

AN ANALYSIS OF SYLLABUS AND MATERIALS PROVIDED BY THE ENGLISH LECTURER AT A PRIVATE HIGHER EDUCATION OF INFORMATICS IN BANDUNG

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Abstract

This study was aimed to find out whether the syllabus and material provided by the English lecturer of informatics department match with both the concept of English for Specific Purpose (ESP) and students' needs. This study was conducted in three departments (Manajemen Informatika, Teknik Informatika, and Komputerisasi Akuntansi) of Higher Education of Computer Science (HECS) and involved six students from various level of English proficiency (low, mid, and high achiever). This study used a qualitative approach, particularly case study. The data for the study were collected through interviews, syllabus, and materials. syllabus and material were analyzed by using the available theories, like Hutchinson and Water (1987), Dudley-Evans and St. John (1998), and other theories in chapter 2. Then, the findings data from interviews were matched to the data from syllabus and material whether syllabus and material were relevance to the need of students' or not. This study reveals that the learners' need are generally mismatched to syllabus and material provided by the lecturer, meanwhile type of syllabus used in the syllabus is a combination of structural syllabus, functional syllabus, and organizational syllabus. Moreover, most of the materials were categorized as general English. From the findings, it was clear that the lecturer didn't fully design either syllabus or materials based on ESP as students' need. The lecturer, therefore, should conduct students' need analysis before designing syllabus and material (students centered).

Keywords: *english for specific purpose; students' needs*

BACKGROUND OF STUDY

In Indonesia most students of non English department are required to follow a one or two semester English course (even more, depend on the institution) and it has been compulsory subject to be attended by students of any

fields. However, the main goal of English course are various, besides they are required to read English textbooks, they also have to search the current sources from the internet, which are mostly written in English, in order to help their academic studies and a

broader knowledge of their major subjects. That is why, English is very important to be learned and to teach as it is able to explore through multinational and reveal multitude of English textbook.

Due to its importance, the minister of education has issued and applied regulation that English should be taught beginning from the primary schools to university. The 1989 Education law No.2 and the 1999 Government Regulation on Higher Education No.60 have accommodated the guarantee that foreign languages, especially English, are tools functioning not only as effective and efficient means of interaction but also as the medium of instruction. Moreover, English is also included to develop and disseminate the technology and arts that would uplift the quality of life enhanced by the national cultures.

In connection with its importance, English is compulsory subjects for university undergraduate students in Indonesia. Moreover, Ermawan (1997) observes, the students in Indonesia have already been studying English for at least six years at the secondary level. As the first foreign language, it is not used as the medium of instruction in non-English departments. In most universities the emphasis of English teaching and learning is on reading ability, in order to equip students with the ability to read English textbooks for educational purposes. However, according to Alwasilah (in Nurrohmi, 2006:2) in Indonesia universities or colleges, English is included in the curriculum as a mandatory subject and given to the students at all departments. He states that College English that is

popularly called *mata kuliah umum Bahasa Inggris* (General English course) is commonly offered to freshmen in the first two semesters with two credit hours

In most universities, including Higher Education of Computer Science (HECS) in Bandung where this current study was conducted, English is taught in two semesters (the first and the second semester). As HECS is a non-English department college, thus, the English materials should be treated as ESP where students' needs are: able to comprehending English textbook, computer's instructions, and the like. In this context, lecturers hold the responsibility to design the syllabus and materials.

Up until now, there has not been a lot of study in the relevance and the appropriateness of the syllabus and materials provided to the students in HECS. This has led to the researcher's interest in investigating appropriateness and relevance of the syllabus and materials of English subject to students' needs in the research site.

REVIEW OF THE LITERATURE **English for Specific Purposes**

As we face globalization era, the ability and the need to understand English text book has become increasingly important, at times even urgent. To meet these needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills: for the students whose background are out of English department, like Higher Education of Computer Science, is accused to be able to comprehend English textbook or computer instruction where most reference books

are written out in simple English. Therefore, to obtain this purpose, ESP must be applied in this field. ESP programs focus on developing English competence in a specific field, such as software development, business or technology. Some courses prepare students for various academic programs: English for Science and Technology, English for Accounting, English for Computer, etc

Syllabus: A Definition

A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained. Hutchinson and Waters (1987:80) define syllabus as follows:

At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects of language and linguistic performance.

