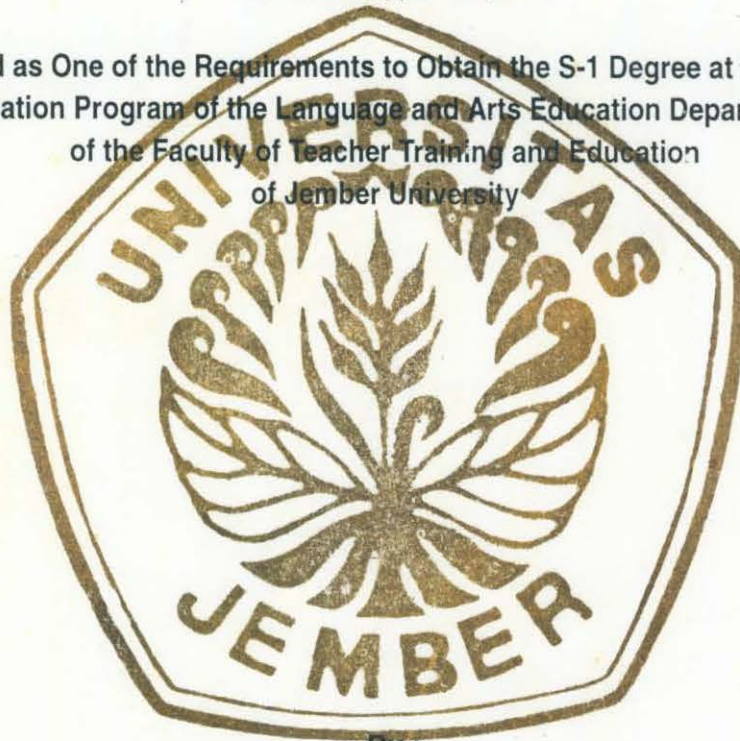


**ENGLISH SYLLABUS DESIGNING AT SMK I JEMBER  
OF THE BUSINESS AND MANAGEMENT GROUP  
IN THE 2000/2001 ACADEMIC YEAR**

**(An Analysis Based on English for Spesific Purposes (ESP) Concept)**

**THESIS**

Presented as One of the Requirements to Obtain the S-1 Degree at The English Education Program of the Language and Arts Education Departement of the Faculty of Teacher Training and Education of Jember University



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**2001**

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## MOTTO

I keep six honest serving men

(They taught me all I knew)

Their names are What and Why and When

And How and Where and Who

(Rudyard Kipling)

*To: my Fa and Ma: Misman and Misnati.*

*to whom I propose a great respect for  
all their endless love and affection*

## APPROVAL

This thesis is approved and examined by the examination committee of the Faculty of Teacher Training and Education, Jember University

On : Saturday

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**ENGLISH SYLLABUS DESIGNING AT SMK I JEMBER  
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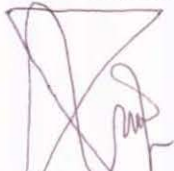
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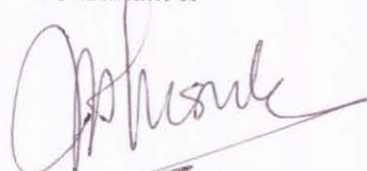
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Jember, June 2001

The Writer

## CONTENTS

<b>TITLE</b> .....	i
<b>MOTTO</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>APPROVAL (EXAMINER TEAM)</b> .....	iv
<b>APPROVAL (CONSULTANTS)</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>CONTENTS</b> .....	vii
<b>LIST OF FIGURES</b> .....	ix
<b>LIST OF TABLES</b> .....	x
<b>ABSTRACT</b> .....	xi
<b>I. INTRODUCTION</b>	
1.1 Background of the Research .....	1
1.2 Problem of the Research .....	3
1.3 Operational Definitions of the Variables .....	3
1.4 Objective of the Research .....	3
1.5 Significance of the Research .....	4
<b>II. REVIEW OF RELATED LITERATURE</b>	
2.1 English Subject at Vocational High Schools .....	5
2.2 ESP: an Approach to Meet Learner's Needs at Vocational High Schools .....	7
2.2.1 Language Description .....	10
2.2.2 Teacher's Roles and Students' Condition in ESP Class .....	11
2.3 Syllabus Designing for ESP at Vocational High Schools .....	14
2.3.1 Target Needs .....	19
2.3.2 Learning Needs .....	20

### **III. RESEARCH METHOD**

3.1 Research Design .....	24
3.2 Research Area Determination Method .....	24
3.3 Research Subjects .....	25
3.4 Data Collection Method .....	25
3.5 Data Analysis Method .....	28

### **IV. RESEARCH FINDINGS AND DISCUSSION**

4.1 The 2000/2001-Academic-Year-English-Syllabus Designing at SMK 1 Jember of the Business and Management Group .....	32
4.2 Needs Analysis and Syllabus Design/Development .....	43
4.3 Discussion and Interpretation .....	48

### **V. CONCLUSION AND SUGGESTIONS**

5.1 Conclusion .....	54
5.2 Suggestions .....	55

### **BIBLIOGRAPHY**

### **APPENDICES**



## LIST OF FIGURES

No.	Title	Page
Figure 1	Factors affecting ESP course design .....	9
Figure 2	Steps of a syllabus designing .....	22
Figure 3	The pattern of working area of collecting the data from any sources .....	28
Figure 4	The working system of the SMK curriculum management ..	37
Figure 5	The process of designing English materials at SMK 1 Jember .....	41
Figure 6	The 'EBTANAS-need-based-syllabus' designing .....	50
Figure 7	The model of students' needs analysis at SMK 1 Jember ...	51

## LIST OF TABLES

No.	Title	Page
Table 1	Content Lists of ESP Courses of Different Criteria .....	16-18
Table 2	Applied Methods and Techniques of Data Collection .....	27
Table 3	The Criteria, Descriptions, and Techniques of the Research Credibility/Quality.....	29-30
Table 4	The List of the Respondents and Their Identifications .....	31
Table 5	The Sample of the Description of Topic/sub-Topic .....	34
Table 6	The List of Enrolled and Accepted SLTP graduates at SMK 1 Jember in the Academic Years of 1996/1997- 1999/2000 .....	43
Table 7	Time Allocation of the Subjects of <i>Adaptive Program</i> .....	44

## ABSTRACT

Mohammad Fadil. 2001. ENGLISH SYLLABUS DESIGNING AT SMK 1 JEMBER OF THE BUSINESS AND MANAGEMENT GROUP IN THE 2000/2001 ACADEMIC YEAR (An Analysis Based on English for Specific Purposes (ESF) Concept).

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Vocational school is identically considered as a prospective way in by which students can satisfy their occupational purposes. For this reason, English, as one of the course subjects, will importantly be specified at the majors in which students enroll. Thus, English for Specific Purposes (ESP) becomes a major issue in furnishing English that is based upon students' needs, and practically will be relevant to students' major. However, the 'ideal' English is not successfully promoted for students at their content area. This research, which studied the English syllabus designing at SMK (*Sekolah Menengah Kejuruan/Vocational High School*) 1 in Jember, at least, shows that the 'ideal' English is not provided based upon students' occupational purposes since there is a number of problems. Basically, there are two problems that can be seen from two perspectives; syllabus designing and students' needs analysis. From the perspective of syllabus designing, the problem may arise on defining a syllabus typically as the 'GBPP' (*Garis-garis Besar Program Pengajaran/Guidelines of Teaching Program*) which is commonly, and formally, provided by the higher authority (i.e. Ministry of National Education). In evidence, the existence of EBTANAS (*Evaluasi Belajar Tahap Akhir Nasional/National Final Examination*) makes teachers come into a dilemma. On one hand, they should ideally provide English based on learners' needs analysis but typically have to follow the available GBPP on the other hand. Moreover, from learners' needs analysis perspective, teachers define Target Situation Analysis (TSA) mainly as the content of students' subject matters of their majors rather than students' linguistic performance after finishing the course. Furthermore, the teachers define the Present Situation Analysis (PSA) mainly as students' strengths/weaknesses in following the English course. As suggestions, the forums; MKKS (*Musyawarah Kerja Kepala Sekolah/the Principals' Conference*) and MGMP (*Musyawarah Guru Mata Pelajaran/Subject Teachers' Conference*) would considerably be effective moments for discussing the better English teaching at SMK. Besides, the implementation of facilitating relevant English dealing with the issue of 'local autonomy' would like to become a great chance in developing English syllabus/materials of vocational schools, which is based upon learners' needs.

## I. INTRODUCTION

### 1.1 Background of the Research

English has now become an essential way by which people in all parts of the world interact and communicate with one another. According to Huckin (1988:61), English has become the worldwide *lingua franca* that is used not only in diplomacy, aviation, tourism, and pop culture but also in science, technology and commerce. The driving force behind today's increasingly global economy is the explosion of technology which depends on information that is most often expressed in English, both internationally and *intranationally*.

The demands for English as an international language are encouraged by great and unpredictable expansion in scientific, technical and economic activities on the international scale after the Second World War in 1945. On this scope, technology and commerce become the forces that dominate and unify the world. The oil crises of the early 1970s also pushed English to become a big business (Hutchinson and Waters, 1989:7).

In response to this phenomenon, English, then, is learnt not only in general but also in specific areas of the learners' interest. Business people, for example, need to learn English to conduct all their jobs in business realms. Accordingly, schools/colleges today provide English not only for general purposes of learners but also for specific ones. A learner who will become or would like to be a secretary, as an example, will need English for secretary.

To come to these purposes, a development has already been created since English for Specific Purposes (ESP) has been a big issue in English Language Teaching (ELT). An ESP course provides what learners expect in learning English. Robinson (1991:1) points out that ESP is a major activity around the world nowadays that involves education, training and practice, drawing upon three major aspects of knowledge: language, pedagogy and students' specialist area of interest.

The phenomenon will be easily found at students' specific area of competence, especially at vocational schools or colleges that educate learners to

reach their specific purposes for joining the courses at the colleges/schools. In Indonesia, as an example, high school students formally study at one of two academic areas: general high school (formally called SMU: *Sekolah Menengah Umum*) and vocational high school (formally called SMK: *Sekolah Menengah Kejuruan*). SMU has three groups of competence: Science (IPA: *Ilmu Pengetahuan Alam*), Social Science (IPS: *Ilmu Pengetahuan Sosial*), and Language. Meanwhile, SMK more specifically provides six groups of competence i.e. Agriculture and Forestry, Technology and Industry, Business and Management, Community Welfare, Tourism, Arts and Handicraft (Depdiknas, 2000).

Since training and education programs at SMK are aimed at enabling students to assess certain competence in order to encourage them to get jobs dealing with national welfare (Schippers and Patriana, 1994:19), English, consequently, must be directed at reaching the aim. The issue of the English teaching, in this case, still concerns with how to provide English to meet learner's needs. ESP, then, becomes an essential approach in the teaching of English.

However, a problem arises as the materials of English subject do not practically satisfy learners' purposes at their specific area of interest. An observation that was carried out on the English materials of SMK I Jember (an SMK school of Business and Management group), for instance, shows that they are similarly conveyed to the students of all majors which actually differ from one another. An interview that was conducted with some students of the school also reveals the fact that they are lack of understanding on special terms in English at their content areas. Some students of Accounting program, as an example, seem to be strange to the term "Financial Statement Analysis, Inventory, Raw Materials" etc. which should normally be familiar to them.

In terms of designing relevant English materials for SMK, this seems necessary to assess information on whether the English materials are designed based upon the English syllabuses that mainly consider student's needs. Munby (1997:1), in this relation, says that the area of syllabus design which requires more systematic attention is the communication needs of the learner, especially the

derivational relationship of syllabus specification to such needs. This, as a result, becomes crucial importance in terms of designing courses in ESP.

It is, therefore, important to conduct a research in order to explore this phenomenon for finding out any proper suggestions and solutions. For this reason, a study on "ENGLISH SYLLABUS DESIGNING AT SMK I JEMBER OF THE BUSINESS AND MANAGEMENT GROUP IN THE 2000/2001 ACADEMIC YEAR (An Analysis Based on English for Specific Purposes (ESP) Concept)" will considerably be conducted.

## **1.2 Problem of the Research**

In relation to the background of this study as explained before, the problem to be investigated in this study is: "Is the English syllabus at SMK I Jember of the Business and Management group in the 2000/20001 academic year designed based on the ESP Concept?"

## **1.3 Operational Definitions of the Variables**

There are two variables that need operational definition in order to avoid misunderstanding:

### **1.3.1 English Syllabus Designing**

English syllabus designing, in this study, is the process of composing English syllabus, which contains the specification of the units to be taught.

### **1.3.2 English for Specific Purposes (ESP)**

English for Specific Purposes (ESP) is an approach in language teaching which all contents and methods provided in the teaching are based on the learners' reasons for learning English.

## **1.4 Objective of the Research**

Based on the problem to be investigated in this study, the objective of the study is then to know whether the English syllabus at SMK I Jember of the

Business and Management group in the 2000/20001 academic year is designed based on the ESP concept.

### **1.5 Significance of the Research**

The findings of this study are expected to be useful for:

#### **1.5.1 The Principal**

The findings of the research can be used as a reference in making decisions on how to conduct the English subject at SMK 1 Jember which effectively meets the learners' needs

#### **1.5.2 The English teachers**

The English teachers, especially of SMK 1 Jember may use the findings of the research as a reference in running the English teaching more effectively in order to make it relevant to learners' needs.

#### **1.5.3 Other researchers**

The findings of the research can be used as a reference for carrying out forthcoming researches, e.g. a research on ESP syllabus designing of SMKs of different group of competence and some other vocational colleges/schools.

#### **1.5.4 The Government**

The findings of the research can be used as recommendations in making decisions at the realm of English teaching at SMK in which learners have their own purposes in learning English. This, for example, is proposed to the local government of the Department of Education who will make a decision on designing relevant syllabuses for vocational schools.

## II. REVIEW OF RELATED LITERATURE

### 2.1 English Subject at Vocational High Schools

Vocational High School or SMK (*Sekolah Menengah Kejuruan*) as a part of vocational education in Indonesia is established on the consideration that Indonesia has successfully become an industrial country. As this is still in the process of assimilation with overseas technology, Indonesia needs professional workers, particularly skilled and managerial ones (Schippers and Patriana, 1994:4). In addition, Sukamto (1988:29-33) says that in modern and plural high-industrial society, job divisions of the society cover a number of factors that are included in a complex structure. The demands for interest, capability, work, individual's potential and workers must be considered in deciding "Who does what, where and when?". As an effect, formal education system comes in relation to guarantee for fulfilling the demands for workers. Vocational education, in this case, takes a part in education and training program related to human resources development.

The aims of training and education program of SMK, therefore, are to enable students for:

- a. enrolling jobs and improving their professional attitudes;
- b. selecting a career, competing and improving themselves;
- c. being middle-level workers at for satisfying industrial needs for today and futures;
- d. being productive, adaptive, and creative people (Depdikbud, 1999:1).

Furthermore, the learning process of SMK students is specifically aimed at preparing the graduates to acquire supporting skills of any professions and ability of self-improvement in order to adapt with science and technology development. In response, the training and education programs of SMK are divided into three; *normative*, *adaptive*, and *productive*. English subject of Business and Management group, in this case, is included into adaptive program, which is taught for 240 hours at level I and II and 64 hours at level III. Each session runs for 45 minutes (Depdikbud, 1999:2).



Considering that English is taught as a foreign language (EFL), English teaching situation in Indonesia is different from that it is as a second language (ESL). In the ESL situation, according to Nababan (1994:133), most of learners need to acquire general forms of English as they will use the language in most, if not all, purposes of the language use. Nevertheless, in the EFL situation, the teaching of English is commonly aimed at mastering 'a restricted variety of English', particularly academic and occupational variety of English. For these purposes, English is learnt at specific area which, then, becomes linguistically popular with the term 'English for Specific Purposes (ESP)'. In the context of the teaching of English at SMK that provides specific area of competence, it seems acceptable and reasonable to apply ESP dealing with students' purposes in learning English.

Some problems may need considerations in developing English at specific field of competence in relation to the teaching of English as a second or a foreign language like what clearly exists in Indonesia. Blackie (1979:263), indeed, shows the common view that ESP should be provided for students who have mastered 'basic English' and that there was little significance in teaching students at lower stage of any language which was 'technical' or 'advanced'. Moreover, Yin (1988:102) says that the most pressing problem faced by students in ESP class is poor linguistic knowledge that could hinder the progress of their professional subjects.

