficult	43	46.7
		Less difficult	6	6.5
7	Summarizing a text or material	Very difficult	9	9.8
		Difficult	26	28.3
		Fairly difficult	49	53.3
		Less difficult	8	8.7

8	Making a written hypothesis	Very difficult	8	8.7
		Difficult	19	20.7
		Fairly difficult	45	48.9
		Less difficult	20	21.8
9	Writing lab check list	Very difficult	5	5.4
		Difficult	29	31.5
		Fairly difficult	43	46.7
		Less difficult	15	16.3
10	Writing a job letter	Very difficult	3	3.3
		Difficult	29	31.5
		Fairly difficult	40	43.5
		Less difficult	20	21.8

No.	Students' need	Perception	Frequency	Percentage
	Reading Obstacles			
1	Reading material from the lecture	Very difficult	2	2.2
		Difficult	20	21.7
		Fairly difficult	37	40.2
		Less difficult	33	35.9
2	Reading Engineering authentic texts	Very difficult	9	9.8
		Difficult	19	20.7
		Fairly difficult	50	54.3
		Less difficult	14	15.2
3	Reading a lab procedure	Very difficult	4	4.3
		Difficult	31	33.7
		Fairly difficult	42	45.7
		Less difficult	15	16.3
4	Reading a professional text (partnership letter, letter of agreement)	Very difficult	5	5.4
		Difficult	29	31.5
		Fairly difficult	43	46.7
		Less difficult	15	16.3
5	Reading for information	Very difficult	2	2.2
		Difficult	8	8.7
		Fairly difficult	44	47.8
		Less difficult	38	41.3

The frequent of using the skill

No.	Skill	Perception	Frequency	Percentage
1	Listening	Very often	15	16.3
		Often	34	37.0
		Seldom	37	40.2
		Never	6	7.5
2	Speaking	Very often	4	4.3
		Often	27	29.3
		Seldom	56	60.9
		Never	5	5.4
3	Reading	Very often	12	13.0
		Often	47	51.1
		Seldom	32	34.8
		Never	1	1.1
4	Writing	Very often	1	1.1
		Often	27	29.3
		Seldom	59	64.1
		Never	5	5.4

Frequency of the obstacles

No.	Skill	Perception	Frequency	Percentage
1	Listening	Very often		
		Often		
		Seldom		
		Never		
2	Speaking	Very often		
		Often		
		Seldom		
		Never		
3	Reading	Very often		
		Often		
		Seldom		
		Never		
4	Writing	Very often		
		Often		
		Seldom		
		Never		

General statement

No.	Skill	Perception	Frequency	Percentage
1	Listening	Very Influential	45	48.9
		Influential	34	37.0
		Less Influential	11	12.0
		Not Influential	1	1.1
2	Speaking	Very Influential	57	62.0
		Influential	31	33.7
		Less Influential	3	3.3
		Not Influential	0	0
3	Reading	Very Influential	48	52.2
		Influential	34	37.0
		Less Influential	7	7.6
		Not Influential	2	2.2
4	Writing	Very Influential	50	54.3
		Influential	33	35.9
		Less Influential	8	8.7
		Not Influential	0	0

