ENGLISH EDUCATION DEPARTMENT ALUMNI'S PERSPECTIVE ON ENGLISH CURRICULUM DEVELOPMENT OF IAIN ANTASARI BANJARMASIN

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ABSTRACT

Curriculum is the foundation of the teaching-learning process. The development of programs of study, learning and teaching resources, lesson plans and assessment of students, and even teacher education are all based on curriculum. Curriculum and curriculum development at first glance appear to be of chief concern to educators, governments and parents, and all have relevance and impact on the development of communities and prosperity. One of the most important activities of the university is the development of curriculum or course outlines in consonance with the national and international demands and realities.

This study was aimed at finding the English education department alumni's perspective on curriculum development and what the alumni really expect towards the curriculum development of the English Department. This study was conducted to the 29 alumni of English Department of Faculty of Tarbiyah and Teachers Training. The data needed were the perspective, opinion and suggestion from the alumni of English Education Department Faculty of Tarbiyah and Teachers Training of IAIN Antasari Banjarmasin. These data gained from the result of questionaire, in depth-interview and documentation.

This research found out that the course of English department curriculum has given perspective for alumni which most of them said that this curriculum has been run well and have good content. The courses have to be developed to address specific set of needs and to cover a given set of objectives. It has been changed periodically, since demand of changing needs. This English curriculum develop students' awareness of the learning process and their role as learners by developing their knowledge and skills, how to use reference words, design to assist them in independent study, awareness of their own learning styles, strengths and weakness, familiarity with various techniques, foreign culture and nature of learning strategies.

Alumni of English department expect to get a lot of information of grammar subject, language skills, develop self confidence in speaking, have students' journal of small research and newspaper in English, and use some of the basic skills relating to information technology. This research suggests to English department for making grammatical syllabus based on the notion of grammatical competence, course guide should be provided for each offered in the program with information on the course, aims and objectives, recommended, materials and methods, suggested learning activities, and procedures for assessment. Lecturers need to be told when they are doing well and when there are problems in performance, teachers who perform well should acknowledge for good service, mentor (senior lecturer) should share ideas, train, and advice to novice lecturers and provides instructional material to successful language learning.

Key words: Curriculum, Alumni, English Department, Perspective

RATIONALE

  Curriculum is the foundation of the teaching-learning process. The development of programs of study, learning and teaching resources, lesson plans and assessment of students, and even teacher education are all based on curriculum. Curriculum and curriculum development at first glance appear to be of chief concern to educators, governments and parents, and both have relevance and impact on the development of communities and prosperity. According to De Coninck (2008), curriculum, more than ever before, is now viewed as being at the centre of daily life and the responsibility of society as a whole. Levin (2007) noted that curriculum documents were "a very large part of the work done by administries ofeducation in creating curriculum content. However, over time, Levin (2007) states thateducational change is more complex, and "as governments have attempted to make large-scalechanges," curriculum change has become "less of an activity in its own right" and curriculum renewalhas become part of a broader strategy for change in education.

  Curriculum development today presents both a strategic process challenge as well as a policy challenge. For example, the policy should aim to teach what is the value, as embodied in subject disciplines, and foradditional challenges in curriculum development often arise from gaps between the *intended curriculum*(policy, vision, rationale and philosophy underlying a curriculum), the *implemented curriculum*(curriculum as interpreted by school administration and teachers; the process of teaching and classroompractices) and lastly, the *attained curriculum* (learning as experienced by learners, resulting fromdefined learning outcomes for students). If a curriculum revision process is overly ambitious, is carriedout within short timelines and is within an environment of low investment in teachers, problems willinevitably arise. A particular curriculum may include knowledge and require pedagogy that teachersmay or may not have. To address this problem, education systems provide "professional developmentfor teachers, but it is highly unlikely, given the amount and variety of curriculum content, that we canprovide enough support to enable most teachers to teach most subjects with a very high level of content and pedagogical knowledge" (Levin, 2007, p. 14).

  Further, if there is poor planning and linking with other system components, such as assessmentprograms and learning and teaching resources, problems will arise. When problems and tensions doarise, participants tend to engage in blaming each other for problems in the education system. Thus,curriculum needs to be thought of as a web of interrelated and aligned activities dedicated to achievingcommon learning goals (Thijs & van den Akker, 2009).