The evidence, therefore, may become a useful consideration in managing the teaching of English at SMK which cannot leave students' specific needs in enrolling the courses at SMK. ESP, in this relation, may play an important role in successfully promoting English teaching program at SMK and thereby can satisfy students' purposes for entering the program.

## 2.2 ESP: An Approach to Meet Learner's Need at Vocational High School

Vocational education, as discussed before, is concerned with education and training program at restricted field of competence. Consequently, the subjects that are transferred in the program are expected to fulfil the students' expectation for enrolling in the program. English subject, in this case, needs specification on its content. Specified English, as a result, becomes the major issue in running education and training program at vocational education i.e. vocational high school (SMK). In response, a revolution in linguistics has actually been created concerning with the teaching of English for specific area of competence, particularly at vocational education. ESP, accordingly, is offered to become an approach to fulfil those specific purposes.

Concerning with ESP terminology, Blackie (1979:263) tries to distinguish the word 'special' and 'specific' to get a clear description of what ESP is. Blackie views that the word 'special' tends to the 'technical' language and concepts outside the reality of common ESL teacher. The terms 'special', however, with reference to buying railway ticket or reading maintenance manuals is relative, 'specific' is not, and both of them refer to specified purposes or learning objectives. ESP simply means "English for Specified Purposes" and does not represent the general English.

Stevens (1982:109), more operationally, offers a description of ESP that he calls as 'working definition' of ESP. ESP, he says, needs a set of language instruction that is:

- designed to meet learner's specific needs;
- connected in themes and topics to particular occupation or area of study;
- selective (i.e. not general) at language content;
- restricted at specific language skills.

Furthermore, Munby (1997:2) furnishes general description of ESP. ESP courses, he says, are the determination of the syllabus and materials in all essentials by the main analysis of learner's communication needs. Meanwhile, Hutchinson and Waters (1989:18) restrict the definition of ESP not by showing what ESP is, but what ESP is not. To them, ESP is not:

- a) a matter of teaching "specialised" varieties of English;
- b) just a matter of Sciences words and grammar for scientist, Hotel words and grammar for Hotel staff, and so on;
- c) different in kind from any other form of language teaching.

Practically, to Gueye's mind (1990:31), learners of ESP are trained to interact with colleagues, read instructions, write memos, handle telephone calls, welcome guests or customers and so forth.

Thus, it is undeniable that the main focus of ESP is learner's needs in learning English. This means that in composing ESP materials, exploring student's needs in learning English cannot be avoided, particularly, when it is related to learner's special characteristics that are different from learners of the 'general English'. Indeed, Schleppegrell (1991:18) affirms that ESP courses are designed for adult learners having a common professional or job-related reason for learning English, a common situation in which English is used, content knowledge of their subject area and well-developed learning strategies. Consequently, a brief analysis of learner's needs should be the fundamental stage in designing ESP courses.

Hutchinson and Waters (1989:21-22), for this idea, propose outlined-questions in order to explore student's needs that are derived from Kipling's 'honest serving men':

**Why** does the student need to learn?

**Who** is going to be involved in the process? This will need to cover not just the student, but all the people who may have some effect on the process: teachers, sponsors, inspectors etc.

**Where** is the learning to take place? What potential does the place provide? What limitations does it impose?

**When** is the learning to take place? How much time is available? How will it be distributed?

**What** does the student need to learn? What aspects of language will be needed and how will they be described? What level of proficiency must be achieved? What topic areas will need to be covered?

**How** will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be employed? (1989:21-22).

The basic questions, at least, could guide English teacher in analysing student's reasons for what he is learning English. Further, Hutchinson and Waters

(1989:22) summarise the questions in the links of three main headings; *language descriptions*, *theories of learning*, and *needs analysis* which become the factors that affect ESP course design (see Figure 1 below).

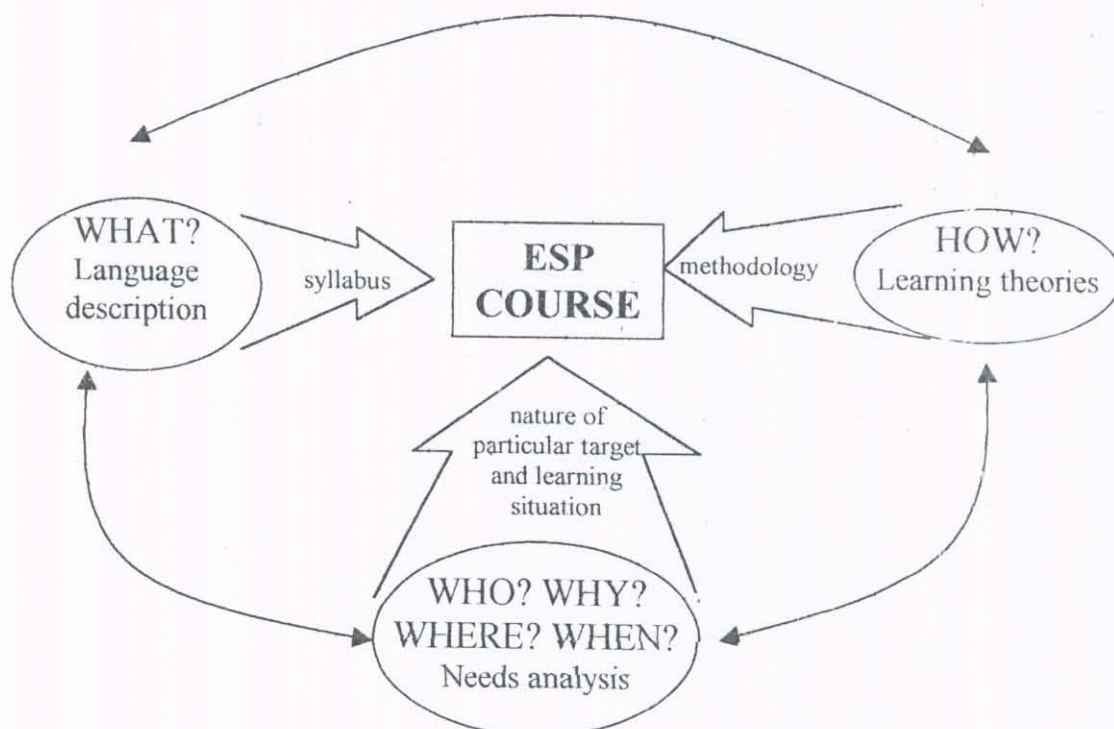


Figure 1. *Factors affecting ESP course design* (Taken from Hutchinson and Waters (1989:22))

*Language description* is the way to break down and describe the language system. It refers to ways of analysing and describing language. Practically, it is what is to be taught in the ESP class that is brought into a syllabus. Approach or method of conveying the syllabus would concern with *learning theories* which gives theoretical basis for the methodology by understanding how people learn. *Needs analysis*, accordingly, would direct the learning to a certain way. These three aspects relate to one another.

### 2.2.1 Language Description

Language description relates to the materials that are to be taught in an ESP class. Hutchinson and Waters (1989:22) represent language description as a syllabus that will be carried out in the ESP course. In details, Hutchinson and Waters (1989: 24-37) identify six main level of development of the various ideas about language that have influenced ESP in some ways, they are:

- a. classical or traditional grammar;
- b. structural linguistics;
- c. transformational generative (TG) grammar;
- d. language variation and register analysis;
- e. functional/notional grammar;
- f. discourse/rhetorical analysis.

However, Hutchinson and Waters (1989:37-38) note that; firstly, there is not any single source from which a language can/should adopt its linguistic input; secondly, describing a language for the purposes of linguistic analysis does not necessarily bring any implications for language learning since the aims of the linguist and of the language teacher are not the same; thirdly, describing a language is not similar with describing what enables someone to use or learn a language.

Stevens (1988:40) reminds that the difference between two main aspects of ESP (study and occupation) is an important one, especially when it goes to the preparation of ESP teaching materials. All experienced students need is operational ESP materials, where knowledge, concepts, instruction and training are taken for granted and where it is the ability to function in English which is to be applied.

Therefore, appropriateness of the ESP materials may become the question that is mostly asked by ESP teachers. ESP teachers, according to Brennan and van Naerssen (1989:196), generally have a good knowledge of language and may have good experience in various academic/professional fields, but do not excellently master in the students' fields where content lecturers are on their track. To make sure whether what ESP teachers have done is appropriate to students' content area,

formal contact can be established between the ESP lecturers, the content lecturers, and the students. The more coordination there is among these three parties, the better experience will be. Additionally, to manage the ESP courses well, Sionis (1988:18) suggests involving a technical expert in ESP courses considering that this would facilitate a new dimension for the course, focus on teacher's efforts fully to the language aspect, motivate students to convey their ideas regardless of possible language mistakes

### **2.2.2 Teacher's Roles and Students' Condition in ESP Class**

The language learning is not only a matter of teaching linguistic features of the language. More importantly, this also concerns with the way of the language teaching process. Breen (in Gray, 1990:261) says that in designing syllabuses of the language teaching, the most important thing to do relates to how to plan teaching and learning process. Accordingly, this becomes the starting point for all language teaching. Hutchinson and Waters (1989:22) describe and correlate this to "theories of learning".

Theories of learning (see Figure 1), in this case, refer to methodology in running an ESP course. Language learning is focused on learning the way in which the mind observes, organises and stores information. Thus, the key to successful language learning and teaching sets not in the analysis of the nature of language but in understanding the structures and processes of the mind (Hutchinson and Waters, 1989:22).

Consequently, an ESP program cannot merely be conducted regardless of recognising students' condition in learning English in particular. In relation to this, Hutchinson (1988:71-75) notices some fundamental principles of learning that can be considered in running an ESP class, they are:

- a. learning is development;
- b. learning is a thinking process;
- c. learning is an active process;
- d. learning involves making decisions;
- e. learning a language is not just a matter of linguistic knowledge;

- f. second language learners are already communicatively competent;
- g. learning is an emotional experience;
- h. learning is not systematic;
- i. learning needs should be considered at every stage of learning process.

Similarly, the humanistic movement, as shown by Stevic (in Tudor, 1993:22), concerns on the importance of qualities such as understanding, personal assumption of responsibility, and self-realisation. From this perspective, language learning is seen as an activity, which involves students as complex human beings, not simply as language learning. Language teaching should, therefore, exploit students' affective and intellectual resources as fully as possibly and be linked into their continuing experience of life.

Hutchinson and Waters (1989:40-49) notice five main stages of development that are relevant to the modern language teacher, those are:

- a. behaviorism: learning as a habit formation;
- b. mentalism: thinking as rule-governed activity;
- c. cognitive code: learners as thinking beings;
- d. the affective factor: learners as emotional beings; and
- e. learning and acquisition.

Moreover, the evidence that is shown by Knowles (in Bertoldi et al., 1988:157) indicates aspect that also runs outside linguistic aspects. Knowles writes:

There is convincing evidence that people who take the initiative in learning (pro-active learners) learn more things, and learn better than do people who sit at the feet of teachers, passively waiting to be taught (reactive learners)... They enter into learning more purposefully and with greater motivation. They also tend to retain and make use of what they learn better and longer than do reactive learners (in Bertoldi et al., 1988:157).

This, therefore, affects teachers' roles in running ESP class. Teachers' jobs are not simply running the materials without any views of what learners actually face in the class. In the ESP courses, according to Harvey (1984:24), learners carry conceptual and linguistic knowledge, attitude towards the learning process,

and different degrees of motivation, which will affect teaching and learning strategies.

In this case, this will require skilled teachers' special attention on how to manage the ESP classroom well. The skilled teacher would considerably play an important role in running an ESP course. Some items of what 'skilled teachers' can do in the classroom, as stated by Jarvis (1987:81), may remind to see learners' real condition in the classroom. Skilled teachers, he says, can:

- a. set tasks and make them meaningful and purposeful to learners;
- b. show the learners needed stages in achieving the tasks what results expected to be;
- c. motivate learners to participate and know class;
- d. provide clear and encouraging feedback to the learners on their attempts;
- e. correct mistakes gently;
- f. clarify/summarise/expand learner talk as necessary;
- g. bring a sense of 'teacher approachability';
- h. fulfil high expectation of what his/her learners can do; and,
- i. teach English by English.

Moreover, Strevens (1988:44) describes that teacher's roles in running ESP class are:

- shaping the input, that means that the learner's experience of English becomes the English of his special purposes;
- encouraging the learner's intention to learn;
- managing the learning strategies;
- promoting practice and use;

This implies that in running ESP classes, syllabus and learners are not the only factors affecting the success in running ESP classes. Teachers, in this case, also have to pay much attention to the methodology applied in running ESP classes.



### 2.3 Syllabus Designing for ESP at Vocational High Schools

It is clear that ESP courses are focusing on learner's needs in learning English. For this reason, Nababan (1994:135) recommends that ESP materials designing should follow a syllabus that is underpinned by the English language needs of the students in their present or future studies. The determination of the syllabus content can be underlied by an analysis of student's needs.

Hutchinson and Waters (1989:83-84) identify reasons for having a syllabus as follows:

- a. language is complex and cannot be learnt in one go;
- b. a syllabus can give moral support to teacher and learner that, as an effect, makes the learning task appear manageable;
- c. a syllabus has a cosmetic role that will be useful to sponsors and students who want a guarantee that their money/time will be effective;
- d. a syllabus can be seen as 'projected routes' that teacher and learners not only know where they are going, but also how to get there;
- e. a syllabus is an implicit statement of views on the nature of language and learning that not talks about what is to be learnt, but also why it is to be learnt;
- f. a syllabus gives criteria of textbooks to be used or produced;
- g. a syllabus provides uniformity that is needed in any institutionalised activities, such as education;
- h. a syllabus shows criteria stating a learner succeeds or fails.

These basic considerations seem to be rational since a syllabus functions as teacher's plan of work. Robinson (1991:34) practically describes that a syllabus functions as a guideline and context for class content. The students can take a value from viewing the syllabus as a 'route map' of the course. They also can see that there is a plan and how the individual lessons fit together. Classroom research, in evidence, shows that students frequently have a different personal plan for the lesson from the teacher, and, as a result, have a different notion about what has been taught

Supporting Robinson, Huda (1999:107) says that a syllabus is a plan that a teacher conveys into classroom activities. However, it is slightly different from the

term 'curriculum'. In line with this, Print (1993:7) puts a clear distinction between 'syllabus' and 'curriculum'. A syllabus, he says, is typically a list of content areas that are to be assessed. It is sometimes extended to include a number of objectives and learning activities. A syllabus is clearly intended to be a subsection of curriculum (see also Huda, 1999:107). A curriculum, meanwhile, includes not only content and detailed statement of curriculum elements (aims, goals, and objectives) but also other elements including detailed learning activities and evaluation procedures.

However, a syllabus is not simply aimed at transferring knowledge to the learners. Candlin (in Stern, 1987:23) extremely refuses this idea. He claims that a syllabus should encourage learners to find out ways of knowing, to translate knowledge, and to participate in a dialogue. Stern (1987:23), then, argues that a syllabus ideally becomes 'retrospective records rather than prospective plans'.

Furthermore, Hutchinson and Waters (1989:80-83) define a syllabus in some different ways:

- a. **evaluation syllabus**, that simply means a statement of what is to be learnt;
- b. **organisational syllabus**, that is saying the order in which the materials are to be learnt and performing like the content page of a textbook which contains implicit statement about the nature of language and of learning;
- c. **materials syllabus**, that says about how to compose the materials well;
- d. **teacher syllabus**, which assumes that teacher can influence the clarity, intensity and frequency of any item, and thereby affect the image that learners receive;
- e. **classroom syllabus**, showing the real condition of classroom that cannot merely be laid as what teacher has planned. It is presumably a dynamic and interactive environment which affects both teaching and learning process;
- f. **learner syllabus**, that pays much attention to learner's participation in creating, to some extent, essential materials that will have a crucial influence on whether and how knowledge is learnt in the future.

Hutchinson and Waters (1989:83), however, note that those ways of defining a syllabus have no direct relationship between the starting point (evaluation syllabus) and the end one (learner syllabus).

To sum up, it can be pointed out that a syllabus concerns much on materials that are to be taught in ESP classroom in which learner's needs are becoming the main considerations. This, therefore, claims practicality in teaching the materials for which learners can assess them easily. Widdowson (1987:67), in this relation, considers that the concentration of content of a language syllabus is not on the language learning but on the language use. This means that the composition of what is to be taught in ESP classroom concerns much on how to motivate and encourage students to use the language.