APPENDIX 2

**The six categories of the cognitive process
Dimension and related cognitive process**

PROCESS CATEGORIES	COGNITIVE PROCESSES AND EXAMPLES
1. REMEMBER—Retrieve knowledge from long-term memory	
1.1. Recognizing	e.g. Recognize the dates of important in US history
1.2. Recalling	e.g. Recall the dates of important events in US History
2. UNDERSTAND—Constructing meaning from instructional messages, including oral, written and graphic communication	
2.1. Interpreting	e.g Paraphrase important speeches and documents
2.2. Exemplifying	e.g Give example of various artistic painting styles
2.3. Classifying	e.g classify observed or described cases of mental disorders
2.4. Summarizing	e.g Write a short summary of the event portrayed on videotapes
2.5. Inferring	e.g In learning a foreign language, infer grammatical principles from examples
2.6. Comparing	e.g Compare historical events to contemporary situations
2.7. Explaining	e.g Explaining the causes of important eighteenth-century events in France
3. APPLY—Carry out or use a procedure in a given situation	
3.1. Executing	e.g Divide one whole number by another whole number, both with the multiple digits
3.2. Implementing	e.g Determine in which situations Newton's second law is appropriate
4. ANALYZE—Break Material into constituents part and determine how parts relate to one another and to an over all structure or purpose	
4.1. Differentiating	e.g Distinguish between relevant and irrelevant numbers in a mathematical word problem
4.2. Organizing	e.g Structure evidence in a historical description into evidence for and against a particular historical explanation
4.3. Attributing	e.g Determine the point of view of the author of an essay in terms of his or her political perspective
5. EVALUATE—Make judgments based on criteria and standards	
5.1. Checking	e.g Determine whether a scientist's conclusions follow from observed data
5.2. Critiquing	e.g Judge which of two methods is the best way to solve a given problem
6. CREATE—Put elements together to form a coherent or functional whole, recognize elements into a new pattern or structure	
6.1. Generating	e.g. Generate hypotheses to account for an observed phenomenon
6.2. Planning	e.g Plan a research paper on a given historical topic
6.3. Producing	e.g Build habitats for certain species for certain purposes

APPENDIX 3

The Knowledge Dimension

Major types and subtypes	Examples
A. Factual Knowledge —the basic element students must know to be acquainted with a discipline or solve problems in it	
Aa. Knowledge of terminology	Technical vocabulary, musical symbols
Ab. Knowledge of specific details and elements	Major natural resources, reliable sources of information
B. Conceptual Knowledge —The interrelationships among the basic elements within a larger structure that enable them to function together	
Ba. Knowledge of classification and categories	Periods of geological time, forms of business ownership
Bb. Knowledge of principle and generalizations	Pythagorean theorem, law of supply and demand
Bc. Knowledge of theories, models and structures	Theory of evolution, structure of congress
C. Procedural Knowledge —How to do something, method of inquiry, and the criteria for using skills, algorithm, techniques, and methods	
Ca. Knowledge of subject-specific skills and algorithms	Skills used in painting with watercolors, whole-number division algorithm
Cb. Knowledge of subject-specific techniques and methods	Interviewing technique, scientific method
Cc. Knowledge of criteria for determining when to use appropriate procedures	Criteria to use determine when to apply a procedure involving Newton's second law, criteria used to judge the feasibility of using a particular method to estimate business cost.
D. Metacognitive knowledge —Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.	
Da. Strategic knowledge	Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a text-book, knowledge of the use of heuristics
Db. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge	Knowledge of the types of test particular teachers administer, knowledge of the cognitive demands of different tasks
Dc. Self-knowledge	Knowledge that critiquing essays is a personal strength. Whereas writing essays is a personal weakness; awareness of one's own knowledge level

APPENDIX 4 the Existing Syllabus**MPK206 BAHASA INGGRIS***Semester Gasal 2014/2015*

SKS	:	2 sks	
Pengajar	:	Prihadi Nugroho (<i>Koordinator</i>) Jawoto Sih Setyono Wiwandari Handayani	
Jadwal Kuliah	:	Kelas A – Jumat, 07.00 – 08.40	Ruang B103
		Kelas B – Jumat, 09.05 – 10.45	Ruang B103

Manfaat pembelajaran

Dalam era pergaulan internasional yang semakin mendunia, peran bahasa Inggris sebagai bahasa internasional menjadi semakin penting. Bahasa Inggris bahkan sudah menjadi bahasa universal dalam dunia ilmu pengetahuan, tidak satu-dua saja, melainkan semua bidang ilmu pengetahuan. Kemampuan berkomunikasi dalam bahasa Inggris menjadi salah satu standar minimal dalam upaya untuk bisa masuk ke dalam dunia tersebut. Dengan demikian, mata kuliah ini memberikan manfaat bagi mahasiswa sebagai salah wahana untuk memperbaiki kemampuan komunikasi tersebut.

