CURRICULUM DESIGN OF ENGLISH FOR INFORMATION TECHNOLOGY AT STIKOM DINAMIKA BANGSA JAMBI: A CASE STUDY OF ENGLISH FOR SPECIFIC PURPOSE

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ABSTRACT

This research is considered as a Qualitative Research. The objectives of this research are (1 To find out the appropriate English materials for the IT students at STIKOM Dinamika Bangsa Jambi and (2) To construct the English curriculum design for the IT students at STIKOM Dinamika Bangsa Jambi. The data are analysed based on Bogdan and Biklen's stages/steps; searching the data, arranging the data and interpreting. The validity of the data is taken by applying investigator triangulation i.e. by assessing the analysis to two key informants; native speakers of English. Based on the analysis, it is found that: (1) the need of English speaking skill is taken as the first concern, (2) both the 8th semester students and the Alumni of STIKOM Dinamika Bangsa Jambi have lack on business English i.e. the English used for working, (3) there should be improvement of teaching method in English classroom, and the materials taught in English class should be concern about speaking and reading, (4) several aspects, such as motivation, might also affect the English mastery, (5) the previous course syllabus be one of gudances to contstruct a better curriculum design, (6) Speaking and Reading must be the priority and writing as the additional one to be taught at STIKOM Dinamika Bangsa Jambi to help the students to face the working atmosphere.

Keywords: Curriculum, Syllabus, ICT, ESP

INTRODUCTION

1.1 Background

English is widely spoken by millions of people around the world with different backgrounds, cultures and countries. The spread of English in the first and second Diasporas might take into account for the use of English in the world. It cannot be put by aside that in the second Diasporas in which English is spoken as a second language and have influenced countries in the third Diasporas to use English. These Diasporas have brought English to be an international language which is growing and accepted rapidly. It is simply because its structure is easily learned compares to other languages. It is the language of international communication, the language of science, the language of modern technology, the language of politics and of almost every disciplines. McDonough ever once said that English is also known as a language of textbooks and journals. In other words, it is very famous for the learners that English is a library language

especially in the cotext of English as Foreign Language. Apart from that, it is seen to be neutral in midst of tribal, cultural and racial problems.

Considering English as the language of almost every disciplines and a library language, many books are written and published in English as the consequences of the expansion of English as the international language. Most of authors of books prefer to choose English to convey their idea and spread their new invention or theory through their books. This situation has led the language user to know English well in order to grasp the new idea or information in that book. It forces them to understand English when they wish to master the content of the book.

One of the examples is the use of English in Information Technology (IT). Most of the textbooks are written in English. In this situation, someone whose majoring IT, will find the IT books so much easy to be understood when he knows English well. Since we are living in the digital age, in which computer is the essential thing in our live, mastering IT becomes its gate and in this case English is the key to open it.

The link between English and IT is interconnected and cannot be separated. On one hand, many IT terminologies are in English. The common reason is because this field is coming from the countries where English is spoken as their first language. Therefore, the diction chosen, known as the "user-friendly", is in English. It means, the necessity to English literate cannot be put by aside. When we wish to grasp the information needed about IT, English is our best tool to get it. Thus, we should understand English and get accustomed to English. On the other hand, the students' level of English reading comprehension is still low while the use of English for IT students will help them in grasping and understanding the knowledge which is written in the textbook.

Having known that English mastery is really helpful for the people to access the information and will be the additional value for its user, the Higher Education such as universities or collegues need to design English curriculum based on the students' field of studies. This will help the students to have a competency which fit with the target market where they should compete with others to get a job.

In the formal education, english - which is inserted in Indonesian curriculum - is taught from the secondary level up to the tertiary level i.e. the higher education. Based on the the Decree of Ministry of Education No.232/U/2000 on December 20th 2000 about the curriculum guidelines for higher education and the student learning outcomes assessment, the Higher Education curriculum is a set of plans and arrangements of the content and study materials as well as the manner of delivering and the assessment which is used as a guidance in the implementation of teaching - learning activities in the Higher Education.