This is a rather traditional interpretation of syllabus focusing as it does on outcomes rather than process. However, a syllabus can also be seen as a "summary of the content to which learners will be exposed" (Yalden.1987: 87). It is seen as an approximation of what will be taught and that it cannot accurately predict what will be learnt.

An Analysis on the Syllabus

A syllabus is a document which says what will (or at least what should) be learnt. (Hutchinson and Waters, 1987:80) explained that the statement of what will be learnt passed through several different stages before it reaches its destination in the mind of the learner. Each stage on its route imposes a further layer of interpretation. They are the evaluation syllabus, the organizational syllabus, the organizational syllabus, the

material syllabus, the classroom syllabus, and the learner syllabus.

The evaluation syllabus, this type of syllabus can be said like the document that is made by minister or regulating bodies. And the learner will find out their successful by the end of the course. It also reflects an official assumption as to the nature of language and linguistic performance. For example, if the syllabus is framed in terms of grammatical structure, this reflects a view that knowing a language consists of knowing the constituent structure.

The organizational syllabus, it is most familiar in the form of the content page of the textbook. The organizational syllabus differ from the evaluation in that it carries assumption about the nature of learning as well as language.

The materials syllabus, it is the syllabus interpreted by the materials writer. In writing, the author adds yet more assumption about the nature of language, language learning and language use. The author decide the context in which the language will appear, the relative weightings and integration of skills, the number and type of exercise to be spent on any aspect of language, the degree of recycling or revision.

The teacher syllabus, this kind of syllabus is very influenced by the teacher in term of the clarity, intensity, and frequency of any item, and thereby affect the image that the learners receive. Therefore, most of of students in the world learn language through the mediation of the teacher.

The classroom syllabus, it is the syllabus generated by the classroom interaction

and environment. The classroom is not a neutral channel for the passage of information from teacher to learner. It is dynamic, interactive environment, which effects the nature both of what is taught and what is learnt.

The learner syllabus, the importance of the learner syllabus lies in the fact that it is through the filter of the syllabus that the learner views the other syllabus, in other word, will have a crucial influence on whetehr and how future knowledge is learnt.

Moreover, Hamrmer (1983) explains that there three main areas would deeply influence the content of a syllabus; nees, situation, and students.

Needs, a syllabus designer should considere carefully before designing it by determining what the students' need. A programmer need special kind of comprehending computer instruction, so that he can perform in the skills of reading. In this case, it can be said that the student does not necessarily need to cover the four skills. When syllabus are designed, then, it may be decided to restrict the skills depending upon the needs of the students. A need analysis may be target-centered, which is to say that it looks at the learners' future role and attempt to specify what language skill or linguistic knowledge the learner needs in order to perform the roles adequately (Munby, 1978 in Bloor, 1984:16).

Situation, one of things should be considered in designing syllabus is situation in which the teaching conducted. There should be different treatment in designing syllabus between small class, comfortable, and quiet classroom and over-large classes, noise,

and not condusive class room. Then, the conditions include such factors as the ember of the student in a class, the type of the classroom, and the aids and materials available.

Students, a syllabus designer is very aware of the type of student syllabus is designed for. He should want to consider the educational background of his student. Therefore, there should be different treatment between students who are postgraduate and those who have only just completed secondary student. A designer syllabus takes into account what type of students will use the syllabus, concentrating especially on the students' age and their educational background. Moreover, Sysoyev (200) said that: Students' analysis can give two kinds of information. The first reflects learners' possession –their current level in their L2-ESP, field knowledge in L1 and or L2, motivation, methods of learning they have experienced, etc. The second represents what learners want to achieve – what traditionally has been called 'ESP'.