Deskripsi pembelajaran

Sumber ilmu pengetahuan dalam dunia global sekarang ini tersedia secara luas dengan adanya Internet. Sumber tersebut boleh dikatakan tanpa batas, apalagi jika ditambahkan dengan semakin baiknya sumber konvensional dalam bentuk buku dan manuskrip tertulis lainnya. Sumber ilmu tersebut sebagian besar tersedia dalam bahasa Inggris, yang menjadi bahasa internasional. Karena sumber tersebut sebagian besar tersedia dalam bahasa internasional, maka kemampuan berbahasa Inggris menjadi salah fondasi bagi kesuksesan penguasaan ilmu pengetahuan.

Menyadari pentingnya hal tersebut, pembekalan kemampuan berkomunikasi dan membaca sumber informasi dan ilmu pengetahuan dalam bahasa Inggris menjadi salah satu komponen penting dalam proses pembelajaran, khususnya bagi mahasiswa dan sarjana. Hal ini berlaku umum bagi seluruh bidang ilmu pengetahuan, khususnya ilmu perencanaan wilayah dan kota, yang menurut akar sejarahnya berasal dari Inggris dan hingga saat ini sebagian besar sumber pengetahuannya tersedia dalam bahasa internasional tersebut.

Karena itu mata kuliah bahasa Inggris ini memberikan fokus kepada kemampuan berkomunikasi secara lisan dan membaca teks dalam bahasa internasional tersebut. Selain menjadi bagian penting dalam proses pembelajaran bahasa asing, kemampuan ini juga menjadi salah prasyarat bagi kegiatan penting dalam dunia akademik, yaitu: menulis. Memang beban mata kuliah ini tidak mencukupi untuk bisa mencapai kemampuan tertentu. Namun demikian, usaha ini bermanfaat untuk memberikan bekal awal bagi mahasiswa untuk mengembangkan sendiri kemampuan berbahasa Inggris di luar kampus.

Kompetensi pembelajaran*Standar kompetensi*

Setelah menyelesaikan mata kuliah ini mahasiswa diharapkan mampu untuk menyampaikan gagasan dalam bahasa Inggris secara sederhana serta mampu membuat ringkasan pendek dari bahan bacaan berbahasa Inggris.

Kompetensi dasar

6. Mahasiswa mampu menyampaikan informasi dan opini secara lisan dalam bahasa Inggris;
7. Mahasiswa mampu mengerti informasi dan opini yang disampaikan secara lisan dalam bahasa Inggris;
8. Mahasiswa mampu membaca secara cepat artikel dan tulisan akademik lain berbahasa Inggris;
9. Mahasiswa mampu meringkas bahan bacaan dalam bahasa Inggris;
10. Mahasiswa mampu merangkum ringkasan tulisan bahasa Inggris dalam sebuah narasi pendek.

Strategi pembelajaran

Pembelajaran dalam mata kuliah ini dilakukan dalam bentuk penyampaian materi secara terbuka dengan dosen berperan lebih sebagai fasilitator atau teman belajar bagi proses pembelajaran mahasiswa. Selain itu, dalam proses pembelajaran ini juga dilakukan dalam model latihan dan praktek penulisan ilmiah dalam bentuk workshop. Dengan dua bentuk pembelajaran ini diharapkan mahasiswa akan lebih menyerap materi pembelajaran sehingga kompetensi yang dituju bisa tercapai.