English itself, Based on the the Decree of Ministry of Education No.232/U/2000 on December 20th 2000, is considered as the MPK (Matakuliah

Pengembang Kepribadian) i.e. one of personality development subjects in the institutional curriculum "*Kurikulum Institusional*". This institutional curriculum is designed by concerning the situation and the needs which is based on the characteristics of certain higher education istitution. It means, the responsibility and the authority of designing the institutional curriculum is lied on the institution itself by considering the national curriculum. One thing need to be noticed is that the design of the MPK should be based on the environment needs and characteristics of the institution.

The English curriculum design in tertiary level is different from one institution to another. In a school of IT for instance, the English curriculum design must be different from those for the dentistry students or the literature students. It is simply because of their different needs. The IT students need English to help them in understanding new technology or new theory of IT fields in which most of the textbooks are written in English. They also need it to help them to compete in winning job opportunity.

For example, students whose major is IT learn English for IT. The English subject they learn are those that deal with their major. The curriculum design should allows them to capture what they will need after finishing their study. It means that focusing on the knowledge of grammar which function only to win a written test are not suitable with the purpose of English subject for the students at the Higher Education. Therefore, the curriculum design have to focus much on the Speaking skill, as it will help the students in facing job interview, and reading comprehension for it will help the students to grasp and understand the content of the textbooks that then will be implemented to develop the IT field for sake of human benefit.

As a matter of fact, many higher education institutions do not pay so much attention to this situation. English subject they provide is the English subject as general in which the focus is only on the grammar. Consequently, the students only focus on how to build a good sentence based on the pattern, on how things is correct or incorrect based on the grammatical point of view, but not accustomed to speak and comprehend the text in the concept of IT. This situation is also happened in STIKOM Dinamika Bangsa Jambi. While the grammar is the priority, the speaking skill and reading comprehension are left behind. In the real situation, speaking skill and reading comprehension should be the priority or at least equivalent to the general grammar since it will much help the students to grasp and get the information needed that is found in the textbooks and to face job opportunity. This is a serious problem that need to be resolved by such higher education institutions as STIKOM Dinamika Bangsa Jambi.

Furthermore, fact based on Badan Pusat Statistik (the Indonesian Statistic board) No. 35/05/Th. XVI, 6 Mei 2013 stated that in Februari 2013 the open unemployment of university graduation is 7,94 millions of people. Most of the employment's requirements are good command in English (both written and spoken) and computer literate. It is assumed that one of the failure reasons in

winning the job opportunity is the lack of English. As English is one of the requirements that need to be fulfilled by the job seekers, the Higher Education such as college or university should pay attention to the students' needs of English. It may include the renewing or developing the curriculum design for English in order to fit the students' needs with the target market.

The notion of English curriculum design, in which English subject in higher education institution focuses on English in general and not emphasizing on the speaking skill and reading comprehension, and the assumption which stated that one of the failure reasons in winning job opportunity is the lack of English brought this investigation. This investigation is aimed to to find out the appropraiate materials and to construct the English curriculum design for the IT students at STIKOM Dinamika Bangsa Jambi.

1.2 Problem Of The Study

In relation to the background of the study, the problems of the study are as followed.
1. What English materials are needed for the IT students at STIKOM Dinamika Bangsa Jambi to fit their needs?
2. How is the English curriculum design for the IT students at STIKOM Dinamika Bangsa Jambi?

1.3 Objectives Of The Study

In line to the problem stated previously, the objectives of the study are stated as followed.

1. To find out the appropriate English materials for the IT students at STIKOM Dinamika Bangsa Jambi.
2. To construct the English curriculum design for the IT students at STIKOM Dinamika Bangsa Jambi.

1.4 Scope Of The Study

This research is focused on finding out the appropriate English materials and constructing an English curriculum for the IT students in order to fit their needs with the target market. This English curriculum is designed only for the IT students at STIKOM Dinamika Bangsa Jambi.

1.5 Significance Of The Study

Theoretically, it is expected that this research will be able to be one of the case studies conducted to improve and enrich the English for Specific Purpose (ESP) fields at tertiary levels. It is also expected that this research will be able to provide the readers with another example of designing an English curriculum based on the students' needs at different circumstances.

Practically, this research is expected to be able to give a positive contribution to improve the quality of English materials for the IT students at STIKOM Dinamika Bangsa Jambi through designing an English curriculum that will be beneficial for them and fit with the target market based on their needs.