Materials Evaluation

Having collected and investigated the interviews in terms of needs analysis, what should we do then? There are three possible ways of turning the course design into actual teaching materials:

- a) Select from existing materials: materials evaluation.
- b) Write our own materials: materials development
- c) Modify existing materials adaptation

Evaluation is basically a matching process: matching needs to available solution. If this marching is to be done as objectively as possible, it is best to

look at the needs and solutions separately. In the final analysis any choice will be made on subjective grounds. An ESP book has to suit the needs of a number of parties – teachers, students, sponsors, so it is important that the subjective factors, which will admittedly play a part, should not be allowed to obscure objectivity in the early stages of analysis.

Materials for ESP

There are significantly different between materials for ESP and General English. Designing materials for ESP should meet the ample of requirements as Rowntree (in Nurrohmi 2006:16) mentions that good materials should be given to the student:

1. arouse the learners' interest
2. remind them of earlier learning
3. tell them what they will be learning next
4. explain new learning content to them
5. relate these ideas to learners' previous learning
6. get learners to think about new content
7. help them get feedback on their learning
8. encourage them to practice
9. make sure they know what they are supposed to be doing
10. enable them to check their progress
11. help them to do better

Then, these criteria of good materials are also supported by Richard (2001:252) mentions that good materials for ESP should (1) provide exposure to the specialized genres and registers of ESP, (2) support learning through stimulating cognitive processes and providing a structure and progression for

learners to follow, (3) motivate learners through providing achievable challenges and interesting content, and (4) provide a resource for self study outside of the classroom. The materials provide the basis for the content of lesson, the balance of skills taught and the kinds of language practice students take part in. Meanwhile, Dudley Evans and John (Richards, 2001:251) suggest that for the teacher of ESP courses, materials serve the following functions:

1. as a source of language
2. as a learning support
3. for motivation and stimulation
4. for reference

Regarding the materials used in ESP teaching learning process could be taken from various sources as stated by Gatehouse (2001). "The resources included authentic materials, ESL materials, ESP materials, and teacher-generated materials." Especially for course book materials. Cunningsworth (in Richards, 2001) suggested that:

- (1) They should correspond to learners' needs. They should match the aims and objectives of the learning program.
- (2) They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
- (3) They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.
- (4) They should have a clear role as a support for learning. Like

teacher, they mediate between the target language and the learner.

As far as the theories aforementioned, it can be drawn the conclusion that designing a good materials for ESP, there should be considered and matched with the needs of learners, in addition they should be taken from multitude sources. In brief, following the criteria or characteristics or principles of good material in writing ESP materials.

METHODOLOGY

This study use of a qualitative design by employing a case study. Three instruments of data collection methods, interviews, syllabus, and materials were used to collect data and information to answer the research questions. The research was conducted at Higher Education of Computer Science in Bandung. It is private higher education which has two shift classes, regular class (08.00 – 14.00) and employees class (17.00 – 21.00) and three departments : Manajemen Informatika, Teknik Informatika, and Komputerisasi Akuntansi. Meanwhile, for teaching English process, three departments are commonly organized to be one and the size of a class range 30 - 40 students. In this study six participants were involved. They are all students from three departments (Manajemen Informatika, Komputerisasi Akuntansi, and Manajemen Informatika) who has different level of English proficiency (excellent, good, and fair) at HECS.

Dealing with collecting data from documentation, the syllabus and materials were used by the teachers in

the teaching - learning process for the first and the second English in the class, then they were considered as syllabus and materials documentation. They were described and analyzed in terms of their relevance to students' need. Meanwhile, the only the first and the second. syllabus and materials were obtained directly from the lecturer who involved in teaching. Data Analysis Techniques

The data of this research were analyzed through qualitative data analysis. Having obtained the data from documentation (syllabus and materials), then, the researcher immediately conducted to analyze the data. All the data were analyzed on the basis of the research questions, the relevance students' need to syllabus and materials provided

ANALYSIS

Materials 1

Materials 1 was offered in the first semester and it was made by the lecturer who teaches at the research site.

Materials 1 are Grammar (Tenses, Regular and Irregular verb, To be, Active and Passive voice, and Indirect speech. Reading (What is computer, What is a microcomputer, and What can computer do?). Speaking (Introduce one's self, Family and relative, My house, Meal, and Explaining ideas and visual information).