Tugas

Dalam mata kuliah ini akan ada tiga kelompok tugas, yaitu:

1. tugas mingguan kelompok; tugas ini merupakan hasil kegiatan mandiri terjadwal yang berhubungan dengan tema tertentu.
2. tugas mingguan individual; presentasi tulisan/oral setiap mahasiswa mengenai bahan bacaan yang (selesai) dibacanya dan catatan penting.
3. tugas akhir dalam bentuk penulisan esai secara individual sebagai wahana praktek teknik berkomunikasi dalam bahasa Inggris sesuai dengan tema tertentu yang dipilih.

Khusus untuk tugas komprehensif, sebuah kerangka acuan tugas akan diberikan ke mahasiswa sebagai panduan. Mahasiswa sebaiknya melakukan konsultasi terprogram untuk tugas ini.

Referensi pembelajaran

Ada tiga bahan bacaan utama yang digunakan dalam mata kuliah ini. Bahan-bahan bacaan lain akan ditambahkan kemudian.

Blachowicz, C. L. Z. 2008. *Reading Comprehension: Strategies for Independent Learners*. New York: Guilford Press.

The Edge. 2002. *Reading Comprehension Skills and Strategies Level 7*. Irvine: Saddleback Educational Publishing Three Watson.

Ostrov, R. 2002. *Power Reading*. North San Juan: The Education Press.

Kriteria penilaian

Nilai akhir didapatkan dari komposisi penilaian sebagai berikut:

- Tugas mingguan : 30%
- Tugas tengah semester : 15%

- Tugas akhir semester : 20%
- Ujian tengah semester : 15%
- Ujian akhir semester : 20%

Standar minimum nilai akhir adalah sebagai berikut:

- A : 80
- B: 70
- C: 60
- D : 50
- E : tidak lulus, kurang dari 50

Jadwal dan materi pembelajaran

Kuliah akan dilaksanakan sebanyak 14 kali pertemuan dengan durasi 100 menit untuk setiap pertemuan. Jadwal dan materi perkuliahan adalah sebagaimana tertera dalam tabel berikut ini.

Penutup

Hal-hal yang belum jelas dalam kontrak kuliah ini akan dibahas pada sesi perkuliahan. Peserta diharapkan secara aktif membahas hal-hal yang belum jelas dengan dosen. Selamat bekerja.

Jadwal dan Materi Pembelajaran Bahasa Inggris

M	Tanggal	Materi	Dosen
1	12/09	Introduction to the course	PN
2	19/09	Introducing yourself, family, relatives	PN
3	26/09	Explaining environment and experiences	WH

4	03/10	Thematic talk #1: urban settlement	JSS
5	10/10	Thematic talk #2: planning from below	PN
6	17/10	Thematic talk #3: migration	WH
7	24/10	Group presentation	WH
	31/10	<i>Ujian tengah semester</i>	
8	07/11	Accessing reading materials	JSS
9	14/11	Structure of sentence, paragraph, essay	PN
10	21/11	Effective reading	WH
11	28/11	Reading academic manuscripts	JSS
12	05/12	Summarising and paraphrasing	JSS
13	12/12	Workshop #1	PN
14	19/12	Workshop #2	WH

APPENDIX 5**The Task-Based Syllabus Design**

MPK206 BAHASA INGGRIS

Semester Gasal 2014/2015

SKS	:	2 sks	
Pengajar	: (Koordinator)	
		
		
Jadwal Kuliah	:	Kelas A – Jumat, 07.00 – 08.40	Ruang B103
		Kelas B – Jumat, 09.05 – 10.45	Ruang B103

The Benefits of Learning

In era of increasingly global international relations, the role of English as an international language is becoming increasingly important. English has become the universal language even in the world of science, not just one or two, but all areas of science. The ability to communicate in English to be one of the minimum standards in an attempt to get into the world. Thus, the course is beneficial for students as a vehicle to improve the communication skills. This capability so helpful not only in the academic world but also prepare them for the professional world.