Nunan (in Gray, 1990:263) proposes three key questions that a syllabus designer will usually incorporate with:

- a. What linguistic elements should be taught? It relates to linguistics perspective;
- b. What does the learner want to do with the language? It concerns with learner perspective;
- c. What activities will stimulate and promote language acquisition? It deals with learning perspective.

Additionally, Hutchinson and Waters (1989:85-90) provide some criteria that can be used in breaking down the mass of knowledge to be learnt into manageable units. In details, they furnish the samples of contents lists of ESP courses from different criteria as follows:

Table 1. Contents Lists of ESP Courses of Different Criteria

Criteria	Items
Topic syllabus	<ol style="list-style-type: none"> <li>1. The Rig</li> <li>2. Fishing Jobs</li> <li>3. Traps and Geology</li> <li>4. Reservoir Fluids</li> <li>5. Natural Flow</li> <li>6. Blowout Control</li> <li>7. Drives and Stimulations</li> <li>8. Directional Wells</li> <li>9. Jobs on the Rig</li> </ol>
Structural/situational Syllabus	<ol style="list-style-type: none"> <li>1. The Hotel and Staff (1) Patters of the verb 'to be': demonstrative; personal pronouns</li> <li>2. The Hotel and Staff (2) Questions with 'where?'; some prepositions.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Marcel in the Restaurant (1) Adjectives; 'either or', 'neither nor'</li> <li>4. Marcel in the Restaurant (2) Present Continuous Tense</li> <li>5. The Staff and the Customer Possessive adjectives and pronouns; questions with 'where?'</li> <li>6. The Hotel at Night 'There is', 'there are', 'some', 'any', 'no', (1); questions with 'how many?'; the time (1)</li> <li>7. The Manager 'some', 'any', 'no' (2); the time (2)</li> <li>8. The Kitchen (1) Patterns of the verb 'to have'</li> </ol>
Functional/notional syllabus	<ol style="list-style-type: none"> <li>1. Properties and shapes</li> <li>2. Location</li> <li>3. Structure</li> <li>4. Measurement 1</li> <li>5. Process 1 Function and ability</li> <li>6. Process 2 Action in sequence</li> <li>7. Measurement 2 Quantity</li> <li>8. Process 3 Cause and Effect</li> <li>9. Measurement 3 Proportion</li> <li>10. Measurement 4 Frequency, Tendency, Probability</li> <li>11. Process 4 Method</li> </ol>
Skills syllabus	<ol style="list-style-type: none"> <li>1. Organising your studies</li> <li>2. Improving your reading efficiency</li> <li>3. Taking notes</li> <li>4. Taking part in seminars</li> <li>5. Writing an essay i) Research and using the library</li> <li>6. Writing an essay ii) Organisation</li> <li>7. Writing an essay iii) Presentation</li> <li>8. Assessment, study techniques and examinations</li> </ol>
Situational syllabus	<ol style="list-style-type: none"> <li>1. Schweibur: The Fiftieth Anniversary</li> <li>2. The Sales Report</li> <li>3. The Thanking Letter</li> <li>4. A Telephone Message</li> <li>5. A Death to Report</li> <li>6. A Memo</li> <li>7. A Journey</li> <li>8. Minutes</li> <li>9. An Article and a Memo</li> <li>10. The Transfer</li> <li>11. Changing Jobs</li> <li>12. The New Secretary</li> </ol>
Functional/task-based syllabus	<ol style="list-style-type: none"> <li>1. Making arrangements</li> <li>2. Attending meetings</li> <li>3. Taking part in interviews</li> <li>4. Buying and Selling</li> <li>5. Dealing with orders</li> <li>6. Dealing with forms</li> <li>7. Using the telephone</li> <li>8. Dealing with international payments</li> <li>9. Recording and decoding information</li> <li>10. Travelling</li> <li>11. Reporting</li> </ol>

	12. Receiving Visitors
Discourse/skills syllabus	Unit 2 Generalisations  Part 1 The nature of generalisations Part 2 General and specific information (paragraphs containing a single generalisation) Part 3 Levels of generality Part 4 Levels of generality expressed by probability, frequency and Quality Part 5 Application of reading strategies to a passage with different levels of generality
Skills and strategies	Unit one: Who do you think you are? Exercises in personal evaluation Unit two: What do you think you'll do? Exercises in examining your job needs Part 1 The hours you work Part 2 Job security Part 3 Making decisions Part 4 Changing fields Unit three: What will you find out? Exercises in using the want ads Part 1 An introduction to the want ads Part 2 Want ad abbreviations Part 3 The information in an ad Part 4 Your qualifications Part 5 Answering an ad

Taken partly and adopted from Hutchinson and Waters (1989:85-90)

However, there may be confusion in stating which syllabus to apply in ESP classes. Robinson (1991:41), in response, suggests: "The decisions as to which syllabus type or types to employ will result from a judicious consideration of what students' needs and the objectives of the course, together with the institutional bias of the teaching instruction". Essentially, indeed, ESP materials are composed based on students' needs. For this reason, Sukmaantara (1997:160) points out that ESP teachers should firstly explore learners' needs before designing syllabuses and course materials.

Some writers, as quoted by Robinson (1991:7), have already discussed the definition of needs. First, needs can refer to students' study or job requirements related to what they can do after finishing their language course. This is what is said as 'a goal-directed definition' of needs. Second, needs refer to 'what the user-institution or society at large needs to learn from a program of language instruction'. Third, needs can mean a language acquisition that is better known as 'a process-oriented definition' of needs. Fourth, needs mean what students will get

from the language course. At last, Robinson (1991:9) concludes that needs are lacks, that are, what students do not know or cannot do in English.

Tan (1994:246), furthermore, confirms that a detailed analysis of student's needs is the essential input to course design that includes some following aspects:

- a. the nature of the target language;
- b. the context in which the target language will be used;
- c. the language abilities of the target students;
- d. the language weaknesses of the target students;
- e. the wants and constraints of the departments serviced, including time constraints;
- f. the students' target jobs;
- g. the availability of resources; and,
- h. students' expectations/feedback from industry.

Hutchinson and Waters, in addition, clearly divide needs into two kinds: target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn).

### 2.3.1 Target Needs

Hutchinson and Waters (1989:55-56) claim that target needs is something of 'an umbrella term' which in practice hides a number of essential differences between necessities, lacks, and wants. *Necessities* means needs which are stated by the demands of the target situation, that is, what the learner has to know to participate effectively in the target situation. *Lacks* means the gap between the target proficiency and learner's proficiency. *Wants* refers to the learner's awareness of both 'necessities' and 'lacks' but he perhaps cannot fulfil them as there may be conflicts with perception of other interest parties: course designers, sponsors, and teachers. Robinson (1991:8) adds that target situation analysis is a needs analysis focusing on learner's needs at the end of a language course.

In fact, Schleppegrell (1991:19) states that the aims of a needs analysis is underlining four aspects. First, teachers could recognise the sponsors and their needs. Second, the needs analysis would identify the situation in which learners

can use English in their particular technical fields. Third, the needs analysis would provide information of students' current level of their performance in English. Fourth, the needs analysis provides occasions to take samples of authentic texts, oral and written, that are used by learners in their jobs or occupation.

In line with this, Hutchinson and Waters (1989:59-60) propose a framework of the target situation analysis which is an essential matter of asking questions about the target situation and the attitudes in which various participants come into the learning process. The framework, in details, is presented below.

#### *A target situation analysis framework*

##### **Why** is the language needed?

- for study;
- for work;
- for training;
- for a combination of these;
- for some other purpose, e.g. status, examination, promotion.

##### **How** will the language be used?

- medium: speaking, writing, reading, etc.;
- channel: e.g. telephone, face to face;
- types of text or discourse: e.g. academic texts, lectures, informal conversations, technical manuals, catalogues.

##### **What** will the content areas be?

- subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;
- level: e.g. technician, craftsman, postgraduate, secondary school.

##### **Who** will the learner use the language with?

- native speakers or non-native;
- level of knowledge of receiver: e.g. expert, layman, student;
- relationship: e.g. colleague, teacher, customer, superior, subordinate.

##### **Where** will the language be used?

- physical setting: e.g. office, lecture theatre, hotel, workshop, library;
- human context: e.g. alone, meetings, demonstrations, on telephone;
- linguistic context: e.g. in own country, abroad.

##### **When** will the language be used?

- concurrently with the ESP course or subsequently;
- frequently, seldom, in small amounts, in large chunks (1989:59-60).

### **2.3.2 Learning Needs**

Learning needs, as described by Hutchinson and Waters (1989:60), deal with the question: "What knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation?"

Logically, in all essentials of needs analysis, learner's lacks are considered as the starting point, necessities are the destination and wants are the dispute as to what the destination should be.

Robinson (1991:9), in addition, calls the learning needs analysis as present situation analysis (PSA) that means to establish general description of the students at the beginning of their language course, investigate their strength and weaknesses. There are three basic source questions: the students themselves, the language teaching process, and the user-institution, i.e. student's place of work.

To analyse learning needs, Hutchinson and Waters (1989:62-63) offer a framework as follows:

*A framework for analysing learning needs*

**Why** are the learners taking the course?

- compulsory or optional;
- apparent need or not;
- Are status, money, promotion involved?
- What do learners think they will achieve?
- What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

**How** do the learners learn?

- What is their learning background?
- What is their concept of teaching and learning?
- What methodology appeals to them?
- What sort techniques are likely to bore/alienate them?

**What** resources are available?

- number and professional competence of teachers;
- attitude of teachers to ESP;
- teacher's knowledge of and to the subject content;
- materials;
- aids;
- opportunities for out-of-class activities.

**Who** are the learners?

- age/sex/nationality;
- What do they know already about English?
- What subject knowledge do they have?
- What are their interests?
- What is their socio-cultural background?
- What teaching styles are they used to?
- What is their attitude to English or to the cultures of the English speaking world?

**Where** will the ESP course take place?

- are the surrounding pleasant, dull, noisy, cold, etc?



**When** will the ESP course take place?

- time of day;
- every day/once a week;
- full-time/part-time;
- concurrent with need or pre-need (1989:62-63).

It seems clear that before designing ESP syllabuses there must be information of what learners actually need for entering ESP class. It will be complex work that needs deep understanding. Coming to support getting the information, Hutchinson and Waters (1989:58) offer a number of ways by which information of learner's needs can be obtained. The most frequently used are questionnaires, interviews, observation, data collection e.g. gathering texts, and informal consultation with sponsors, learners and others. Robinson (1991:13), in addition, offers more ways outside what Hutchinson and Waters suggest, they are; case studies, tests, authentic data collection and participatory needs analysis.

Of all idea, Yalden's (1987:101-109) formulation on some stages of designing a syllabus may become a useful input. The formulation is presented in the following figure.

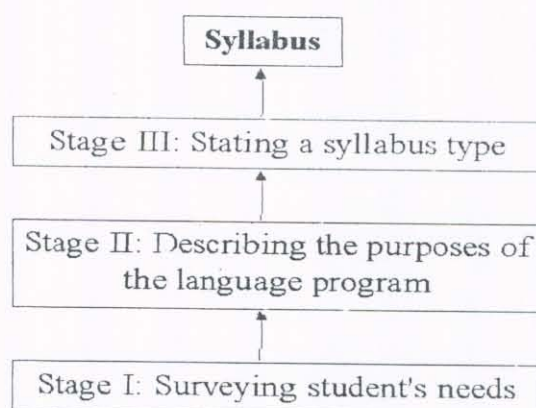


Figure 2. *Steps of a syllabus designing* (reproduced from Yalden, 1987:101-109)

In the context of designing ESP syllabus for SMK students, it is clear that analysing learner's needs is the main basic that an ESP designer/teacher should firstly concern with. There are, at least, two general activities that are employed in designing ESP syllabuses at SMK.

1. Analysing Students' Needs

This step will consider two kinds of needs that are related to the period of the use of English. First, target needs analysis that mainly considers on the students' importance of the English in the future; and, second, learning needs analysis that focuses on the the students' necessities to set up the language learning process of the students.

2. Designing the English syllabus

This activity relates to the content of the English syllabus. Practically, the content of the syllabus is the units that are to be taught to the students. To make it relevant to the students' professional subject, the syllabus designing is based on the students' needs analysis.

In successfully promoting the English course at SMK, it cannot be denied to work with some other parties excluding the learners, the English teachers, and the Principal; e.g. technical experts/content lecturers, sponsors, etc. which are proposed to fulfilling student's specific area of competence. This, at the end, could result a useful input dealing with practicality in acquiring English for fulfilling students' needs at their professional subject.

### III. RESEARCH METHOD

#### 3.1 Research Design

This research investigated a small setting stated in the problem formulation, that is, English syllabus designing dealing with English for Specific Purposes (ESP) concept. Considering that the problem of this research needs a comprehensive explanation on the process of English syllabus designing, this research is designed as a case-study and will concern on qualitative data, which reflect what actually happens in the area of case-study. Indeed, Merriam (in Bogdan and Biklen, 1992:62) points out that a case-study is an examination of one setting or a single subject, a single depository documents, or one particular event that is carried out in a detailed context.

The fundamental steps applied in this research, following what are noticed by Nawawi and Martini (1994:180-189), are as follows:

- a. formulating research paradigm, which covers scientific paradigm that is stated from literatures and experts' view on research problem;
- b. stating data resources and research area;
- c. collecting data;
- d. checking the accuracy of data (triangulation).

#### 3.2 Research Area Determination Method

This research was conducted at SMK 1 Jember. The location was taken purposively as the research area following some considerations:

- a. An observation on the English materials of the school shows that they were similarly conveyed to the students of different departments, which were actually different from one another. An interview that had been previously conducted with some students of the school also shows that they were lack of understanding special terms in English at their content areas. Students of Accounting program, for instance, seemed to be strange to the terms "Financial Statement Analysis, Inventory, Raw Materials" etc. which they should commonly be familiar with. This, therefore, becomes an interesting

issue in the English syllabus designing at SMK, particularly when it is related to ESP development.

- b. There was no significant constraint in conducting the research since the Principal and English teachers were willing to cooperate in the research. Besides, technical problems did not seriously hinder the research.

### 3.3 Research Subjects

This research involved three parties as the research subjects that considerably became the key informants; the English teachers, the Principal, and the students who provided information from different points of view. The data that were gained from the English teachers covered all processes of designing English syllabus related to ESP concept. This, accordingly, also covered the Principal's roles in decision-making on syllabus designing of the English subject in particular. In practice, the students also provided information of English syllabus designing, particularly, concerning with their needs for learning English. Nevertheless, as there were a lot of students that were impossible to be interviewed, the information was considerably gathered with questionnaires. In this case, a quota-random sampling was applied in sampling the students. Practically, there were 5 students of each class taken in random. Since there were 12 classes of 1<sup>st</sup> and 3<sup>rd</sup> grade<sup>1</sup>, there were 60 students to be respondents who filled in the questionnaires.

However, this research was open for all possibilities of obtaining data from other informants outside the three parties (the key informants) while the research was already in the field. Miles and Huberman (1992:47) state that samples of a qualitative research are possibly flexible. The first chosen informant(s) may show data from other informant(s) and/or sources. For this reason, samples of a qualitative research, particularly of this research, tend to be more purposively

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<sup>1</sup> The 2<sup>nd</sup> grade students had been having an on-job-training and, therefore, they were not at school during the study. Clearly, the 2<sup>nd</sup> grade students were not involved in the research.

taken rather than those are in random. Thus, this research was not intended to fix data sources, but flexibly was open for other sources considering that they would adequately provide the data needed.

### **3.4 Data Collection Method**

Data in this research were coming from all parts of the research field. This research, as an effect, was open for all sources to participate in providing data particularly the three parties or the key informants. Concerning with this, in-depth interview, questionnaires, documentation, and observation were applied for collecting data.

The interviews covered opinion and implementation of English syllabus designing connected to ESP concept (for more details, see subsection 3.3 and Appendix 9 and 10). The type of interview which was be applied was open-ended and carried out to the key informants as mentioned before; the English teachers, the Principal and the students. In doing so, Yin (1997:108) suggests that the interview could be conducted by questioning the key informants about facts of a case or phenomena and asking them to express their own opinion about the case.

The questionnaires were handed over to students since there were too many students that were impossibly to be interviewed. Therefore, this research took samples of the students by applying quota-random sampling technique. The items of the questions can be seen in Appendix 11.