From the list of the materials given above, it can be seen that the materials of teaching English at the research site focuses on three aspects. There are Grammar, Reading, and Speaking. Referring the students' need as indicated in the previous section of this chapter

about data from interviews, some materials are not fully matched to the students' need and vice versa.. The detail discussion of these issues can be seen from the following aspects:

In term the material of grammar are fully matched to the students' need as indicated to the data obtained from interview about the need on grammar to be learnt that material of tenses, verb, and passive voice were enable students to understand English textbook. Meanwhile, the materials of to be was too basic to be taught as indicated R5's statement "to be (are, am, is was, were) are important to learn, but it was too basic to learn for students of higher education level". Moreover, tenses, verb (regular verb and irregular verb), and passive voice are often used and found in English textbook, beside speaking. These grammar seem to be a perfect mean to comprehend English textbook, computers' instructions or software tutorial, provided they could be understood well by students. Walkin (1976,59) give an example that grammar used in terms of speaking "asking permission", there are some of structure that can be used, there are finites of be and tenses. Furthermore, As indicated data from interviews, R4 stated:

To be (are, am, is, was, were) is quiet important because each of them has meaning, depend on the word which follow whether adjective, noun, verb 3, etc (IR4)

Moreover, in line with material of reading, it seems that the available theme of reading are strongly related to the lesson of Computer Organization and Architecture & .Pengantar Ilmu

Komputer course is assumed to be relevant for their study. As it was indicated in the previous section of this chapter concerning data from interviews, these materials could fulfill the students' need. and R3 stated:

The theme of reading "What is microcomputer? and Unit of Memory" are necessary to learnt as it is a basic knowledge to learn computer's science (IR3).

Further, Day (1999) stated first, reading teacher should use materials the students are interested in including materials self-selected by the students. Interest is important due to its relation to motivation. If the topic of a passage or text cannot draw students' interest, their motivation to read will considerably lesson. Without this motivation, it is extremely difficult to meet one of generally accepted aims of a reading program to get the learners to read in English on their own, outside the reading classroom.

Regarding from the list of the themes of speaking in the materials above, it can be seen that the materials of themes of speaking could not fulfill the students' need. It could be proved by the questionnaire given:

It is actually too basic to speak English by Introducing one's self for Higher education level, but I think it is still important to learnt as there are a few students who can't speak English properly (IR3).

Further, R2 stated:

Introduce one's self is important because it could help us in connection with job interview (IR2)

I don't agree if "Introduce one's self" as a main discussion of speaking English, it should be as supplementary discussion (IR6).

Referring the needs of students as indicated in the previous section of this chapter about data from interviews, the themes of speaking materials are fully not matched. They expected to be at speaking in connection with meeting, job interview, and presentation. As R5 and R6 suggested:

Speaking English, in terms of presentation and meeting are very important as they are often used in academic studies or future profession (IR5).

In line with theme of speaking, "interview" is very important to be theme of speaking as we can practice to prepare to face job interview in the future (IR6).

The above two argument may suggest their awareness on the skills that will be useful in their future career.

Materials 2 (Offered in the second semester)

Materials 2 consist of Grammar (Tag Question, Conditional Sentence, Indirect Speech, Pronoun and Possessives Adjective Pronoun, and Noun), Reading (,Main Memory: Memory and ROM, Unit of Memory, Bits and bytes,

Programming Language), and Speaking (Making simple sentences based on reading, Making decision, Giving and getting product information, and Phoning)

In terms of materials 2 given above, it can be seen that materials of grammar were not fully matched to the students' need. referring to the data from interviews about the need of grammar to be learned It seems the discussion grammar tend to be general. It should not be able to accommodate to help how to comprehend English textbook, computers' instruction, and the like properly, however, they didn't really fulfill to students' needs.. Hutchinson and Water (1987) said that materials should provide models of correct and appropriate language use. R3 and R6 mentioned:

Tag question is not necessary to be taught because there is no significant important to help to comprehend English textbook or conversation (IR3).