Description of learning

A source of knowledge in the global world are now widely available in the Internet. The source of virtually limitless, especially if added with the improving conventional sources in the form of books and other written manuscripts. The source of knowledge is mostly available in English, which is the international language. Because these sources are mostly available in international languages, the ability to speak English to be one of the foundations for successful mastery of science.

Realizing its importance, debriefing ability to communicate and read source of information and knowledge in the English language became one of the important components in the learning process, especially for students and scholars. It is common to the whole field of science, especially the science of urban and regional planning, which according to historical roots come from the UK and to date most of the sources of knowledge available in the international languages.

Because the subjects of English focuses on the ability to communicate orally and read the text in the international language. In addition to being an important part in the process of learning a foreign language, this ability is also one important prerequisite for activities in the academic world, namely: writing. Indeed, the burden of this course is insufficient to reach a certain ability. However, the effort is worthwhile to provide initial supplies for students to develop their English language skills outside the campus. All design is provided in meeting both academic and occupational purposes

Learning strategies

Learning this course is done in the form of delivery of material openly with faculty acts more as a facilitator or a group learning for students' learning process. In addition, the learning process is also done in the model of training and practice scientific writing in the form of workshops. With these two forms of learning students will be expected to absorb the learning materials so that the intended competency can be achieved.

Task

In this course there will be three groups of tasks, namely:

1. The weekly task group; This assignment is the result of self-scheduled activities related to a specific theme.
2. The individual weekly assignments; presentation writing / orally every student on reading material (finished) reading and vital records.
3. The final task in the form of essay writing individually as a vehicle for engineering practice to communicate in English in accordance with the specific theme selected.

Especially for a comprehensive task, a frame of reference the task will be given to students as a guide. Students should consult programmed for this task.

Learning Resources

There are four main reading material used in this course. Additional reading materials will be added later.

Blachowicz, C. L. Z. 2008. *Reading Comprehension: Strategies for Independent Learners*. New York: Guilford Press.

The Edge. 2002. *Reading Comprehension Skills and Strategies Level 7*. Irvine: Saddleback Educational Publishing Three Watson.

Ostrov, R. 2002. *Power Reading*. North San Juan: The Education Press.

Kirkpatrick, Betty. 2008. *English for Social Interaction*. R I C Publications Limited: Tokyo

Bottcher, Elizabeth. 2008. *What I Believe. Listening and Speaking about What Really Matters*. New York: Pearson Longman

Detail Activities

Meeting	Task	Objective	Project Content	Task Procedure	Media	Assessment	Time	Lecturer
1	SWOT analysis	to assist each group of students to describe an area. Through conducting each	In the first stage, the project is designed to give SWOT analysis toward an area. It includes two tasks:	<i>Task Procedures:</i> • Task 1-1 Choosing an area (5) Divide the whole class into several groups of eight students, and	1. Book 2. Flow chart	Classroom assessment	2x55 minutes	

		project task, EFL learners can learn how to describe a city/town and know how to explain it to the other people.	Choosing an area to be described and Explaining the environment. They have to master how to describe a thing by using simple present tense. In the end they have to make SWOT analysis related with the area.	<p>each small group choose one area to be described;</p> <p>(6) Let them choose one area to be describe</p> <ul style="list-style-type: none"> • Task 1-2 Explaining the area <p>(5) Ask student to explain the condition of the environment;</p> <p>Ask them to make SWOT analysis</p>				
2	Summarizing information	to assist each student to summarize a text. Through conducting each project task, EFL learners can learn how to gain important information by using reading technique (scanning and skimming). In the end of the process they can summarize the text.	In the second stage, the project is provided to make summary of a text by using reading technique. It includes two tasks: Reading an authentic text related with city planning and summarizing the text	<p><i>Task Procedures:</i></p> <ul style="list-style-type: none"> • Task 2-1 Reading An Authentic Text <p>(1) Ask the student to bring one article; it may from journal, book or article</p> <p>(2) Assist them to read effectively by using technique</p> <p>(3) Provide them a chance to practice</p> <ul style="list-style-type: none"> • Task 2-2 Summarizing Text <p>(4) Guide the student to find some important information provide by the text</p> <p>(5) Ask them to make a list of those information</p>	1. Book 2. Authentic Text about Planning	- Classroom assessment - Summarizing result	2x55 minutes	