The observation, meanwhile, was held using direct observation that, as Yin (1997:112) points out, could be brought out by visiting the area of case-study. The observation covered all existing activities or phenomena that had relationship with the purpose of the research. The documentation method, lastly, covered all written statements in relation to the purpose of the study, such as the English syllabus, instructional letter(s), recommendation, etc. that were linked to English syllabus designing.

Operational techniques of how the methods were applied (i.e. interview, observation, documentation) were possibly used since this type of research (case study) collected the data from all sources. It was presumably needed to crosscheck

or to confirm any other data in order to provide the accuracy of the data. Yin (1997:103-118), accordingly, offers six sources of evidence that are possibly applied in a case-study; documentation, filing records, interview, direct observation, participatory observation, and physical aids. Practically, the details of how the methods and techniques of data collection were applied in the research are presented in the following table.

Table 2. Applied Methods and Techniques of Data Collection

No	Methods	Types	Techniques
1.	Interview	Open-ended	- <i>Individually and in-group</i> - <i>Tape-recording</i> - <i>Note-taking</i>
2.	Observation	Direct observation	- <i>Camera-taking</i> - <i>Field-noted taking</i>
3.	Documentation		- <i>Note-taking</i> - <i>Photocopying (paper-document)</i> - <i>File-copying (computer-file)</i>

A clear description of how the key informants and methods/techniques of data collection worked in this research is presented in Figure 3. Key informants (i.e. the English teachers, the Principal, the students) were the starting points from which data were collected. The informants might show some other data that could be obtained from other sources, either persons, things, or phenomena. It was considerably needed to apply certain techniques by which the data were collected. For more details, see the following figure.

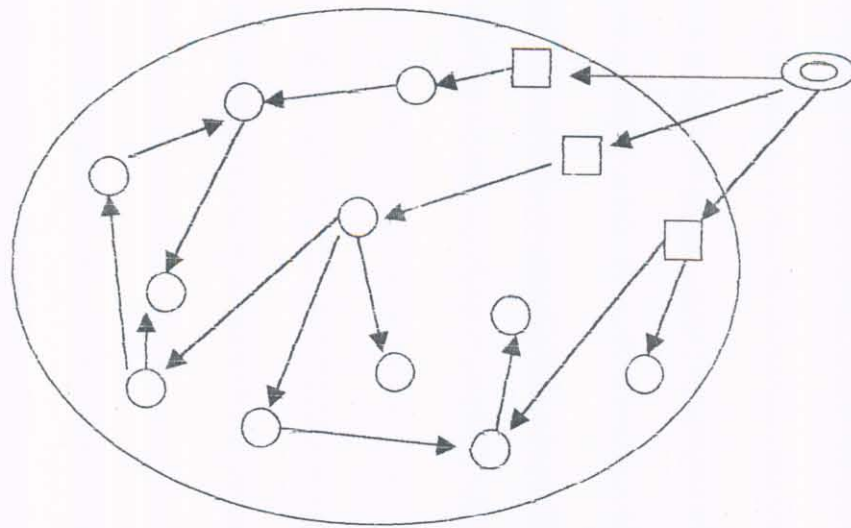


Figure 3. *The pattern of working area of collecting the data from any sources.*

- Notes:
- ⊖ = The researcher
  - = The key informants (the starting points)
  - = The other sources of data
  - = The direction of collecting data (in relation to methods/ techniques of data collection)

### 3.5 Data Analysis Method

In analysing data, non-statistical and statistical analysis was employed in this research. The research, in this case, applied a descriptive-qualitative and a descriptive-statistical analysis. The descriptive-qualitative analysis concerned with the data obtained from interview, observation, and documentation. Guides and instruments of how the interview, observation and documentation were brought out supported the data analysis. Transcripts of interview, observation and documentation were, therefore, also applied covering all descriptions and records of phenomena or cases while this research went on. Meanwhile, the descriptive-statistical analysis dealt with the data gained from the questionnaires in which the data was accumulated and was presented in percentage (%). Thus, the following formula of percentage was considerably to be applied in the research.

$$P = \frac{f}{N} \times 100\%$$

Notes: P = Percentage

f = Frequency

N= Total number of individual (Sudijono, 1994:40)

Furthermore, in order to make the analysis strongly contributed to the research findings, it was considerably needed to put some criteria to which the research was considered "credible". McMillan (1992:222-224), in this case, provides four criteria of a credible qualitative research, they are; triangulation, reliability, internal validity, and external validity. The four criteria were considerably involved in this research. A clear description of accessing the research credibility is presented in Table 3 that also shows techniques and instruments by which the research findings would be considered qualified or credible.

Table 3. The Criteria, Descriptions, and Techniques of the Research Credibility/Quality

No	Criteria of Credibility	Descriptions	Techniques
1.	Reliability	Consistency of the research findings when they are replicated by following the same procedure	-Applying case-study protocol; - Documenting procedure; -Taking a field-note/ making transcripts;
2.	Internal validity	The match between researcher's interpretation on the findings and the reality existing in the field of case-study	- Making transcripts of interview, documentation and observation;
3.	External validity	Generaliseability of the findings so that they can be used in other setting	Visualising the procedure of research by which the findings could be found/ accessed



No	Criteria of Credibility	Descriptions	Techniques
4.	Triangulation	The accuracy of the findings when they are compared in different context (time, methods, situation, approaches)	Asking the key informants to review the transcripts of interview

(Reproduced from McMillan, 1992:222-224; Creswell, 1994:157-159; Yin, 1997:38-46; Nawawi and Martini, 1994:188-189).

#### IV. RESEARCH FINDINGS AND DISCUSSION

This research was conducted on May 21-June 2, 2001 at SMK 1 Jember. This school is an SMK (*Sekolah Menengah Kejuruan*/Vocational High School) of the Business and Management group. During the research, the data were gathered by interviews, questionnaires, documentation, and observation. The interviews involved the Principal, five English teachers, an Accounting teacher, and students, and were tape-recorded. However, as some of the respondents objected being tape-recorded, some of the interviews were handled with block-notes. In order to make the respondents recognised easier and to avoid misunderstandings in this research, the list of the respondents and their identifications is presented in the following table. It covers the names, positions, and their identifications.

Table 4. The List of the Respondents and Their Identifications.

No	Names of Respondents	Positions	Identifications
1.	Mr. Sunyoto	The Principal	The Principal
2.	Mr. Munfaat	The Principal Assistant of curriculum section	The Principal Assistant of curriculum section
3.	Mr. Hadi Siswoyo	English teacher	English Teacher 1
4.	Mr. Suwarno	English teacher	English Teacher 2
5.	Mrs. Erma Mufidah	English teacher	English Teacher 3
6.	Mr. A. Hariyadi	English teacher	English Teacher 4
7.	Mr. Abd. Rahman	English teacher	English Teacher 5
8.	Mr. Makhudori	Accounting teacher	Accounting Teacher

Meanwhile, the student-respondents provided the data, beside by interviews, by filling in questionnaires that were handed over to 60 students as the samples. A quota-random sampling technique (see Section 3.3) was applied in sampling the students. In this case, 5 students of each class of grade 1 and 3 (there are all 12 classes) were taken as samples and filled in the questionnaires.

#### 4.1 The 2000/2001 Academic-Year-English-Syllabus Designing at SMK 1

##### Jember of the Business and Management Group

To the English teachers of SMK 1 Jember, a syllabus is typically defined as an outline of course materials that are available in the curriculum and popular with the term GBPP (*Garis-garis Besar Program Pengajaran*/Guidelines of Teaching Program). English Teacher 1 stated:

*Secara sederhana silabus dapat disamakan dengan GBPP. Pada umumnya, istilah 'silabus' lebih populer di Perguruan Tinggi dimana dosen memang membuat silabus sendiri untuk mahasiswa. Sedangkan untuk GBPP, guru tinggal mengadopsi.*

(A syllabus can be simply similar to GBPP. Generally, the term 'syllabus' is more popularly used at a university, where in a lecturer designs it for students. Meanwhile, a teacher can merely adopt materials from the GBPP).

Moreover, it has been generally acknowledged that a syllabus is a teacher's plan that he, then, transfers into a classroom activity. In this case, English Teacher 2 explained:

*Silabus itu adalah bahan acuan untuk membuat kegiatan program belajar mengajar di sekolah dimana di situ kita akan temui tujuan instruksional umum dan khusus yang kita buat sendiri. Jadi sebagai acuan saja untuk memberikan materi pelajaran kepada siswa.*

(A syllabus is an outline of establishing a teaching-learning program at a school in which we would like to find the general and specific instructional objectives, which we ourselves compose. Thus, the syllabus functions as an outline of transferring materials to students).

This perspective, in the teaching of English, made the teachers design the materials based upon the GBPP that was already composed by the Ministry of National Education. English Teacher 1 again said:

*GBPP berguna bagi guru sendiri untuk merencanakan apa yang akan diajarkan. Guru tinggal mengembangkan apa yang sudah ada dalam GBPP. Di GBPP, guru tinggal mencari materi yang akan disampaikan kepada siswa.*

(The GBPP is useful for a teacher in planning what he is going to teach. He can simply develop what is already provided in the GBPP, and thereby, he is able to take the materials that are to be conveyed to students).

It was clear that the English teachers designed an English syllabus typically by adopting from the GBPP. The GBPP itself is a subsection of the 1999 SMK Curriculum in which English belongs to the *adaptive program*<sup>2</sup>. Based on this document, English is taught for 544 lesson-hours at the Business and Management group. The materials consist of a number of topics as follows:

1. Meeting and Greeting;
2. Introducing to Other People;
3. Talking about Countries, Nationalities, and Languages;
4. Numbers (i.e. Cardinal and Ordinal Numbers);
5. Parting and Thanking;
6. Talking about Location;
7. Asking and Giving Direction;
8. Talking about Quantity;
9. Talking about Professions;
10. Specifying Measurements;
11. Talking about Family;
12. Talking about Memorable Time;
13. Telling Time;
14. Reserving Accommodation, Ticket, etc;
15. Making a Short Speech;
16. Interviewing Someone;
17. Talking about Plan;
18. Giving Suggestion;
19. Writing Letters;
20. Leaving and Talking Telephone Message;
21. Advertisement;
22. Shopping;
23. Handling Guest or Customers;
24. Eating Out;
25. Sightseeing;
26. Talking about Making or Operating Things;
27. Talking about Education;
28. Talking about Tourism;
29. Talking about Health;
30. Mass Media;
31. Talking about Management;
32. Marketing;
33. Talking about Computers;
34. Talking about Money;
35. Talking about Transportation;
36. Filing.

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<sup>2</sup> Adaptive program typically means 'situational program' that exists because it is needed in students' competence. See Table 7 for detailed subjects of the program.

The document, however, did not explain about the specification of each unit considering the majors in which students enroll for. It described only the learning process in which teachers can convey the materials. The topics, therefore, could be adopted for any students' majors. One of the samples of the explanation is presented below.

Table 5. The Sample of the Description of Topic/sub-Topic

TOPIC/ SUB-TOPIC	THE LEARNING PROCESS
Meeting and Greeting	<ul style="list-style-type: none"> <li>- Saying and Responding a greeting while meeting someone:               <ul style="list-style-type: none"> <li>▪ Good morning/evening</li> <li>▪ Nice to meet you</li> <li>▪ How are you</li> </ul> </li> <li>- Making a dialogue by recognising the place, the situation, and the greetings:               <ul style="list-style-type: none"> <li>▪ Daily Meeting</li> <li>▪ Meeting at a party</li> <li>▪ Meeting someone in a seminar, etc.</li> </ul> </li> </ul>

Source: *Kurikulum Sekolah Menengah Kejuruan (SMK Curriculum)*, 1999 p.16

The English teachers typically appeared to follow the document since there were technical problems in designing the materials, particularly in choosing a book. English Teacher 5, accordingly, said:

*Dalam hal yang demikian saya mempertimbangkan apakah buku tersebut sesuai dengan GBPP. Saya tidak menyusun sendiri materinya karena kendala waktu, tenaga dan biaya. Kami juga punya urusan yang lain. Apalagi guru yang sudah berkeluarga tentu semakin bertambah berat bebannya. Belum lagi gaji yang diterima guru tidaklah sebanding jika kami masih harus menyusun materi secara ideal. Ya, daripada pusing-pusing lebih baik ambil saja yang sudah ada.*

(In doing so, I consider the relevance of the book to the GBPP. I myself do not compose the materials because lacks of time, energy, and fund. We also have some other businesses to deal with. In addition, the teachers who have a family will certainly find their jobs harder. The salary, on the contrary, is not proportional for designing ideal materials. Thus, instead of being depressed, it is better for us to take the available materials).

On the contrary, English Teacher 3 claimed that the existing materials were not relevant to students' competence. Even, she thought that the 1994 SMK curriculum was more specific for students' subject area. She pointed out:

*Bahasa Inggris di SMK memang harus diajarkan secara spesifik dengan mengikuti kompetensi siswa. Tapi saya melihat GBPP yang ada saat ini bersifat umum dan kurang menyentuh kompetensi siswa. Kurikulum 1994 justru lebih spesifik mengikuti kompetensi siswa. Karena sifatnya yang kurang spesifik itu, pekerjaan guru justru bertambah. Padahal guru memiliki urusan yang lain.*

(English at SMK should, indeed, be taught specifically following students' competence. Nevertheless, I think the existing GBPP is general and less relevant to students' competence. The 1994 curriculum was truly more specific for such competence. Because of the lack of specification, teachers get more jobs. Meanwhile, they have other businesses).

The Accounting Teacher supported the statement of English Teacher 3. He viewed that English that is taught today at SMK is lack of appropriateness to students' majors. He expressed his point of view:

*Saya melihat, untuk bahasa Inggrisnya memang sudah bagus. Hanya saja, untuk skala penjurusannya kurang terfokus, kurang spesifik. Jadi hanya terbatas pada bahasa Inggris untuk bisnis secara umum. Tapi untuk bisnis dalam lingkungan Accounting memang sangat kurang.*

(I think the English has been good. However, it is less focused and lack of specification on students' majors. Thus, it is limited only on English for Business in general, but less concentration on business of Accounting realm).

Moreover, English Teacher 1 seemed to support the Accounting Teacher's statement:

*Sebenarnya terdapat keterkaitan antara materi-materi yang selama ini ada dengan kompetensi atau jurusan siswa. Seperti topik "Greeting/Meeting" cocok untuk setiap jurusan. Topik "How to Use Phone?" cocok untuk jurusan Sekretaris. Topik "Banking" cocok untuk jurusan Akuntansi. Jadi pada umumnya, materi-materi tersebut sama. Hanya saja bacaannya berbeda. Demikian pula waktu EBTANAS. Soal untuk semua jurusan, kecuali UPW (Urusan Perjalanan Wisata), sama persis. Namun, menurut saya, bacaannya harus dibedakan.*

(Actually, there is a relevance between the existing materials and students' majors. The topic "Greeting/Meeting", as an example, is appropriate for any majors. The topic "How to Use Phone?" is relevant to the Secretary department. The topic "Banking" suits the Accounting department. Thus, in general, the materials are similar. The difference is only on the reading texts. The materials also exist in EBTANAS (National Final Examination)

in which the test items are, except UPW (Urusan Perjalanan Wisata/*Tours and Travels*), the same in all majors).

Furthermore, the available GBPP seemed to get claims on its compatibility. How did it come? English Teacher 3 tried to describe:

*Dalam hal pengajaran suatu materi pelajaran, silabus seharusnya dirancang berdasarkan kebutuhan siswa. Namun yang selama ini terjadi silabus justru dirancang dari pusat. Padahal, mereka tidak tahu praktek yang terjadi sebenarnya.*

(In the teaching of any materials, a syllabus should be designed founded on students' needs. So far, a syllabus is designed by the central government. As a matter of fact, the Government does not know the real practice).

The Principal's assistant of curriculum section, moreover, explained about the curriculum/syllabus designing process, particularly the SMK curriculum:

*Kurikulum ini disusun dari pusat yang melibatkan semua unsur dalam sebuah tim khusus. Jadi, katakanlah, ada konsorsium khusus yang menangani penyusunan kurikulum/silabus SMK. Konsorsium tersebut terdiri dari pemerintah, ilmuwan, tokoh masyarakat, dunia industri, dan praktisi.*

(The curriculum was composed by the central government which involved all elements in a special team. So, just say, there was a special consortium that handled the curriculum/syllabus designing. The consortium consisted of government, scientists, social figures, industries, and practitioners).