Indirect speech is not important because it is rare met in English textbook (IR6)

Moreover, from the list of themes of reading in materials 2. It seemed be able to fulfill the students' need as theme of reading in materials 1 did. In addition, referring the data from interviews about students' need, it was absolutely matched to students'. R4 mentioned:

Theme of reading "Programming Language" must be involved in

teaching reading material because it can help the students to translate the words in connection with programming (IR4).

R4's comment may reflect their awareness of importance theme of reading which are relevant to their educational background. Hutchinson and Waters (1987:107-108) stated "Material provide a stimulus to learning", suggesting that material should contain interesting texts, enjoyable activities which engage the learner's thinking capacities, opportunity for learners to use their existing knowledge and skills, and content which both learners and teacher can cope with.

Regarding the resource of materials, they were sequenced throughout the book, they were obtained from various sources. It is related to Gatehouse (2001) stated that the materials used in English for Specific Purpose (ESP) teaching learning process could be taken from various sources. However, themes or topics were not coherent each unit. They were very contradictive with Dougill (1987) stated acknowledges the importance of cohesion of units being equally taught to portray the progressive nature of skills development as well as appropriate leverage being given to themes and topics. He, further, regarding the use of subject matter, EST provides a very focused and specialized subject matter. Hutchinson and Water (1987) believe that "EST is an approach to language teaching in which all decision as to content and method are based on learner's reason for learning" (p. 19).

Meanwhile, Hutchinson and Water (1987:107) stated we can identify some principles will guide us in the actual

writing of the materials. They, further, stated that good material consist of: interesting text. It is related to type materials given by the lecturer at HECS where the texts given were interesting as indicated by relevance of students' background and the needs of hem. Furthermore, John (1980) "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learner, but are expected to do so with no, very limited, preparation time."

In connection with a clear and coherent unit, the theme of topics were provided by a clear and coherent unit structure meanwhile for speaking topic was significant different one each other unit. However, the theme of topics were so monotonous. Hutchinson and Water (1987) claim that Materials help to organize the teaching learning process, by providing a path through the complex mass of the language to be learnt. Good materials should, therefore, provide a clear and coherent unit structure which will guide teacher and learner through to various activities in such a way as to maximize the chances of learning. This structure should help the teacher in planning lesson and encourage in the learner a sense of progress and achievement. On the other hand, materials should not be so tightly structured as to produce a monotonous pattern of lessons- the curse of so many materials. Avoid the assembly line approach, which makes each unit look the same, with the same type of text, the same kind of illustration, the same type and number of exercises

However, as far as speaking is concerned from the list of materials provided by the lecturer, it was kind of

practical exercise which focuses on tenses. Meanwhile, referring the students as indicated in the previous section of this chapter about data from the interviews, this material was not quite relevant to the students' needs that students expected to the materials of speaking are relevant to their education background.

The Relevance Syllabus and Materials to the Students' Need

Regarding the relevance syllabus and materials to students' need, there will be divided into four parts. There are Grammar, Reading, and Speaking. Each of aspect will be described below:

1. The Relevance Syllabus 1 to the Students' Need

Regarding the materials of grammar in syllabus 1 and referring the students' need as indicated in the previous section in this chapter, it seems that there is no really appropriateness between grammar taught and learners' need on grammar to learnt. The only tenses and passive voice to be relevance as indicated by R5's statement:

Well, in my opinion, tenses is very important to learnt because it can be the basis of comprehending English textbook, speaking, and writing. In brief, the teacher should select what kind of tenses is often used, particularly in comprehending English textbook, computers' instruction, or computer text on the screen (IR6)

Meanwhile, for the rest of grammar provided didn't cater students' need . it might caused by the lecturer in providing grammar without considering the learners' need or conducting need analysis. As indicated in chapter 2 ,Hutchinson and Water (1987:14) argue:

Need analysis is a complex process that both target situation. Most of all, we have tried to stress that both target situation and learning needs must be taken into account. Analysis of target situation needs is concerned with language use. But language use is only. We also need to know about language learning. Analysis of the target situation can tell us what people do with language. What we also need to know how people learn to do what they do with language (63).