II. METHODOLOGY

2.1 Research Design

This reseacrh is considered as a Qualitative research. It is true that this methodology meets the researcher's needs since in some cases, there is something which not enough to be explained by number or any statistical procedures. One of them is research on language. In this research, numbers are not enough to explain something.

The research method used in this research is qualitative especially the applied theory. It means, the writer found a new phenomenon in related field (English for Specific purpose) i.e. the curriculum design of English for Information Technology to find out the appropriate English materials for the IT students at STIKOM Dinamika Bangsa Jambi as well as to construct the English curriculum design for the IT students at STIKOM Dinamika Bangsa Jambi. Then, the writer uses related theories to support the research.

Specifically, the research design used in this research is a case study since it contains a detailed examination on one setting and a single subject i.e. IT students at STIKOM Dinamika Bangsa Jambi. The subject of this research is the 8th semester students and the alumni of STIKOM Dinamika Bangsa Jambi. The source of the data are documents of the previous curriculum design and the questionnaires given to the 8th semester students and the alumni of STIKOM Dinamika Bangsa Jambi. The data are taken from the the syllabus and lesson plan of the previous curriculum design, and questionnaires given to the subject of this research.

2.2 Instrument of the Data

Instrument used in collecting the data is documentary technique. Documentary techniques is used in this research since the source of the data is document. The document in this case refers to the Previous English curriculum design at STIKOM Dinamika Bangsa Jambi, including the syllabus and the lesson plan.

2.3 Data Analysis

In this thesis, the data are analysed based on Bogdan and Biklen's stages/steps: searching the data, arranging the data and interpreting.

2.3.1 Searching the Data

The data used in this research is the questionnaires as well as syllabus and lesson plan of previous English curriculum design. The data are choosen based on its relevancy on the theories used in Chapter II.

2.3.2   Arranging the Data

The data are arranged based on the theories used in this research i.e. the theory of curriculum design and English for Specific purpose in constructing the curriculum design for English for Information Technology. Based on the theory of curriculum design and English for Specific purpose, the data are then arranged in order to find out the types of syllabus used, dominant teaching materials given, and also to find out types of the previous English class.

2.3.3   Interpreting

In this stage, the researcher has to be able to interpret the types of syllabus used, dominant teaching materials given, and also to find out types of the previous English class. The researcher has to be able to find out its pattern and explain it in detail, and then, to construct the most appropriate English materials and a better curriculum design based on the student's needs.

2.4   Investigator Trianguation

Investigator triangulation (Given, Lisa. M, 2008: 893) is one of the cross-checking strategis to ensure the analysis of the data is correct. This technique allows for additional insights in the process of making sense of the data. Key informants are needed as member validation who comment on research findings. It may corroborate or refute the conclusions reached by the investigators by providing alternative perspectives.

In this research, the investigator triangulation is applied by the helping of two key informants i.e. a native speaker of English and an education consultant (who is also a native speaker). In this way, the two key informants give their opinion or alternative perspectives about the English curriculum design as well as the appropriate materials which is proposed by the researcher.

First, the data are analysed by the writer based on the theories mentioned in chapter II and research method. During the analysis, the writer consults to the two key informants to consruct a better English curriculum design. Having analysed the data, the writer then asks the two key informants to assess the new English curriculum design proposed by the writer.
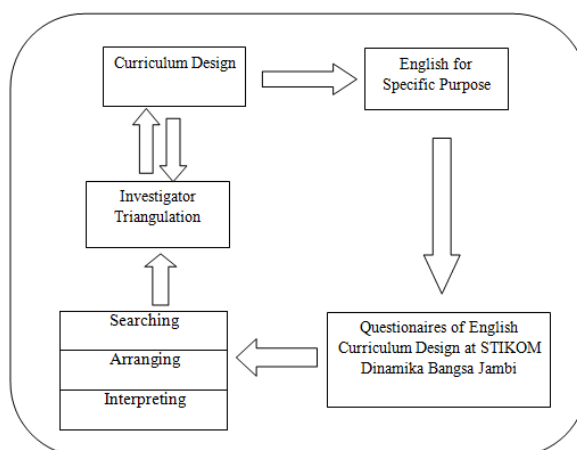
III. FINDINGS AND DISCUSSION

3.1 Data Analysis

This chapter consists of three main parts. The first is about the analysis on data about needs analysis in which covers three aspects (target needs, lacks, and the student's wants) based on the questionnaires given to the 8th semester students and the alumni of STIKOM Dinamika Bangsa Jambi. Some data such as lesson taught in IT classes, including material lists were located through documentation. The results of the analysis, then, presented in Findings as the second section in this chapter. The third section of this chapter is Discussion.