The explanation seemed to be confirmed by a document entitled "*Pemasyarakatan Kurikulum SMK*" (SMK Curriculum Socialisation) published in 1994 by East-Java Regional Office of DEPDIKBUDS (*Departemen Pendidikan dan Kebudayaan*/the Department of Education and Culture). This document informed that there was, indeed, a special commission in managing SMK curriculum (Chapter II p. 6) that was called *Komisi Kurikulum* (Curriculum Commission). In carrying out the jobs, it could invite advisors either from industries (included in BPPK (*Badan Penasehat Pendidikan Kejuruan*/Advisory Commission for Vocational Education)), Research and Development of DEPDIKBUD and other compatible parties. BPPK had memberships of :

1. Government (i.e. Department of National Education);
2. Industries;
3. Professional organisations/associations;
4. KADIN (*Kamar Dagang dan Industri*/The Commission for Industry and Trade);
5. Related departments/institutions;
6. PPPG (*Pusat Pendidikan dan Penataran Guru*/Centre for Teacher Training and Education);
7. MPS (*Majelis Perguruan Swasta*/Boards of Private Schools);
8. Social figures;
9. Special invitants (if necessary).

The elements are flexible considering the area where BPPK works in (e.g. province, school). For example, BPPK in the national level (called as BPPKN) works with PPPG, KADIN, and Curriculum Commission at the same level. So do other elements in different areas. The working system of the SMK curriculum management is described below:

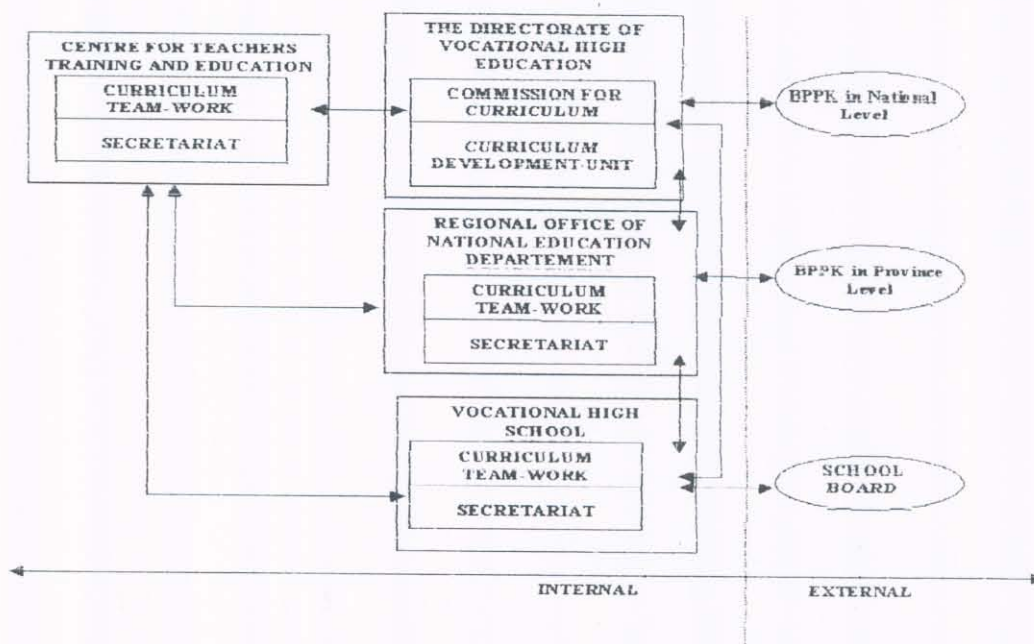


Figure 4. The working system of the SMK Curriculum Management (Depdikbud, 1994:19).

In practice, the Commission for Curriculum issued an outline of teaching materials that was commonly, and formally, known as GBPP which becomes the subsection of the curriculum. This was what teachers brought out in the teaching and learning process. In the regional level (e.g. East-Java), the GBPP was



discussed by teachers who were organised in the MGMP (*Musyawarah Guru Mata pelajaran/Conference of Subject Teachers*). In line with this, the Principal of SMK 1 Jember explained:

*MGMP untuk sekolah kejuruan dikoordinasikan oleh Musyawarah Kerja Kepala Sekolah se-Jawa Timur. Biasanya kalau ada kegiatan sekolah-sekolah dikirim surat... Musyawarah itu pada dasarnya membahas GBPP. Jadi merupakan penjabaran GBPP dan hasilnya tidak akan keluar dari GBPP. Misalnya, di GBPP hanya disebutkan topiknya saja. Nanti materi penjabarannya dibicarakan dalam musyawarah itu.*

(MGMPs of vocational schools are coordinated by the Principals Conference of East-Java region. The activity usually invites all vocational schools via letters.... The conference basically discusses about GBPP. So, it is a translation of the GBPP, and the result will not stay away from the GBPP. For instance, GBPP mentions only the topics. Their implementation will be discussed later in the conference).

More practically, the MGMP translated the GBPP into lesson plans that contained themes/sub-themes, time allotment, and materials (see Appendix 2). The teachers should convey the lesson plans into classroom activities. Accordingly, the Principal said:

*Biasanya MGMP itu membuat Satpel yang materinya disusun bersama oleh guru yang hadir di MGMP itu. Sifatnya tidak baku, bisa diubah sesuai dengan kondisi. Satpel itu bisa disesuaikan oleh guru sekolah masing-masing, bisa diubah sesuai dengan kondisi sekolah.*

(MGMP usually designs lesson plans, in which the materials are composed by the teachers who attend the conference. It is flexible, changeable to any conditions. The lesson plans can be adapted by the teachers suitably to school conditions).

The Principal's statement on curriculum flexibility seemed to win a support from DEPDIBUD. In its document "*Pemasyarakatan Kurikulum SMK*" (SMK Curriculum Socialisation), DEPDIBUD noticed:

*Kenyataan di lapangan menunjukkan bahwa masih ada guru yang hanya menjelaskan seluruh materi kepada siswa walaupun ada hal yang perlu dikembangkan serta ada yang dapat dipelajari sendiri oleh siswa.*

(The facts still show that there is a number of teachers who only explain all materials to students, though there is a number of aspects that need to be developed and that students themselves can learn).

For this reason, MGMP of English in the regional area of East-Java might think that it was needed to unify teachers' perceptions on GBPP. Besides, it was also required to improve teachers' teaching quality. Accordingly, while being asked about the MGMP's aims, English Teacher 2 explained:

*.....untuk menyamakan persepsi. Selain itu, juga untuk meningkatkan kualitas mengajar. Daripada tidak sama sekali, lebih baik guru bahasa Inggris itu sering bertemu membicarakan problem yang dihadapinya di sekolah. Kita bisa diskusikan bersama.*

(..... to unify perceptions. Besides, it is proposed to improve teaching quality. Instead of having no progress at all, it is better for English teachers to often see one another more often and to talk their problems. We can discuss them together).

Supporting the statement, MGMP issued lesson plans that had been discussed and composed by the English teachers attending MGMP's conference of regional area of East Java in 1997. The lesson plans were bound to be a book and given the title "*Satuan Pelajaran dan Program Pengajaran Bahasa Inggris*" (Lesson Plans and English Teaching Program). Concerning with its purpose in composing the lesson plans, the document, in its introductory section, said:

*Satuan pelajaran ini disusun bersama oleh MGMP bahasa Inggris SMK Negeri Kelompok Bisnis dan Management se-Propinsi Jawa Timur, dengan harapan agar dapat meringankan tugas guru dalam memenuhi perlengkapannya sebelum melaksanakan proses belajar mengajar di depan kelas. Selain itu, agar guru dalam menyajikan pelajaran di depan kelas bisa terprogram dan lebih baik yang pada gilirannya akan dapat menunjang upaya peningkatan mutu pendidikan, khususnya mata pelajaran bahasa Inggris.*

(These lesson plans were composed by the English MGMP of the state SMKs of Business and Management Group in the province of East Java, for hopefully helping teachers more easily administer their jobs in completing their teaching equipments before running teaching and learning process. Besides, this is for making teachers' presentation in front of the class better and more programmed that will, then, support improving educational quality, particularly of the English subject).

Operationally, in conveying the lesson plans teachers applied a set of analysis on the materials and other relevant aspects that are available in the GBPP. English Teacher 1, whom was claimed as a very active and diligent teacher<sup>3</sup>,

designed the lesson plans further by having a set of analysis which consisted of a number of supporting documents, they were:

1. **Academic calendar**, which contained information about schooling and off-schooling days arranged by DEPDIKNAS of regional area (see Appendix 4). It was available for teachers at the beginning of teaching period.
2. **One-year-teaching program** (*Program Tahunan*), which carried out information about a teacher's plan on conveying the materials and laid out the time allocation for one year (see Appendix 5).
3. **Schooling weeks plan** (*Rencana Pekan Efektif*), saying about a detailed analysis of schooling and off-schooling weeks (see Appendix 6). It was adapted from the academic calendar.
4. **One-semester-teaching program** (*Program Semester*)<sup>4</sup>, by which the teaching materials were operationally scheduled with their concrete time allotment for one semester (month, weeks, and lesson hours). For more details, see Appendix 7.
5. **Materials analysis** (*Analisis Materi Pelajaran*), which told about materials units and their details of time allocation (see Appendix 8).
6. **Lesson plan** (*Satuan Pelajaran*), which could be called as a ready-to-convey outline covering a detailed-teaching plan, e.g. skill, focus, general/specific instructional objectives, assessment, and materials (see Appendix 3).

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<sup>3</sup> English Teacher 4 once said that English Teacher 1 was very active in composing such supporting documents. As most of English teachers felt reluctant to do such thing (see English Teacher 3's statement on page 41), he was claimed as the most active teacher. English Teacher 4 (see also his statement on page 42) pointed out that this was, perhaps, because English Teacher 1 was categorised as a new teacher since he started teaching at SMK 1 Jember in 1995.

<sup>4</sup> The learning system at SMK 1 Jember is now on transitional period, in which the one-semester learning (a six-month learning) system starts for validation at grade 1 on. Meanwhile, the four-month learning system or *Cawu* (see foot-note 5) valids for grade 2 and 3 students, and they become the last groups of the four-month learning system. In this case, the teaching plan is commonly called "*Program Cawu*" (the four-month-teaching program, see Appendix 1 for details). The detailed model of the plan can be seen in Appendix 2.

The detailed process of designing the English syllabus at SMK 1 Jember is presented below:

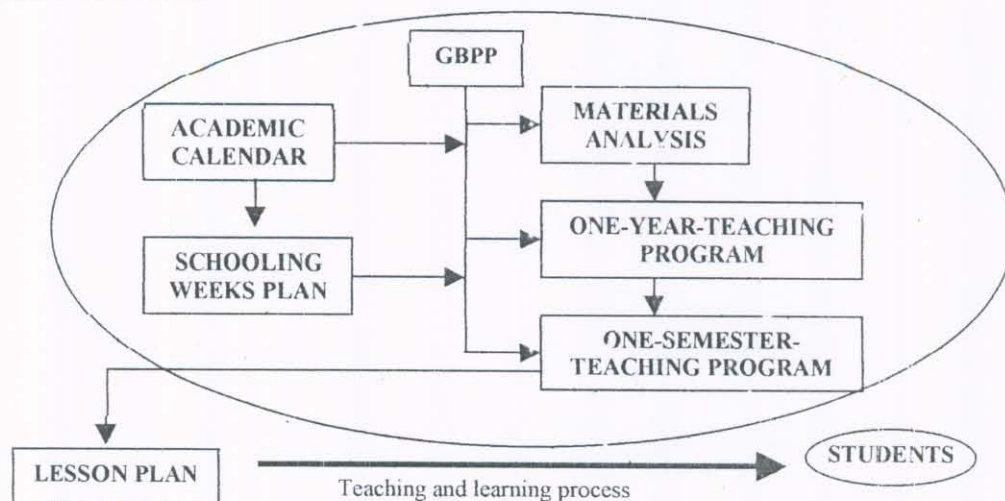


Figure 5. The Process of designing English materials at SMK 1 Jember

On the contrary, not all teachers actively and periodically composed such documents. English Teacher 3 said:

*Saya sebenarnya tidak pernah membuat perencanaan mengajar semacam lesson plan pada setiap tatap muka dengan siswa. Saya hanya membuat catatan-catatan kecil yang saya buat per cawu<sup>5</sup>. Sedangkan perencanaan yang lebih detail biasanya saya buat waktu akan mengajukan kenaikan pangkat dan jika ada peninjauan dari pusat. Sepertinya semua guru di mana-mana ya seperti itu. Toh, materinya juga sama dengan yang sebelumnya.*

(I actually never compose such teaching plan as a lesson plan at every meeting with students. I only make little notes, which are available for each *cawu*<sup>5</sup>. Meanwhile, I usually compose the detailed plan when I would like to propose my promotion and when there is an inspection from the central government. It seems to me that all teachers at any locations do such thing. The materials are just like the previous ones).

English Teacher 4 added:

*Terus terang saja saya tidak pernah membuat lesson plan, karena saya pikir itu bukan tugas saya. Itu tugas administrasi.*

<sup>5</sup> *Cawu* is a four-month learning system that stands for *catur wulan*. The term is derived from Sanskrit. *Catur* means four, and *wulan* means month. At the end of the learning, students will meet their summative test.

(Telling you frankly, I never write a lesson plan as, I think, it is none of my business but the administrative staffs')

The principal seemed to tolerate this phenomenon. He stated:

*Pada kenyataannya memang ada guru yang tidak membuat itu. Tapi dia biasanya paling tidak melihat kalender pendidikan, walaupun dia tidak membuat analisis pelajaran, jadwal, dan sebagainya. Pada awal tahun ajaran, kami biasanya membagi kalender pendidikan. Biasanya guru yang demikian adalah guru yang sudah lama mengajar di kelas yang sama, sehingga tidak perlu membuat lagi.*

(Factually, there may be teacher who does not compose such teaching plan. But, at least, he usually considers the academic calendar, though he does not make an analysis on subjects, schedule, etc. At the beginning of academic year, we are used to sending teachers academic calendars. Such a teacher commonly has been teaching at the same class, so he does not need to re-compose the plan).

He, however, realised that such thing was not on the right track because it concerned with teachers' discipline in administering their jobs. Furthermore, he argued:

*Sebenarnya saya kurang konsekuen dalam pengawasan, karena melihat situasi dan kondisi. Pada saat pertama kali saya datang di sini (Mei 2000), sekolah ini baru saja sembuh dari kondisi yang tidak kondusif<sup>6</sup>, sehingga penekanan saya bagaimana menciptakan dan memelihara situasi yang kondusif. Sulit memperketat disiplin, tapi bukan berarti tidak sama sekali dilakukan.*

(I, actually, inconsistently carry out my supervision considering situation and condition. When I firstly came here (May, 2000), this school had just been well-established from an inconduciveness<sup>6</sup>, so that I mainly concern with establishing and maintaining a condusive situation. I find it difficult to enforce the discipline, but I do not mean to leave it at all).

It seems, then, very interesting to discuss the phenomena in which English syllabus designing is considered to be an essential process that needs a systematic configuration. However, as some problems raise and hinder the students' progress, a brief analysis on the problems would be essential.

<sup>6</sup> It was ever reported that at SMK 1 Jember there had ever been a students-demonstration in the early 2000. The former Principal, Mr. Sarjono, was sentenced of doing corruption and affair. The students strongly forced him to step down from his position, and, finally, he was placed at other school in Madura. The demonstration made the teaching and learning process in chaos. In May 2000, then, the new Principal (Mr. Sunyoto) started occupying his position.

#### 4.2 Needs Analysis and Syllabus Design/Development

Studying at a vocational school may identically become a prospective way for a student to meet his needs, i.e. occupational needs. It was proved by questionnaires that of 60 students of SMK 1 Jember, 50 students (83,33%) planned to seek jobs after graduating their school, and the other 10 students (16,67%) would like to continue studying at the higher education. Accordingly, at the beginning of the academic year, many SLTP (*Sekolah Lanjutan Tingkat Pertama* Junior High School) graduates were competing in enrolling in SMK 1 Jember. However, not all of them were successful. The data presented below shows the evidence.

