DEVELOPING ENGLISH SYLLABUS FOR STUDENTS AT MANAGEMENT AND INFORMATICS COMPUTER ACADEMY

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Abstrak

The need of English is very crucial in the era of globalization nowadays. In line with the problem faced the English materials should get a treatment by English for Occupational Purposes (EOP), in response with the need field of occupation to comprehend in simple instructions, English for computers, operating tools, and, comprehending simple English for speaking, writing and reading textbook. As stated by Kennedy and Bolitho (1984:4) in EOP, English is taught to meet English needs in the area specialization of occupation. Although English can play an important role in their work field then this paper is expected to fill the gap of syllabus by adopting, adapting, and developing the materials in learning English by English for Occupational Purposes (EOP)

Kata Kunci: Management, Informatics Computer Academy

Introduction

Teaching English in a private Academy of Informatics Management is a compulsory subject for every non-English department and Informatics management program has its own policy to have specialized English like English for Specific Purposes to meet the competency of the students after graduated and the demands of globalization. The aspects of contributions, first is practical contribution to research in finding suitable syllabus that relevant with the students needs. The second is its theoretical contribution to practice in teaching and learning process of EOP students. And the third is its contribution to teacher’s development. The result of the research is expected to give a valuable contribution and improvement of the English teaching at the research site in designing a syllabus for EOP students who was majoring in Management of Computer Informatics program.

Jinjin Lu (2012) did a research about the application of EOP in Chinese Vocational Institutions, His paper discussed the necessaries of developing of EOP
system, in order to cultivate students’ interest in learning English, designing and planning English syllabus for occupational purpose is essential for both students and teachers.

Svetlana N. Kucherenko in 2013. Her research was aimed to find out the process of an ESAP course design with a careful balance between EOP and EAP elements. The preliminary results seem to have implications in two areas: confirmation of the established syllabus and directions for change. In terms of the established syllabus, a deeper look seems to be necessary to explore the efficiency of using English for Economics as the core coursebook.

Another research that conducts a need analysis of English for Occupational and Specific Purposes was done by Khan, Mohsin, Dogar and Awan in 2011 dealing with business. This study the researcher used both quantitative and qualitative, and two instruments are used to find out the needs of target situation, learners’ needs, wants and their lacks.

EOP is seen as the counterpart of EAP (English for Academic Purposes) in the field of ESP (English for Specific Purposes). Based on the classifications of Hutchinson and Waters (1987), EOP and EAP stemmed from three major EOP areas: EST (English for Science and Technology), EBE (English for Business and Economics), and ESS (English for Social Sciences). In their books, they did not believe there was a clear-cut distinction between EAP and EOP. They argued that people could work and study simultaneously in many cases. “It is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the learner takes up, or returns to, a job” (Hutchinson & Waters, 1987, p. 6).

Research Methodology

The design of this research was qualitative research design. It is relevance to the data that has been collected. This research method applied Research and Development (R & D), where the researcher acts as participant observation, she actually participate in the situation or setting she is observing and designing the syllabus by adopting from previous syllabus, adapting from other instutitions and gain information from students’ need, and developing the syllabus in the classroom.
Related with the previous studies on the students’ needs and EOP, the research is aimed to develop a new syllabus that related with the students’ needs and work fields. The following research questions were 1) What are the students’ needs in learning English at Management of Informatics program?; 2) Are syllabus and materials used relevant to the needs of the students at Management of Informatics program?; 3) How is the syllabus implemented to develop to meet the students need?

There were 20 participants take part in the research from the total students 105. The 15 students from three classes and 5 alumni taken as a sample. In relation with the study this 20 participants of students are involved in order to get a complete and comprehensive data on students’ needs of EOP class.

**Research Findings**

The data interviews that consist of nine questions were given related to learner’ needs and the data gathered from interview and questionnaire were given, According to students on the their needs after graduated most students give more attention on work in a bank and company, both bank and company were related to their major at management of informatics study, so they can applied their skills for computer and management itself.

There were several questions given related to alumni’ needs and the data gathered from interview and questionnaire. They were working in a company about manufacturing, marketing, and trading. The discussion between students and alumni of what should be included in the EOP syllabus for a course in Management of Informatics program and how it should be organized, the syllabus should be flexible and allow for any possible changes, from the point of view of the students’ level of English and learning objectives and preferences.

In designing syllabus, the researcher uses two kinds of research instruments, namely documents and interview. The document and interview in this research needed as a basic information in designing the syllabus that relevant with the students’ needs and the work place. After gaining the data from the students, researcher modified the syllabus into two main points, they are: revised the language functions and integrated the syllabus into EOP.
The result of syllabus implementation from all the lessons, in lesson 1 for introduction in the basic competence of English in terms of computer. There was 75% students said understandable and satisfied with the lesson, lesson 1 related to the subject and lesson 1 was related with their future work. For the basic competence of English in Eight parts of speech in lesson 2, 73.75% students said that the lesson was understandable, they were satisfied, lesson 2 related to the subject and their future work. For lesson 3 in telling difficult number, fraction, and telling time in American and British Standard, 77.5% students said that they were understandable, they were satisfied, lesson 3 related to the subject, and lesson 3 was related with their future work. In lesson 4 for identified the tenses on the text uses in present, past, and future, 76.25% students said they were understandable, they were satisfied with lesson 4, lesson 4 related to the subject, and the lesson 4 was related with their future work. Lesson 5 for identified the use of computer in everyday life, 77.5% students said they were understandable, they were satisfied with the lesson, lesson 5 related to the subject, and lesson 5 was related with their future work. The last materials in lesson 6 about identify the types of computer. They were 77.5% students said understandable, they were satisfied with lesson 6, lesson 6 related to the subject, and the lesson was related with their future work. It was proved that the English syllabus that researcher designed was successful.

**Suggestions and Conclusions**

The research offers several recommendations that provide for further studies in the field of EOP and designing syllabus and several practical suggestions that can be applied by other researcher or teacher in their classroom. Therefore these are some suggestions:

1. The research of designing syllabus in EOP is not an easy task for teacher who has not any training in the area of EOP.
2. The research of designing an efficient syllabus should be flexible and combine the approach elements of material process.
3. The research of designing syllabus is suggested to be applied in various contexts and settings to look at the possible differences and similarities of the result.
4. This research recommends researcher or teacher to recognize different types of designing syllabus and apply it in the classroom by suiting with students’ needs.

5. The researcher give some chance to give students opportunity in order to give their idea in designing the materials.

6. This research recommends to identified the steps in the process, make outlined structured syllabi, and to complete the key stage of syllabus design so the result will be valuable for the course objectives and preparing suitable materials.

7. The result imply that the syllabus can be utilized by the students and the teacher.

   In this case, output prompting from the students’ needs and materials since they have the opportunity in given their idea to modify and restructure the syllabus.

   This research discussed reports types of students’ needs in order to found the relevant materials and syllabus and the implemented of syllabus in the learning activities.
References