3.1.1 Target Needs

In this session, the data are analysed only to figure out the students' target needs. The data are taken from the questionnaires given to both the 8th semester students and the alumni of STIKOM Dinamika Bangsa Jambi which are believed represent the whole data.

a) Based on question no.22 about the need of English speaking skill when they have finished their study at STIKOM Dinamika Bangsa, several answers are vary both by the 8th semester students and the Alumni. It can be seen at the following table:

| No. | Question | Answer | Persentage (%) | |
			8th Semester Students	Alumni
22	Pentingkah dilatih berbahasa Inggris secara lisan dalam mata kuliah Bahasa Inggris?	a. Ya b. Tidak	a. 100% b. 0%	a. 100% b. 0%

Based on that response given by the 8th semester students, it can be seen that 100% all of them agree that Speaking skill should be taught in English classroom. None of them deny this since speaking skill really important for them. This situation also happen to those alumni of STIKOM Dinamika Bangsa Jambi. They have been through the real situation in competing job interview. They have seen the working situation and faced some job interviews. All of them (100%) agree that speaking should be taught in English classroom. In this case, 100% of them are absolutely agree that Speaking is what they really need.

b) Based on question no.25 about the English language skill needed when they have finished their study at STIKOM Dinamika Bangsa, several answers are vary both by the 8th semester students and the Alumni. It can be seen at the following table:

| No. | Question | Answer | Persentage (%) | |
			8th Semester Students	Alumni
25	Keterampilan bahasa Inggris seperti apa yang anda butuhkan	a. Writing b. Reading	a. 30% b. 10%	a. 30% b. 50%

ketika anda menyelesaikan pendidikan di STIKOM Dinamika Bangsa Jambi?	c. Speaking d. Listening	c. 100% d. 0%	c. 100% d. 10%

Based on that response given by the 8th semester students, it can be seen that 100% all of them agree that Speaking is the very important skill they need when they finish their study at STIKOM Dinamika Bangsa Jambi. But at the same time, as much as 30% of them stated that they need writing skill and 10% stated that they need reading skill as the additional skill that must be added to the Speaking skill as the preparation to work. In this case, 100% of them are absolutely agree that Speaking is what they really need, but some of them also added some skills to that Speaking skill.

Based on that response given by the Alumni, it can be seen that 100% all of them agree that Speaking is the very important skill they need when they had finished their study at STIKOM Dinamika Bangsa Jambi. But at the same time, as much as 30% of them stated that they need writing skill and 50% stated that they need reading skill as the additional skill that must be added to the Speaking skill as the preparation to work. 10% of them also paid attention to the listening skill and thought that it also benefits them when they had finished their study. In this case, 100% of them are absolutely agree that Speaking is what they really need, but some of them also added some skills to that Speaking skill.

3.1.2 Students Lack

In this session, the data are analysed only to figure out the students' lack. The data are taken from the questionnaires given to both the 8th semester students and the alumni of STIKOM Dinamika Bangsa Jambi which are believed represent the whole data.

a) Based on question no.13 about the capability of writing bussiness letters, that is triggered from the previous question (no.12) about whether the students have ever taught the way to write bussiness letters, it is portrayed at the following table:

			Persentage (%)	
No.	**Question**	**Answer**	**8th Semester Students**	**Alumni**
13	Dapatkah anda menulis surat-surat bisnis?	a. Ya b. Tidak	a. 20% b. 80%	a. 30% b. 70%