Table 6. The List of Enrolled and Accepted SLTP graduates at SMK 1 Jember in the Academic Years of 1996/1997-1999/2000

No.	Academic Year	Enrolled	Accepted
1.	1996/1997	515	275
2.	1997/1998	620	275
3.	1998/1999	322	274
4.	1999/2000	401	272

Source: SMK 1 Jember (2000/2001)

Therefore, in relation to facilitating relevant English materials to students' majors at SMK 1 Jember, it seems reasonable that a students' needs analysis is strongly needed as they would like to enter different paradigms (i.e. jobs) after they have finished their courses. Moreover, at SMK of the Business and Management group, based on the curriculum, English, aside from Mathematics, gets the most of the time provided for all subjects of *Adaptive Program* (Economics, Computers, and Entrepreneurship). The details of time allocation of each subject are presented in the following table.

Table 7. Time Allocation of the Subjects of *Adaptive Program*

No	Subjects	Time Allocation (in lesson hours)		
		Grade I	Grade II	Grade III
1.	Mathematics	240	240	64
2.	<b>English</b>	<b>240</b>	<b>240</b>	<b>64</b>
3.	Economics	160	160	48
4.	Computers	120	-	-
5.	Entrepreneurship	40	40	32
Total		800	680	208

Source: *Kurikulum Sekolah Menengah Kejuruan (SMK Curriculum)*, 1999 p.2

However, in terms of carrying out a learners' needs analysis, it was truly a dilemma for teachers. They, on one hand, extremely wanted to make an analysis on students' needs dealing with their competence. On the other hand, they found it hard to run the analysis. English Teacher 5 pointed out:

*Saya memberi materi kepada siswa berdasarkan silabus yang memiliki kesesuaian dengan EBTANAS. Ini memang menjadi dilema bagi saya guru, khususnya saya sendiri. Di satu sisi, guru dituntut mengembangkan kemampuan siswa dalam komunikasi bahasa Inggris. Namun di sisi lain, kemampuan siswa justru diukur dari nilai EBTANAS..... sehingga kami harus menyiapkan siswa sesuai dengan keperluan EBTANAS. Jika tidak, maka bisa-bisa hasil EBTANAS akan menjadi jelek, karena soal-soal EBTANAS biasanya diambil dari GBPP yang sudah ada.*

(I convey the materials to students based upon a syllabus having relevance to EBTANAS. This truly becomes a dilemma for teachers, especially for me myself. On one side, we, teachers, are told to develop students' ability in English communication. On the other side, however, their ability is measured with EBTANAS, so that we have to prepare students for the EBTANAS need. Otherwise, the result will be bad since the EBTANAS items are used to be taken from the available GBPP).

Perhaps, EBTANAS was really a constraint in terms of designing English materials that were focused on students' needs. Even, EBTANAS was considered to be one of the weaknesses of Indonesian education system. In relation to this, Accounting Teacher commented:

*Barangkali ini juga salah satu kelemahan sistem pendidikan nasional kita. Artinya begini, kita diberi kesempatan untuk mengembangkan materi seluas-luasnya. Akan tetapi, EBTANAS justru mengacu pada kurikulum yang disediakan. Yang dikembangkan guru bidang studi yang seluas-luasnya tadi seolah-olah tidak berarti, karena indikator keberhasilan*

*siswa itu dilihat dari EBTANAS. Sedangkan EBTANAS itu terpaku pada kurikulum saja.*

(This may become one of the weaknesses of our national education system. I mean that we are provided opportunities for developing materials as broadly as possible. Nevertheless, EBTANAS extremely refers to the existing curriculum. What subject-teachers broadly develop appears to have no meanings since the indicators of students' success are measured with EBTANAS. The EBTANAS itself, meanwhile, concerns only with the curriculum).

For this difficulty, English Teacher 3 explained:

*Walaupun GBPP ini sifatnya mengikat, kita bisa melakukan pengembangan. Misalnya, jika ada jam lebih/tersisa saya gunakan untuk mengisinya dengan materi di luar GBPP.*

(Though the GBPP is restrictive, we can develop it. For instance, if there is the rest of the time I will use it for teaching materials outside the GBPP).

So far, as a matter of fact, the teachers agreed to design an English syllabus that was focused on students' needs. English Teacher 4 argued:

*Silabus memang harus dirancang berdasarkan kebutuhan siswa yang sesuai dengan jurusan mereka. Misalnya, untuk jurusan Akuntansi, bahasa Inggris seharusnya ditonjolkan untuk Akuntansi. Demikian pula dengan jurusan Sekretaris dan Manajemen Bisnis.*

(A syllabus should, indeed, be designed based upon students' needs referring to their majors. As an example, English at Accounting department should be focused on accounting. So are at Secretary and Business Management majors).

Accounting Teacher added:

*Untuk Akuntansi, paling tidak anak harus mengenal istilah-istilah Akuntansi yang sedikit banyak ada perbedaan dengan jurusan-jurusan yang lain.*

(At the Accounting department, students should, at least, understand the English terms of accounting that have different differences from other majors).

Regardless of the constraints, the teachers seemed to go on trying to provide relevant materials to students' competence. They, for instance, established contacts with other teachers of different subjects, though it was only a little



contact of consultation on special terms that they did not understand. English Teacher 3 explained:

*.....kontak dengan guru bidang studi yang lain tetap saya lakukan. Misalnya, untuk jurusan Sekretaris. Pada jurusan ini ada materi yang berkaitan dengan pelajaran SMI (Surat Menyurat Indonesia), Communication, Handling Telephone yang juga terdapat dalam pelajaran bahasa Inggris.*

(...I establish contacts with other teachers of different subjects. For example, at the Secretary department there are some materials which have relationship with SMI (Indonesian correspondence) subject, Communication, Handling Telephone in which they are also existing in the English subject).

English Teacher 1, additionally, commented:

*Selama ini saya hanya melakukan hubungan informal dengan cara bertukar pengalaman dengan guru-guru bahasa Inggris dari SMK lain. Di MGMP bahasa Inggris saya selalu sharing pengalaman dengan guru-guru lain. Untuk istilah-istilah tertentu yang saya tidak mengerti, saya selalu bertanya kepada guru yang bersangkutan. Misalnya, tentang "balance-sheet" yang ada dalam Akuntansi, saya bertanya kepada guru akuntansi. Yang jelas, saya tanyakan hal-hal yang saya tidak tahu. Saya takut salah.*

(So far, I establish informal contacts by sharing experiences with other English teachers of other SMKs. In MGMP of English, I usually share experiences with other teachers. I always consult to subject teachers about special terms that I do not understand. For example, I discuss about the term "balance-sheet" which is available in Accounting. Clearly, I ask anything I do not know. I am afraid of making mistakes).

It was clear, actually, that the teachers wanted to provide appropriate materials for students. However, the term 'appropriate' was sometimes typically referred to establishing the content of students' professional subject and to students' strengths and weaknesses that, therefore, the students' needs analysis was identically proposed to explore students' strengths/weaknesses. English Teacher 3, in this case, noted:

*Saya memang membuat analisis terhadap kebutuhan siswa dalam mempelajari bahasa Inggris, yaitu dengan cara memberikan pre-test pada awal tahun pelajaran guna mengetahui kemampuan siswa.*

(I, indeed, had carried out an analysis on students' needs in learning English, that is by pre-testing them at the beginning of academic year in order to identify their ability)

This was understandable since the teachers, perhaps, worried about students' ability in understanding English. Again, English Teacher 3 commented:

*Permasalahan dalam mengajar tetap saya alami, terutama dari segi kemampuan speaking dan pemahaman siswa dalam bahasa Inggris. Kalau saya menyampaikan pelajaran dalam bahasa Inggris, hanya sedikit siswa yang bisa mengikutinya. Itu pun karena mereka ikut kursus bahasa Inggris di luar sekolah. Sedangkan siswa yang tidak ikut kursus, pada umumnya kemampuan bahasa Inggrisnya lemah.*

(I still find some problems in the teaching, particularly dealing with students' speaking ability and their understanding about English. When I teach students using English, only a few of them can follow me. This is because they join an English course outside of school. Nevertheless, those who do not join a course, their English abilities are commonly poor).

However, more interestingly, 38 students of 60 (63,33%) viewed that English syllabus should not be designed based upon their professional subjects. This is because they thought that English is universal and is required at any fields. Oppositely, other 22 students (36,67%) agreed to have a learners' needs-based-English syllabus, since 9 of them (40,91%) considered the effectiveness of English at work and the other 13 of them (59,09%) thought of the English practicality to their majors.

How did they claim so? One student of III D class (of the Accounting department) who agreed to have a learners' needs-based-English syllabus, explained:

*Dengan adanya kesesuaian dengan jurusan, bahasa Inggris akan lebih mudah dipahami. Seperti di jurusan Akuntansi, setiap nama rekening baru pasti disertai dengan istilah dalam bahasa Inggris. Contohnya, "Neraca Lajur" bahasa Inggrisnya "Worksheet", "Jurnal Penyesuaian" adalah "adjustment". Seandainya anak Akuntansi tidak tahu apa itu "Adjustment", itu keterlaluan.*

(By matching with the majors, English will be more easily understood. Like at the Accounting department, every new account is certainly expressed in English. For instance, the English term of "Neraca Lajur" is

"Worksheet", "Jurnal Penyesuaian" is "Adjustment". It is just a joke of the year if an Accounting student does not understand what "Adjustment" is).

Meanwhile, another student of I F class (the pre-majoring class) who did not agree to have a learners' needs-based-English syllabus, expressed her opinion:

*Karena nanti kita belum tentu setelah lulus sekolah, kita akan bekerja di bagian jurusan tersebut. Mungkin saja kita tidak beruntung, diterima di bagian lain yang bertolak belakang dengan jurusan kita. Maka dari itu, seharusnya materi bahasa Inggris hendaknya menyeluruh.*

(This is because we will uncertainly, after graduating the college, get relevant-to-majors jobs. It can possibly happen that we unluckily get a job that is in contrast with our majors. Therefore, English should be taught in general).

All students, however, regardless of the opposite opinions, thought of English positively. To them (60 students), English is very important (61,67%) and important (38,33%) considering that it is broadly used in international communications, particularly in welcoming the global market era. In this case, the Principal expressed the importance of English:

*Bahasa Inggris, menurut saya, sekarang ini sangat penting, khususnya menyambut pasar bebas. Kita sebagai peserta bisnis kalau bisa go international, sehingga satu-satunya jalan adalah bahasa Inggris.*

(English, in my opinion, is very important nowadays, especially in welcoming the global market. We, business people, should go international by none other way but English).

It seems, then, very interesting to discuss the phenomena in which English syllabus designing is considered to be an essential process that needs a systematic configuration. However, as some problems raise and hinder the students' progress, a brief anticipation on the problems would be essential to be addressed.

#### **4.3 Discussion and Interpretation**

The study on the question: "Is the English syllabus at SMK I Jember of Business and Management group in the 2000/20001 academic year designed based on ESP Concept?", will considerably invite a deep discussion on two

perspectives; syllabus designing perspective and learner's needs analysis perspective.

From the perspective of syllabus designing, what should firstly be explored is the definition of a syllabus. Based on the evidence, a syllabus is typically defined similarly to GBPP (*Garis-garis Besar Program Pengajaran/Guidelines of Teaching Program*) which is a sub-section of the available curriculum. This, then, becomes an outline and a plan that a teacher brings into classroom activities, though it presents only the subject content rather than that students' performance.

However, since the process of designing the GBPP is considered to be out of students' needs analysis, it is afterward claimed less relevant to students' majors, particularly in providing English teaching outline. Consequently, teachers considered that the materials outline did not fully satisfy students' needs in enrolling in their majors. On the contrary, it seemed to be an obligation for teachers to follow the syllabus since the students' achievement of the English subject is measured with such a measurement as EBTANAS (*Evaluasi Belajar Tahap Akhir Nasional/National Final Examination*). Thus, it was truly a dilemma for teachers as they, on one side, should ideally concern with students' needs in their majors but have to follow the syllabus on other side. All the teachers did to fulfil a relevant English was then inserting the materials outside the 'targeted curriculum' whenever there was a rest of the given time. Alternatively, teachers would like to have a contact of consultation with 'content teachers', though it was just in the way of asking special terms of students' content area that they did not know. The description of the syllabus designing model possibly can be presented as follows:

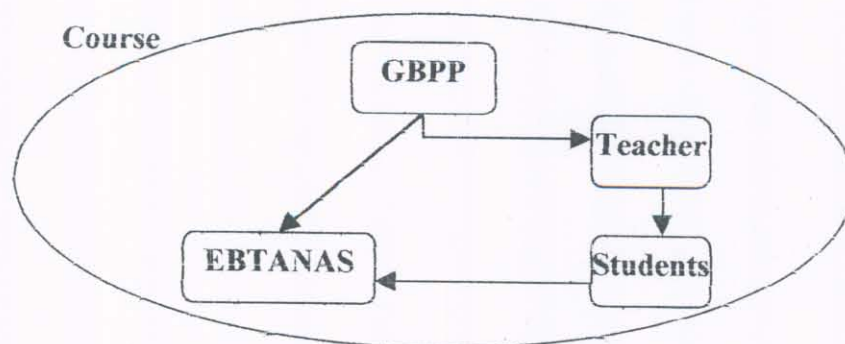


Figure 6. The 'EBTANAS-need-based-syllabus' designing

From the perspective of learners' needs analysis, meanwhile, the teachers' perspectives of the term 'needs analysis' are still focused on the target/present situation analysis in restricted areas. Present Situation Analysis (PSA) was mainly concerned with students' strengths/weaknesses while they firstly came into the courses. This also indicates what teachers worried about students' ability in following the English course. In doing so, a pre-test is considerably to be applied in assessing students' strengths/weaknesses. Meanwhile, Target Situation Analysis (TSA) was mainly focused on the content of students' subject matters. In this case, teachers are used to establishing a contact with 'content teachers', though it is in the way of asking special terms of students' content area that they did not understand. Ideally, however, the TSA should more broadly be proposed to assessing linguistic features while the learners have completed their courses. In other words, a linguistic performance of learners should become the main consideration in facilitating them relevant English.

It is understandable that teachers likely think that it would be wasting time to analyse learners' needs since the syllabus was designed by the 'higher authority'. This is because the teachers typically define a syllabus similarly to GBPP, which provides teaching materials and becomes a subsection of the curriculum. Besides, the existence of EBTANAS and lacks of facilities (e.g. fund, energy, time) also make an effect on students' needs analysis. The description of the model of the students' needs analysis is presented in the following figure.

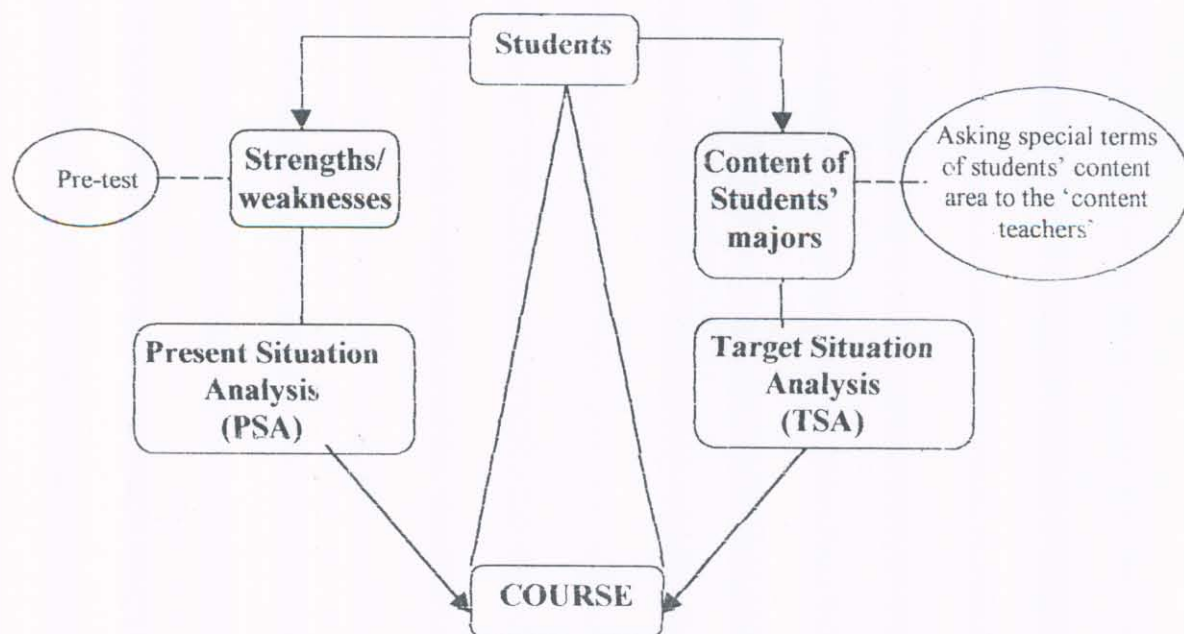


Figure 7. The model of students' needs analysis at SMK 1 Jember

Both of the points of view, furthermore, indicate their particular paradigms that may run in furnishing an English course at a vocational school. The point of view of syllabus designing shows that there is seemingly an 'area division' of the establishing course materials, particularly the English material. As it is discussed by Stern (1987:28-29), the division typically appears on: (1) 'processes' that involve development, implementation, dissemination, and evaluation, and; (2) content, structure, parts, and organisation. In other words, the first 'area' is concerned with the WHO and HOW; who and how to establish the course, and; the second 'area' is concerned with the WHAT; what the course is like or should be like.