However, from the analysis of syllabus 1, it seems some topics of reading were focused on English for computer science or Informatics Engineering (see material 1), even though, there are topics are considered as General English (see syllabus 1). This is related to data obtained from interview that mostly students expected to have topics of reading relevant to the subject of Computer network, Internet, Data base, and Operating system (R6).

From the analysis above it can be drawn conclusion that the topics of reading

are supposed to be relevant, but the topics can't fully cater the students' need. The topics should cover from multitude of the subject and taken from different resource. It is related to Gatehouse (2001) stated that the materials used in English for Specific Purpose (ESP) teaching learning process could be taken from various sources

Meanwhile in terms of speaking provided in syllabus 1 indicated to be General English, more specific as English for Business. Referring to data obtained from interview about learners' need on speaking to be learnt (see 4.1.3), it could be drawn conclusion that there are no relevant between data obtained from interview and syllabus provided.

2. The Relevance syllabus 2 to the Students' Need

From the analysis syllabus 2, it could be drawn conclusion that grammar provided are not matched to the learners' need. It seems the grammar taught without considering whether they are enable students to understand any text of English or not.

However, from the analysis of syllabus and data obtained from interview, there is appropriateness of them. As indicated in chapter 2. type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring. our sources

Meanwhile in terms of speaking provided in syllabus 2, it looks as syllabus 1 did that themes of speaking indicated to be General English, more

specific as English for Business. Referring to data obtained from interview about learners' need on speaking to be learnt (see 4.1.3), it could be drawn conclusion that there are no relevant between data obtained from interview and syllabus provided.

3. The relevance Material 1 to the Students' Need

There is differences between syllabus and material provided. From the analysis syllabus 1 was not matched to the students' need whereas from the analysis from material 1 was matched to the need of students. It seems there is innovation done by the lecturer, although the lecturer obey the definition of syllabus. A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained. Hutchinson and Waters (1987:80) define syllabus as follows: At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects of language and linguistic performance.

In terms of grammar analyzed from the material 1 and data obtained from interview, it could be convinced that there is appropriateness between grammar taught and students need. However, in line with tenses, there should be considered which tenses enable student to understand English textbook.

To turn to topics of speaking in materials 1 and referring the data from interview in the previous section of this chapter that the topics of speaking are not matched to the need of students. Students expected to be able to speak English on the basis on their academic

studies, while materials provided are different. Therefore, there should be development of materials of speaking in order to enable students to speak in connection with their academic studies.

4. The Relevance Materials 2 to the Students' Need.

From the analysis of materials 2 and data obtained from interviews, they could be drawn the conclusion that there is appropriateness between them and vice versa, particularly in grammar and reading.

In line with the appropriateness, the data obtained from interviews, most students expected to have grammar which enable students to reveal English textbook or English text on screen. Of course, there should be selective grammar which considered to be able to comprehend English textbook as indicated in this previous section of this chapter that tenses, passive voice are important to learnt as they could help to understand English textbook. Meanwhile, referring the discussion o materials 2 about grammar provided (see appendix), there is mismatched with students' need. As a result, there is no fully relevant grammar provided in materials 2 to the students' need.

Unlike grammar provided in material 2 where they are not relevant to the

students' need, themes of reading are strongly agreed to the students' need as indicated in the data obtained from interviews. In brief, there is close relevant between themes of reading provided in materials 2 to ward students' need. Further analysis can be seen from the materials 2. Moreover, in line with 'speaking' data analysis from material 2 can be the basis on the reference whether themes of speaking is relevant to the students' need or vice versa. It is right undoubtedly that there is no relevant between themes of speaking and students' need.

CONCLUSION

In terms of types of syllabus used, the teacher tried to combine the structural syllabus, organizational syllabus and topic syllabus. Meanwhile, for material provided, it could be drawn conclusion that the material was discoursed-based (25 per cent), structural, and practical application. Moreover, in connection with kinds of text used , there were visual text, and reading text. Regarding whether the syllabus and material to the needs of student. It seems the lecturer should redesign either syllabus or material in order to cater students' need, particularly grammar and reading. In brief, the syllabus and material provided were not fully relevance to the students' need.

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