Based on that response of question no.13 given by the 8th semester students of STIKOM Dinamika Bangsa Jambi, it can be seen that 80% or almost all of stated that they have no capability in writing bussiness letters. But at the same time, as much as 20% of them stated that they are able to write bussiness letters. It is triggered by the the previous question i.e question no.12 which is stated whether the students have ever taught the way to write bussiness letters in English classroom. The trigger question has a significant affect on the response of

the question no.13. It indicates that whether the students have ever taught the way to write bussiness letters may influence the students capability in writing bussiness letters. This situation is also happened to the alumni of STIKOM Dinamika Bangsa Jambi. In which 70% of them stated that they have no capability in writing bussiness letters. While, only 30% of them stated that they are capable of writing bussiness letters. The same trigger question also given to the alumni of STIKOM Dinamika Bangsa (question no.12). As a matter of fact, only 40% of them have been taught the way to write bussiness letters in English classroom. While 60% of them were never taught that skill. It has a correlation to the effect shown with the response of the question no.12 in which stating that 70% alumni of STIKOM Dinamika Bangsa Jambi have no capability of writing bussiness letters since that material were only taught to 40% of them.

b) Based on question no.15 about the capability of answering job intervierw questions, that is triggered from the previous question (no.14) about whether the students have ever taught the way to face job interview, it is portrayed at the following table:

| No. | Question | Answer | Persentage (%) | |
			8th Semester Students	Alumni
15	Dapatkah anda menghadapi pertanyaan pada (latihan) wawancara berbahasa Inggris?	a. Ya b. Tidak	a. 20% b. 80%	a. 30% b. 70%

Based on the response of question no.15 given by the 8th semester students of STIKOM Dinamika Bangsa Jambi, it can be seen that almost all of them (80%) stated that they are unable to answer questions given in job interview (the exercise). At the same time, as much as 20% of them stated that they are able to answer it. It is triggered by the previous question i.e question no.14 which is stated whether the students have ever taught the way to face job interview in English classroom. The trigger question has a significant affect on the response of the question no.15. It indicates that whether a few number of the students have ever taught the way to face job interview may influence the ability in answering questions in job interview. This situation is also happened to the alumni of STIKOM Dinamika Bangsa Jambi. In which 70% of them stated that they could not face the questions in job interview. While, only 30% of them stated that they could answer it. The same trigger question also given to the alumni of STIKOM Dinamika Bangsa (question no.14). As a matter of fact, none of them have ever been taught the way to answer questions in job interview in English classroom. It has a correlation to the effect shown with the response of the question no.15 in which stating that 70% alumni of STIKOM Dinamika Bangsa Jambi could not face job interview.

3.1.3 Student's Wants

In this session, the data are analysed only to figure out the students' want. The data are taken from the questionnaires given to both the 8th semester students

and the alumni of STIKOM Dinamika Bangsa Jambi which are believed represent the whole data.

a) Based on question no.22 about the importance of oral english practice in English classroom. The responses are exactly the same given by both the 8th semester students and the Alumni. It can be seen at the following table:

No.	Question	Answer	Persentage (%)	
			8th Semester Students	Alumni
22	Pentingkah dilatih berbahasa Inggris secara lisan dalam mata kuliah bahasa Inggris?	a. Ya b. Tidak	a. 100% b. 0%	a. 100% b. 0%

Based on that response of question no.22 given by both the 8th semester students and the Alumni of STIKOM Dinamika Bangsa Jambi, it can be seen that all of them (100%) agree that English speaking / oral English practice is neccessarily trained in English classroom. None of them deny this. What they want is that speaking English be trained in english classroom.

3.3   Discussion

Based on the analysis and the findings of this research, it is important to discuss the design of curriculum should be applied in English class at STIKOM Dinamika Bangsa Jambi. When we look back at the findings of the analysis in this research, then, we relate it with the previous curriculum design (syllabus), several things need to be noticed, they are:

1. Material includes in the previous syllabus (curriculum)
   Concerning on the Student's want in the findings of the analysis no.3, speaking and reading should be given a big portion of all. In relation to this case, the previous curriculum only focus on reading comprehension and grammar (*see the attachment).

2. Learning objectives
   The learning objectives should take into account since it describe the particular knowledge, behaviour, and/or skills that the learners will be expected to know or perform at the end of a course or a program. This learning objectives would so much help the teacher in achieving the goals of teaching-learning process which then have a significant effect on the achievements of the students mastery. The learning objectives are not clearly written in the previous syllabus (*see the attachment)

3. Curriculum design
   Based on the students needs, the students lack, the students wants and the course focus factors, there are a lot of things should be improved. The types of syllabus should be based on the students needs including the materials. In this case, the types of syllabus that appropriate with the analysis and the findings is the Mixed Syllabus. In this way, the teacher

mix two or more types of syllabuses together into what looks like a different type of syllabus – which is called as a Multi-Syllabus syllabus.