Operationally, dealing with the evidence in the field, the WHO and HOW of the course establishment are related to what commonly said as 'curriculum' which involves the running system of an instructional process in which a decision making goes on. In this case, the roles of authority run in smoothly and appear to be accepted well. Meanwhile, the WHAT of the course establishment is related to what is acknowledged as 'GBPP' (*Garis-garis Besar Program*

*Pengajaran*/Guidelines of teaching Program), which becomes a subsection of the curriculum. Some other writers (Yalden, 1987:18-19; Print, 1993:7; Huda, 1999:107), additionally, support the idea.

The perspective of learners' needs analysis, meanwhile, seems to show a contrast in which the English syllabus is not designed based upon learners' needs analysis in joining the course. As the syllabus was designed by the 'higher authority', teachers likely think that it would be wasting time to analyse learners' needs. This is because a syllabus has been identically similar to the GBPP, which provides teaching materials and becomes a subsection of the curriculum. In addition, the existence of EBTANAS is likely forced the teachers to propose the teaching for EBTANAS. Thus, it is quite reasonable for them not to carry out an analysis on students' needs in enrolling in their courses, although the central authority provides opportunities to establish an adaptation and development on the existing curriculum considering the real situation and condition. Besides, lacks of facilities (e.g. fund, energy, time) also affect the learners' analysis.

Fortunately, the 'vocational paradigms' may still exist in terms of designing a syllabus that is concerned with learner's needs. This is indicated by the Principal's and teachers' point of view of having a learners' needs-based-English syllabus. Moreover, the flexibility of the GBPP as indicated by the Principal might become a supporting situation in order to provide relevant English to students' needs. Besides, the learning environment widely opens for the purposes since all components (Principal, teachers, and students) positively think of the essence of English and of the students' needs-based-English-syllabus. This might be importantly because most of the students planned to seek jobs after finishing their courses at SMK 1 Jember.

Nevertheless, the interpretation on PSA and TSA may need a special attention. The PSA interpretation in which it is understood as students' strengths/weaknesses of English ability, indicates what teachers worried about students' ability in following the English course. Indeed, Yin (1988:102) has identified this difficulty. He points out that the most pressing problem faced by students in ESP class is poor linguistic knowledge and that could be a constraint

of the progress of their professional subjects. Even, Blackie (1979:263) shows up the common perspective that ESP should be furnished for students having mastered 'basic English' and that there was little significance in teaching students at lower stage of any language.

Meanwhile, the TSA implementation was mainly focused on the content of learners' subject matters. Ideally, the TSA should more broadly be proposed to assessing linguistic features while the learners have completed their courses. In other words, a linguistic performance of learners should become the main consideration in facilitating them relevant English. In concern with this, what Sukmaantara (1997:162) exemplifies may become an operational description. A group of learners, he says, who want to be waiters/waitresses will surely provide a brief target situation as follows:

They need English for working in restaurants; the emphasis is on speaking; the content could be about welcoming, seating the customers/diners, taking orders, suggesting special cuisine, apologising, etc.; and they will mostly and quite frequently serve native speakers of English (Sukmaantara, 1997:162).

Conceptually, the linguistic description of furnishing appropriate English for students will remind to the basic slogan formulated by Hutchinson and Waters (1989:8): "Tell me what you need English for and I will tell you the English that you need". This, therefore, will be acceptable to provide English that is taught for specific professional purposes. Consequently, specification on the content and performance are extremely required as the learners would like to be readily oriented for certain jobs. In doing so, English teachers should firstly investigate learners' needs before setting up the learning process. Thus, a set of analysis would like to considerably be involved and becomes the fundamental aspect of providing appropriate English for learners.



## V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

Concerning with the findings and analysis of this research, an essential point that considerably needs to be noticed is that the English syllabus, which was taught at SMK 1 Jember in the 2000/2001 academic year, was not based upon students' real needs. The term 'real', in this case, refers to the evidence that English syllabus was concerned with only the 'surface' needs of learners. There are indicatives that show up the evidence.

First, English teachers seem to have less concept of providing relevant English for students who study at specific area of competence. This may make teachers carry out a learners' needs analysis within lack of concerns of performance but within main concerns with the content of the subjects. However, the content itself is merely adopted from a 'typical syllabus', which is familiarly known with the term GBPP (*Garis-garis Besar Program Pengajaran/Guidelines of Teaching Program*). Besides, teachers, in furnishing relevant English, establish contacts with the content teachers (e.g. Accounting teacher) by having consultations for special terms of students' content area that they did not understand.

Second, lack of facilities, energy, and fund may also contribute to teachers' reluctance in ideally facilitating students compatible English that is strongly needed while they have finished completing the course. Besides, the existence of such a standardised test as EBTANAS (*Evaluasi Belajar Tahap Akhir Nasional/National Final Examination*) make teachers come into a dilemma. On one hand, they would like to have a relevant English to students' majors. On the other hand, however, the EBTANAS forces the teachers to follow on since the test items identically deal with what have been available in the GBPP.

Fortunately, the 'vocational paradigms' may still exist in terms of designing a syllabus that is concerned with learner's needs. This is indicated by the Principal's and teachers' positive point of view of having a learners' needs-based-English syllabus and of the essence of English. Moreover, the flexibility of

the GBPP as indicated by the Principal might become a supporting situation in order to provide relevant English to students' needs.

## 5.2 Suggestions

Some suggestions considerably need to be proposed to some parties by which English clearly has a maintenance in order to support the quality of teaching learning program, they are;

a. For the Principal;

It is essential to issue a special decision on English syllabus designing that mainly focuses students' professional subject. Since some difficulties may arise, particularly deal with the systematisation, the Principals' conference (MKKS: *Musyawahar Kerja Kepala Sekolah*) would considerably be effective to strengthen the idea of learner's needs-based-English syllabus designing.

b. For English teachers;

In designing appropriate English syllabus/material, it would be more advantageable to develop a more systematic and continuous analysis on students' needs concerning not only with the content of the subject, but also the students' performance as well. In this case, the learning process is brought into the real or manipulated situations that are considered to be the 'real' situations. This, of course, will possibly go on with content teachers' contacts. The model of the contacts, however, is not merely focused on questioning but on designing the materials.

c. For other researchers;

Since this research was focused on a small area, it would be more strongly recommended if the research is compared with the similar one at another context (place, situation, time). Indeed, to conduct more research is seemingly valuable for strengthening the research findings.

d. For the Government;

The research findings would advantageably become recommendations in facilitating relevant English for vocational school students that makes the educational purpose more practical and closer to the real situations in which

students would enter for. Moreover, the issue of the local autonomy may become a great chance in developing English syllabus/materials of vocational schools, which is based upon learners' needs.

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KEMPP BAHASA INGGRIS SMA/ KEL. BISNIS  
DAN MANAJEMEN PROPINSI JAWA TIMUR

PROGRAM CAWU TAHUN PELAJARAN 199 / 199

MATA PELAJARAN : BAHASA INGGRIS  
URUSAN : KU, ADP, PDG, KOP  
PROGRAM STUDI : AK, SKZ, MB, MK

KELAS : I  
CAWU : I

NO.	POKOK BAHASAN	PERTEMUAN KE/MATERI	NOMOR SAMPUL	ALOKASI WAKTU	B U L A N												KETR.				
					JULI			AGUSTUS			SEPTEMBER			OKTOBER				NOPEMBER			
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1.	A. FORMAL EDUCATION	1. a. Reading : Formal Education b. Vocabulary 2. a. Functional Skill : Verb be b. Speaking 3. a. Listening b. Writing c. Puzzle 4. a. Reading b. Vocabulary 5. a. Functional Skill : b. Speaking c. Puzzle	01	12 x 45' (6 pert a 90')																	
	B. HIGH SCHOOL																				
2.	TES FORMATIF		-	2 x 45'																	
3.	A. ENTERTAINMENT	1. a. Reading : Singing Karaoke b. Vocabulary 2. a. Structure : Present Conti- nous Tense b. Speaking 3. a. Listening : At the Hotel b. Writing c. Puzzle	02	12 x 45' (6 pert a 90')																	







SATUAN PELAJARAN

NOMOR : 1

1. Mata Pelajaran : Bahasa Inggris
2. Pokok Bahasan : A. FORMAL EDUCATION  
B. HIGH SCHOOL
3. Sub Pokok Bahasan : -
4. Kelas : I
5. Program Studi : Ak, Skr, MB, dan MK
6. C a w u : I
7. W a k t u : 6 pertemuan a 90 menit

I. TUJUAN PEMBELAJARAN UMUM :

Dengan kemampuan 500 kosa kata baru pada tingkat kosa kata 1500 dan tata bahasa yang sesuai dengan tema dan pokok bahasan yang telah ditentukan, siswa dapat memiliki ketrampilan berbahasa sebagai berikut : Membaca, menyimak, berbicara dan menulis.

II. TUJUAN PEMBELAJARAN KHUSUS :

Setelah selesai pembelajaran melalui tanya jawab, pemberian tugas, diterangkan dan praktik siswa dapat :

Pertemuan ke 1 :

- a. Membaca teks tentang Formal Education dengan baik dan benar.
- b. Memahami isi teks tentang Formal Education dan menemukan informasi rinci baik yang tersurat maupun tersirat.
- c. Menafsirkan makna kosa kata tentang Formal Education.
- d. Menggunakan kosa kata tersebut untuk melengkapi kalimat

Pertemuan ke 2 :

- a. Melengkapi kalimat dengan menggunakan verb "be"
- b. Membedakan penggunaan am, are, is dengan was, were.
- c. Membuat kalimat yang menggunakan verb "be"
- d. Melakukan percakapan sederhana dengan lancar

Pertemuan ke 3 :

- a. Menemukan informasi rinci dalam wacana lisan.
- b. Membuat karangan singkat berdasarkan pertanyaan yang diberikan.
- c. Mengisi puzzle.

Pertemuan ke 4 :

- a. Mendapatkan gambaran umum tentang isi wacana
- b. Membaca teks tentang High School dengan baik dan benar
- c. Menemukan informasi rinci baik yang tersurat maupun tersirat.
- d. Menafsirkan makna kosa kata tentang High School.
- e. Menggunakan kosa kata tersebut untuk melengkapi kalimat.

Pertemuan ke 5 :

- a. Mengidentifikasi pola dan penggunaan "Simple Present Tense" dan sebuah dialogue.
- b. Menggunakan kata kerja Simple Present Tense dalam kalimat yang benar.
- c. Melengkapi kalimat present tense dengan WH-question.

Pertemuan ke 6 :

- a. Melengkapi dialog dengan kosa kata yang tersedia.
- b. Menjawab pertanyaan-pertanyaan dari dialog
- c. Menebak puzzle dengan benar.



PERT. KE	MATERI POKOK BAHASAN /SUB POKOK BAHASAN	KEGIATAN	KET.
	b. Speaking	<ul style="list-style-type: none"> <li>- Memeriksa jawaban siswa</li> <li>- Memberikan latihan tambahan</li> <li>- Meminta beberapa siswa membaca dialog secara berpasangan</li> <li>- Mengoreksi pengucapan beberapa kata yang salah</li> <li>- Meminta siswa menjawab pertanyaan</li> </ul>	
3.	a. Listening  b. Writing  c. Puzzle	<ul style="list-style-type: none"> <li>- Guru membaca teks lisan sebanyak 3 kali</li> <li>- Meminta siswa mendengarkan dengan seksama</li> <li>- Meminta beberapa siswa menjawab pertanyaan diselebar kertas</li> <li>- Meminta siswa membuat karangan singkat dengan menjawab pertanyaan yang tersedia</li> </ul>	
4.	a. Reading : High Shcool          b. Vocabulary	<ul style="list-style-type: none"> <li>a. Pre-reading <ul style="list-style-type: none"> <li>- Meminta siswa menjawab beberapa pertanyaan task 1 (pp.7)</li> </ul> </li> <li>b. Whilst-reading <ul style="list-style-type: none"> <li>- Meminta siswa melengkapi teks dengan kosa kata yang tersedia</li> <li>- Memeriksa jawaban siswa</li> <li>- Meminta siswa membaca teks</li> </ul> </li> <li>c. Post-reading <ul style="list-style-type: none"> <li>- Meminta siswa menjawab pertanyaan latihan b (pp.8)</li> <li>- Memeriksa jawaban siswa</li> <li>- Meminta siswa melengkapi lagan berdasarkan informasi dalam teks</li> <li>- Meminta siswa menjodohkan frasa</li> <li>- Memeriksa jawaban siswa</li> <li>- Meminta siswa mengerjakan latihan c (pp.10)</li> <li>- Memeriksa jawaban siswa</li> </ul> </li> </ul>	
5.	a. Functional skill : Present Tense       b. Speaking	<ul style="list-style-type: none"> <li>- Meminta siswa membaca dialog dengan hati-hati</li> <li>- Meminta siswa memperhatikan kata-kata yg digarisbawahi</li> <li>- Meminta siswa menjawab pertanyaan mengenai dialog</li> <li>- Menerangkan penggunaan present tense</li> <li>- Meminta siswa mengerjakan latihan b, c, d, dan e</li> <li>- Memeriksa jawaban siswa</li> <li>- Memberikan latihan tambahan</li> <li>- Memeriksa jawaban siswa</li> </ul>	

PERT. KE	MATERI POKOK BAHASAN /SUB POKOK BAHASAN	KEGIATAN	KET.
6.	a. Speaking  b. Writing  c. Puzlle	<ul style="list-style-type: none"> <li>- Meminta siswa melengkapi dialog dengan kosa kata yang tersedia</li> <li>- Memeriksa jawaban siswa</li> <li>- Meminta beberapa siswa secara berpasangan memperagakan dialog</li> <li>- Meminta siswa membuat karangan singkat dengan menjawab beberapa pertanyaan</li> <li>- Berdiskusi untuk menebak Puzzle</li> </ul>	

#### IV. SARANA DAN SUMBER

##### A. Sarana

1. Tape
2. Kelas

##### B. Sumber

1. GBPP Bahasa Inggris untuk SMEA kurikulum 1994.
2. Buku bahasa Inggris untuk kelas I SMK oleh MGMP Bahasa Inggris
3. Kamus
4. Practical English Grammar
5. Understand and Using English Grammar

#### V. EVALUASI

##### A. Reading Comprehension

Read the text carefully !

### Vocation School

We are studying in the Vocational School of the Business and Management group. Vocational school is the secondary education that prepares students to get into profession to enlarge their careers. They compete to improve themselves to be successful middle workers to meet the need of business field and industry at present and in the future. The vocational school also prepares graduates to be productive, adaptive and creative citizens.

There are six groups of vocational High School. They are Agriculture and Forestry, Technology and Industry, Business and Management, Social Welfare, Tourism, and Art and Handicraft.

The business and Management group has some education programs, such as secretarial work, accounting, finance and banking, tourism, business and corporation.

Answer the following question !

1. Where is the writer studying ?
2. In what group is the writer studying ?
3. Is vocational school secondary education ?
4. Why do the students compete to improve themselves ?
5. How many groups are there in the vocational school ?

B. Complete the dialogue with the words provided !

- a. university
- b. confused
- c. certainly
- d. capable
- e. vocational school
- f. suggestion
- g. school
- h. immediately

Tom : Good morning, Rud, how are you ?

Rudy : Hi, Tom. I am fine, thank you.

Tom : I have some troubles. Can you help me ?

Rudy : ..... What is your problem ?

Tom : I don't know which ..... I have to enter.