				Let them trying to make a summary of the text				
3	Gaining data from a text	to teach EFL learners how to gain data from a text. The text specify on urban settlement.	In the third stage the project contains a series of tasks in accordance with gaining data from a text. It includes two project contents; Finding data about urban settlement in an article or book and resuming the findings	<p><i>Task Procedures:</i></p> <ul style="list-style-type: none"> • Task 3-1 Reading An Authentic Text <ol style="list-style-type: none"> (4) Divide students into several groups (5) Give them different book of urban settlement (6) Ask them to gain some data from that book • Task 2-2 Resuming the findings <ol style="list-style-type: none"> (3) Give an example of text resuming to the students <p>Ask them to make resume related with the book they got before</p>	1. Book	Classroom assessment	2x55 minutes	
4	Presenting a field observation	to teach EFL learners how to present data from a field observation.	In the fourth stage, the project is designed to give a chance to the students to show their speaking skill. It includes two project tasks: finding data about urban habit and presenting the findings	<p><i>Task Procedures:</i></p> <ul style="list-style-type: none"> • Task 4-1 Finding data about urban habit <ol style="list-style-type: none"> (1) Divide students into several group of eight (2) Ask the students carry out a field observation in different area (a week ago) (3) Specify the findings on the urban habit. • Task 4-2 Presenting the 	1.Short report 2.PPT	Classroom assessment	2x55 minutes	

				findings (1) Ask them to present their finding In the end of the process, ask student to give feedback on the other students' presentation				
5	Writing a short article Objective	to assist students to write an article. Through conducting each project task, EFL learners can learn how to write an academic essay.	In this stage, the project is designed to teach students about academic writing. It includes two tasks: Looking for an interesting topic and Writing an academic essay.	<i>Task Procedures:</i> <ul style="list-style-type: none"> • Task 5-1 Searching for an interesting topic <ol style="list-style-type: none"> (1) Ask students to search for an interesting topic related with city planning (2) Guide them to have sight on how to write an academic essay • Task 5-2 Writing an academic essay <ol style="list-style-type: none"> (1) Let them to write an essay based on topic they have chosen Assist their writing	1. buku teks	The short article at least 5 pages	2x55 minutes	
6	Resuming a monolog Objective	to assist students to resume from the audio source. Through conducting each project task, EFL learners can learn how to get information from	In this stage, the project is designed to teach students about listening skill. It includes three tasks: Watching a video provided, Writing the important information and Resuming the	<i>Task Procedures:</i> <ul style="list-style-type: none"> • Task 6-1 Watching a Video <ol style="list-style-type: none"> (1) Provide student a video or movie related with city planning (2) Divide students into some groups • Task 6-2 	1. Audio recording	The monolog resuming	2x55 minutes	

		the audio source.	information..	<p>(1) Assist the student how to get information from an audio source</p> <p>(2) Ask them to write information they got from the video</p> <p>• Task 6-3 Ask them to make a resume</p>				
7	Delivering opinion	to teach student how to deliver an opinion. Through conducting each project task, EFL learners can learn how to deliver and appose an opinion.	In this stage, the project is designed to teach students about listening skill. It includes one task: Debating an issue.	<p><i>Task Procedures:</i></p> <p>• Task 7-1</p> <p>(1) Divide students into group of eight persons.</p> <p>(2) In each group divide again into 2 groups. Named them with pro and contra group.</p> <p>Tell them the rule of debate</p>	<p>1. Timer</p> <p>2.</p>	Classroom assessment	2x55 minutes	
Mid Term (make a short article relate with planning activities)								