The Multi-Syllabus syllabus is the solution to achieve the learning goal by combining of items from speaking topics, speaking skill, grammar, language function, lexis, different language skills, and situation.

In this research, the findings and the discussion is used as the guidance to design a new curriculum design for English for Information Technology which fit with the students needs. The new curriculum design is constructed by analysing the reponse on questionnaires given to the 8th students and the Alumni of STIKOM Dinamika Bangsa Jambi and the advices of the key informants to whom the researcher discussed i.e the native speakers of English.

Units	Grammar	Vocabulary	Skills
Family, Friends and Neighbours	**Present Simple**: I, You, We, They **Preposition** in time expression.	People in your life	**Reading**: a letter home **Speaking**: do you ever...? how often do you...?
Life stylees and holidays	Love / like / Don't mind / Hate + verb+ing Can / Can't for ability	Likes and dislikes Leisure activit	**Listening**: likes and dislike; *The Real You* **Speaking**: what can you do..?
Secret and Lies	**Present Continuous**: now, around now.	Telephoning Little white lies	**Speaking**: *are you a phoneholic?* **Reading**: a letter to friend **Listening**: phone conversation
Have we got news for you!	Have got / has got and have / Has	Clothes and Shopping	**Listening**: clothes; in a shop **Writing and Speaking**: clothes and fashion **Reading**: the fashion Maze

Fig. 1 Multi-syllabus Syllabus (Harmer, 2001:300)

IV. CONCLUSION

Based on the findings and discussion in this research, it is true that designing a curriculum for one discipline is really important in order to run the teaching-learning activities in a right path. One of the example is the English curriculum design. The design of English curriculum in this case need to notice

several important aspects: the target need, the learner's lack, the Learner's Wants, the Learner's factor, and the Course syllabus factor.

Both the 8th semester students and the Alumni of STIKOM Dinamika Bangsa Jambi agreed that the method of teaching English should be improved as well as the materials taught in English class. The focus of the English curriculum should be give a big portion on Speaking skills and Reading comprehension (that then followed by Writing) which are based on the students needs and fit with the target market.

Concerning several criteria in designing a better curriculum design for the IT students at STIKOM Dinamika Bangsa Jambi, the reseacher then adopt and adapt the Harmer's multi-syllabus Syllabus which is believed to be the solution to achieve the learning goal by combining of items from topics, speaking skill, grammar, language function, lexis, different language skills, and situation. The new curriculum design of English for Information Technology which is designed by the researcher can then be seen in the attachment of this article.

V. SUGGESTION

5.1   Suggestion

Based on the findings and conclusion of this research, there are several suggestions need to be addressed, they are:

1.   **To all English Teachers at STIKOM Dinamika Bangsa Jambi**
Teaching-learning activity would run well by the use of curriculum, as well as the syllabus, that well organised. The English curriculum itself may not be designed only on the perspectives of the teacher.
Based on the Decree of Ministry of Education No.232/U/2000 on December 20th 2000, English is considered as the MPK (Matakuliah Pengembang Kepribadian) that concern on the situation and the needs based on the characteristics of certain higher education istitution. Thus, the appropriate English to be taught in such a Higher Education as STIKOM Dinamika Bangsa Jambi is the English for Specific Purposes (ESP).
The appropriate method used for the students at STIKOM Dinamika Bangsa Jambi is 'Student Centered' which is combined by some methods as PPP, while the appropriate syllabus design to achieve the learning goals is by applying the Multi-syllabus Syllabus which is based on Harmer's theory that then be adopted and adapted into a better one based on the students of STIKOM Dinamika Bangsa needs.

2.   **To the Head of Education unit at STIKOM Dinamika Bangsa Jambi**
Now, it is the time to the eduction unit to be more selective in regularizing a better curriculum design. It is expected that the English curriculum design which is designed by the researcher, which is adopted and adapted from Harmer's Multi-syllabus Syllabus, could be applied at STIKOM Dinamika Bangsa jambi for the sake of students needs.

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