Rudy : Oh, don't be so ..... if you want to continue study ing to a ..... you'd better choose the General school. How ever, if not, you can take a ....., okay ?

Tom : Thank you for your suggestion.

C. Put into the correct form of the verb and complete the respond !

1. Betty's father (be) an entrepreneur ? Yes .....
2. Your father (work) in his own grocery store ? No, .....
3. Mrs. Harzen (want) her daughter to be a secretary ? Yes, ..
4. You (want) to be an engineer ? No, .....
5. Mr. Harry (own) farm in his village ? Yes, .....

J ember \_\_\_\_\_, \_\_\_\_\_ 199

Mengetahui

Kapala SMK NEGERI 1 Jember



SMK 1  
 PLAN MENENCAH  
 KEPURUAN  
 JEMBER SARDJONO SH  
 NIP. 130 328 719

Guru Bahasa Inggris



Drs. HADI SISWOYO  
 NIP. 132 144 412



## LESSON PLAN

**Level** : First Year  
**Topic** : Meeting and Greetings  
**Time** : 90 Minutes.

I. Skill Focus : Listening and Speaking

II. Objective : By the end of this lesson the students are able to talk about "Meeting and Greetings".

III. Motivating Strategies : - What do you say when you meet your friend ?  
- If you meet someone when you go to school, What do you say to him / her ?  
- Where are you from ?  
- What is your nationality ?

IV. Presentation :

To day we are talking about " Meeting and Greeting ". Greeting is a common expression that used to begin a conversation. Leave - taking is a common expression that is used to end a conversation. By the end of this lesson I hope you are able to greet someone and how to say good-by.

V. Skill Practice :

Activity 1

: The student practice the dialogues in pairs.  
- please underline the greetings  
- please mention leave - taking expressions.

Activity 2

: The teacher dictates words, phrases, sentences to the students. Students listen carefully and write down what the teacher dictates.

Activity 3

: Match the expression on column A with the expression on column B.

Activity 4

: The students do the role play. Using expressions for meeting and greeting.

VI. Summing - Up

" Students, what have we learnt today ?"  
- What is greeting ? Give Examples.  
- What is leave - taking ? Give examples.

VII. ASSESSMENT :

- Students practice greeting and leave taking.  
- Students retell the dialogue 2 in activity 1 using their own words.

# TEACHING MATERIAL

- Topic** : 1. Meeting and Greeting.
- 1.1. Between Colleagues
  - 1.2. Nationalities and languages.
  - 1.3. Parting and Thanking.

**Focus on** : Listening and Speaking  
**Level** : The first year.

## Activity 1.

Practice these dialogues in pairs !

- Please underline the greetings on the dialogues
- Please mention leave taking expressions

## Dialogues 1.

- Ola : "Hi Tom "I Fancy meeting you here".  
How's everything ?
- Tommy : "Great, What about you?"
- Ola : "Not too bad. I hear you doing well on your job.  
What does your company do ?"
- Tommy : " We export tissue paper. And I see that you're still on the same job.  
Ola?"
- Ola : "Why, yes. I like my being a receptionist in this hotel. I meet lots of  
people from all over the world "
- Tommy : " Right, Ola I'm in a hurry. My friends is waiting. See you again, Ola".
- Ola : "Bye, Tom, and don't forget to keep in touch."

## Dialogues 2.

**The situation** : George Brown is a foreign exchanged student.  
At school , the meets some of his friends before the class begin.

- Andy : Hai, George. How is Everything?
- George : It's O.K. How about you?
- Andy : Does everything run well again? This is my friend Anto.
- George : How do you do? Nice to meet you.
- Anto : How do you do? I am glad to meet you, too.  
Are you George B.... How do you spell your name?
- George : George Brown. G-E-O-R-G-E B-R-O-W-N.
- Anto : How do you like Jakarta?
- George : I love it but it's Quite hot. I love Indonesian people.  
They are nice and polite.
- Anto : Where are you from and what is your nationality?
- George : I am from America. I am an American.  
Have you ever gone there.

Anto : Not yet, but I hope I will go there someday.  
 Andy : By the way, the bell is ringing. It's time to go to class now.  
 Do you have class now?  
 Anto & George: Yes, we have.  
 O.K. Let's go now. See you later.  
 Andy : Well, see you next Good - Bye.  
 Anto & George: Good - Bye. See you later.

**Activity 2**

Listen to the teacher's voice, while listening write down the words, phrases, and sentences read by the teacher.

**Activity 3**

Match the expression on column A with expression on column B.

No.	COLUMN A	COLUMN B
1.	Hi, How are you?	Good afternoon
2.	Oh, not bad thanks	Hai mark, how is every thing?
3.	Fine, thanks	Hello mary, how are you?
4.	Pretty good thanks	your parents.
5.	send my regard to ...	Hello Jane, how are you doing.

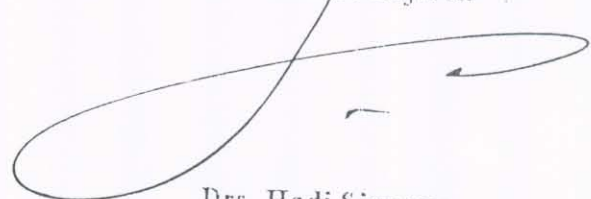
**Activity 4**

Works in pairs. Do the role play based on the situations given.

- You are meeting your aunt at the airport. She is coming back from Australia, while waiting you meet an old friend. After talking for a while, you hear that your aunt's flight has arrived.
- You are studying with a friend and forget the time, suddenly you realize it is late and you have to go home.
- It is late in the evening. You have just seen a movie and are now leaving the cinema. You meet your English teacher.

Jember, ..... 2001

Guru Mata Pelajaran



Drs. Hadi Siswoyo  
 NIP. 132 144 412

Mengetahui,  
 Kepala SMK Negeri 1 Jember

Sunyoto, S. Sos.  
 NIP. 130 805 529

# TEACHING MATERIAL

## DICTATION MATERIAL

### Words.

1. Well
2. Nice
3. Good
4. Fine
5. Meet
6. See
7. Morning
8. Again
9. Regard
10. Nationality

### Phrases .

1. Good - bye
2. Thanks - you
3. See - you
4. Very well
5. Good afternoon

### Sentences.

1. How are you ?
2. How do you do ?
3. Fine, Thank you
4. I am glad to meet you
5. Send my regard to your mother.

Lampiran 11

Untuk SMK Kelas I dan II Tahun Pelajaran 2000/2001

HARI SEKOLAH DAN HARI LIBUR SEKOLAH  
 DI LINGKUNGAN KANTOR WILAYAH DEPARTEMEN PENDIDIKAN NASIONAL  
 PROPINSI JAWA TIMUR TAHUN PELAJARAN 2000 / 2001

Tanggal	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
JULI 2000																																		
AGS 2000	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																
SEP. 2000	40	41	LU	42	43	44	45	46	47	LU	48	49	50	51	52	53	LU	54	55	56	57	58	59	LU	60	61	62	63	64	65				
OKT. 2000	LU	66	67	68	69	70	71	LU	72	73	74	75	76	77	LU	78	79	80	81	82	83	LU	84	85	LHB	86	87	88	LU	89	90			
NOP 2000	91	92	93	94	LU	95	96	97	98	99	100	LU	101	102	103	104	105	106	LU	107	108	109	110	111	112	LU	113	114	115	116	117	118	119	120
DES 2000	LBP	LBP	LU	LBP	LBP	LBP	LBP	LBP	LU	LBP	LBP	LBP	LBP	LBP	LBP	LBP	LU	LBP	LBP	LBP	LBP	LBP	LBP	LU	LBP	LBP	LHR	LHR	LHR	LHR	LHR	LU		
JAN 2001	LHB	LHR	113	114	115	116	LU	117	118	119	120	121	122	LU	123	124	125	126	127	128	LU	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS		
PEB. 2001	4	5	6	LU	7	8	9	10	11	12	LU	13	14	15	16	17	18	LU	19	20	21	22	23	24	LU	25	26	27	LU	1	2	3		
MAR. 2001	28	29	30	LU	LHB	31	32	33	34	35	LU	36	37	38	39	40	41	LU	42	43	44	45	46	47	LU	LHB	48	49	50	51	52			
APR 2001	LU	53	54	55	56	57	58	LU	59	60	61	62	LHB	63	LU	64	65	66	67	68	69	LU	70	71	72	73	74	75	LU	76				
MEI 2001	77	78	79	80	81	LU	82	83	84	85	86	87	LU	88	89	90	LHB	91	92	LU	93	94	95	LHB	96	97	LU	98	99	100	101			
JUNI 2001	102	103	LU	LHB	104	105	106	107	108	LU	109	110	111	112	113	114	LU	115	116	117	118	119	120	LU	121	122	123	124	125	126				
JULI 2001	LU	LS	LS	LS	LS	LS	LU	LS	LS	LS	LS	LS	LU	LS	LS	LU																		

KETERANGAN:

LHB = LIBUR HARI BESAR      LBP = LIBUR BULAN PUASA  
 LU = LIBUR UMUM              LHR = LIBUR HARI RAYA  
 LCW = LIBUR CATUR WULAN    LS = LIBUR SEMESTER

HARI EFEKTIF SEKOLAH

- Semester I = 128 hari  
 - Semester II = 126 hari

Hari Libur Sekolah

- 17 Agustus 2000 = Proklamasi Kemerdekaan RI
- 25 Oktober 2000 = Isra' Mi'roj Nabi Muhammad SAW.
- 25 Desember '00 = Tahun Baru
- 01 Januari 2001 = Tahun Baru
- 27 - 28 Des 2000 = Idul Fitri
- 05 Maret 2001 = Idul Adha
- 25 Maret 2001 = Nyepe
- 26 Maret 2001 = Tahun Baru Hijryah
- 13 April 2001 = Wafat Isa al Masih
- 17 Mei 2001 = Waisak
- 24 Mei 2001 = Kenalkan Isa al Masih
- 04 Juni 2001 = Maulid Nabi Muhammad SAW.

Lampiran 11



## Appendix 5

## PROGRAM TAHUNAN

MATA PELAJARAN : BAHASA INGGRIS

KELAS : IIF

SATUAN PELAJARAN: SMK NEGERI I JEMBER TAHUN PEL:2000/2001

SEMESTER	POKOK BAHASAN	ALOKASI WAKTU	KETERANGAN
I	➤ The Location of your company	10 jam	
	➤ Business Activities	10 jam	
	➤ Schedules and Timetables	10 jam	
	➤ My School	10 jam	
	➤ Expressing Schedules in Future Tense	10 jam	
	➤ Lives and Career	10 jam	
	<b>Jumlah</b>		60 jam
II	➤ Writing Letters	10 jam	
	➤ Interviewing someone	10 jam	
	➤ Leaving and Taking Telephone Message	10 jam	
	➤ Handling Guest	10 jam	
	➤ Advertisement	10 jam	
	➤ Shopping	10 jam	
	<b>Jumlah</b>		60 jam

Appendix 6

**RENCANA PEKAN EFEKTIF**

**JENJANG SEKOLAH : SMK NEGERI I JEMBER**  
**MATA PELAJARAN : BAHASA INGGRIS**  
**KELAS/SEM/PROG : II/4/PJ**  
**TAHUN PELAJARAN : 2000/2001**

**I. Jumlah Pekan (Lihat Kalender Pendidikan) dalam Semester :**

No.	NAMA BULAN	PEKAN
1	JANUARI	1
2.	FEBRUARI	5
3.	MARET	5
4	APRIL	5
5	MEI	5
	JUMLAH	21

**II. Jumlah Pekan yang tidak Efektif :**

1. Penyusunan-penyusunan jadwal semester 4 : 7 hari
  2. Tes semester : 7 hari
  3. Cadangan/lain-lain : 7 hari
- JUMLAH : 21 hari = 3 pekan

**III. Jumlah Pekan yang Efektif :**

21 pekan (I)-(II) 3 pekan = 18 pekan

PROGRAM SEMESTER  
SMK NEGERI 1 JEMBER

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER: II-F/4  
TAHUN PEL. : 2000/2001

Jl. JAMBU No.17 Telp. 483108

No	POKOK BAHASAN/SUB POKOK BAHASAN/SATUAN PELAJARAN	ALK WAKTU	JANUARI						KET.								
			1	2	3	4	5										
1.	Writing Letters	2 x 40'	2														
										➤ Mengenal istilah-istilah pembuatan surat							
										➤ Menulis surat pribadi kepada teman	2						
										➤ Menulis surat lamaran	2						
										➤ Menulis surat untuk meminta barang	2						
										➤ Tes Formatif	4						
										2. Interviewing someone							
										➤ Membuat daftar pertanyaan-pertanyaan yang berhubungan dengan wawancara	4						
										➤ Mereview yes/no questions	2	2					



**ANALISIS MATERI PELAJARAN**

**SEKOLAH**

**: SMK NEGERI I JEMBER**

**BIDANG STUDI/MATA PELAJARAN : BAHASA INGGRIS**

**KELAS/SEMESTER/PROGRAM : II-F/4/PENJUJUAN**

NOMOR URUT	NOMOR PB/SPB	POKOK BAHASAN SUB BAHASAN	POKOK BAHASAN	SATUAN BAHASAN		ALOKASI WAKTU	JAM PERTEMUAN	KETERANGAN
				NOMOR URAIAN	RUMUSAN			
1.	1.1	Writing Letter	Personal	1.1.1	Mention the parts of a personal letter	30'		
				1.1.2	Write personal letter to a friend	40'		
				1.2.1	Mention the parts of a business letter	20'		
2.	1.2	Writing Letter	Business	1.2.2	Mention the differences between letter of inquiry and application	20'		
				1.2.3	Write business letter	30'		

# Interview Guide

Informant: The Principal

## I. Opinion/basic understanding

1. What do you know about a syllabus?
2. What is a syllabus for?
3. Is a syllabus needed/important?
4. Should a syllabus design be based on students' needs?
5. Should a teacher tell students about the syllabus in the early time of academic year?
6. What do you think of English? Is it important?
7. Should English of SMK be taught specifically following students' content area of competence?
8. What do you know about English for Specific Purposes (ESP)?

## II. Implementation

1. How do you manage the materials of teaching and learning process at your school, especially the teaching of English?
2. Do you assign teachers to have/design a syllabus? Why?
3. Do you hold supervision on teachers in syllabus designing? If yes, how do you carry out the supervision?
4. Will you take a sanction if there is a teacher who does not have/design a syllabus in his/her courses?
5. Do you make special decision on English syllabus designing? Why?
6. Do you assign the English teachers to analyse learner's needs at early period of the teaching of English? Why?
7. Do you establish a contact with other parties either formally or informally in providing relevant English material for the students? If yes, who are they, and what kind of contact do you establish with them?

Note: *The interview was carried out in 'Bahasa Indonesia'.*

## Interview Guide

Informant: The English Teachers

### I. Opinion/basic understanding

1. What do you know about a syllabus?
2. What is a syllabus for?
3. Is a syllabus needed/important?
4. Should a syllabus design be based on students' needs?
5. Should a teacher tell students about the syllabus in the early time of academic year?
6. Should English of SMK be taught specifically following students' content area of competence?
7. What do you know about English for Specific Purposes (ESP)?

### II. Implementation

1. How do you design English syllabus for students?
2. Do you analyse students' needs before designing English syllabus? Why?
3. Do you establish a contact with other parties either formally or informally in providing relevant English material for the students? If yes, who are they, and what kind of contact do you establish with them?
4. What does the English syllabus that you convey contain?
5. What is your consideration in providing the contents of the syllabus/ materials?

Note: *The interview was carried out in 'Bahasa Indonesia'.*

# QUESTIONNAIRE



Name : .....  
Class/Major : .....

*Answer the questions below and provide the appropriate reasons!*

1. In your opinion, is English important?  
a. Very important                      b. Important                      c. Unimportant

Why?

.....  
.....  
.....

2. At SMK (*Sekolah Menengah Kejuruan*/Vocational High School), should English be taught based upon students' competence (e.g. Accounting, Secretary, Business Management)?  
a. Yes, it should be                      b. No, it should not be

Why?

.....  
.....  
.....

3. Do you want to get a job after graduating from your school?  
a. Yes, I do                      b. No, I do not

- If yes, mention the job that you want to get?

.....

- If no, what do you plan to do after graduating from SMK?

.....

Note: This is the English-translated questionnaire. Originally, all Questionnaires were written in 'Bahasa Indonesia'