  One of the most important activities of the university is the development of curriculum or course outlines in consonance with the national and international demands and realities. Along with the importance of curriculum development, the Faculty of Tarbiyah and Teachers Training has programmed Curriculum Revitalization in 2014 for all departments. This program was intended to re-evaluate and reform the previous curriculum widely. One of the agenda is that the faculty has offered minimum credits for the students so that they are able to finish their study in eighth semesters. Dealing with this program, English Education Department is demanded to organize the program of study

comprehensively to determine which subjects are required and which are electives, with corresponding time allocations and credits.

This study was conducted to the alumni at English department of Faculty of Tarbiyah and Teachers Training in Banjarmasin. It aims to know theEnglish department alumni's perspective on curriculum development and to know what the alumni really want towards the curriculum development of the English department. Through this study, it is hoped that the lecturersknow theEnglish department alumni's perspective on curriculum development. Therefore, the English department will provide the students of English Department through the better curriculum that they really need to acquire.

METHOD

This is a qualitative research. It was aimed at finding the English education department alumni's perspective on curriculum development and the alumni really expect towards the curriculum development of the English Department. This study was conducted to the 29 alumni ofEnglish Department of Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin.

The researchers employed three instruments to obtain the data. Firstly, the questionnaires were delivered to 29 alumni of English department. The survey was conducted in Banjarmasin. The alumni have different professions, such as teachers, lectures, bankers, tour guides, administrations staff, and businessmen. The various professions would be easier to recognize different perspective on curriculum development. The researchers got the data from alumni, then analyzed the data and compared them to the theories that related to the object of the research to get the result of the research.The researchers used questionnaires, to get the data about the alumni's perspective on English curriculum development.

After the data were collected, the researchers classified them based on the problem statement and then analyzed them qualitately so that all data can be used to answer the probing questions systematically. Questionnaires that have been standardized by Jack Richards as many as 117 items questions. A questionnaire was to assess students' response for activities needed for teaching and learning at English department. The questionnaires were divided into 7 categories with varied options such as (1) very useful, useful, and not useful, (2) no, a little, good, and best, (3) very true, true, and not true, (4) always, often, sometimes, never, and no, (5) very important, important, not important, and not sure.

Secondly, interviewwas conducted to 29 alumni of English department. It was to discover some questions such as track of their learning activities, students' expectation to lecturers, students' difficulties in English skills, students' response to succeed in their skills, the importance of skills, task required and activities to improve skills.The in–depth interview was used to cross check all data obtained from questionaire and also to dig deeeper about the issues about the support and obstacle in pursuing the professional development. The interview was focused onalumni in Banjarmasin.

Thirdly, furthermore, to complete the data from questionnaires andinterview, documentation is also needed. The documentation collected wasfrom English department office. Researchers attempted to cross-check any newly acquired data with previous data

obtained or else with the data retrieved. Any data obtained, the researchers sought to understand, identify, analyze, and interpret, according to the context of the research.

DATA PRESENTATION

The analysis on the questionnaires, interview, and documentation provided information on the English education department alumni's perspective on curriculum development. The alumni really expect towards the curriculum development of the English department. This will help themto give more precise focus to program goals; aims are often accompanied by statements of more specific purposes.Objective refers to a statement of specific changes and a program seeks to bring about and result from an analysis of the aim into its different components.

Curriculum at English Education Department of Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin

Curriculum of English education department at Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin is demanded to organize the program of study comprehensively to determine which subjects are required and which are electives. The unique focus of English education on language teaching, linguistics and literature are restricted to limited time allocation, and topics.Some of the courses in the curriculum are prerequite for others. Some of them may be taken concurrentlywith the courses that require them, but some others are to be taken previously.By design, students of this program can finish their study in four years or in the eighth semester. The classification of English education department curriculum consists of 155 credits, namely (a) 14 credits for general subjects, (b) 36 credits for knowledge and skill courses, and (c) 105 credits for English major courses which consist of required courses and elective courses, research courses, and internship courses in English Language Teaching.

Description of Activities in Studying English and Usefulness

Here is data about activities in studying English and usefulness. The subject of 29 alumni chose the activities in studying English which based on their experience in 3 options, namely very useful, useful and no useful.

Table 1.The Activities in Studying English and the Usefulness

NO	ACTIVITIES	Very Useful	Useful	No Useful
1	Practicing dialogues from a book.	10	18	1
2	Practicing drills on tones, sounds, and grammatical patterns	18	11	0
3	Free conversation with native speakers	19	10	0
4	Free conversation with other learners of English	11	1	0
5	Memorizing bilingual vocabulary lists	12	16	1
6	Studying English textbooks at home	7	22	0
7	Studying grammar of English	14	15	0
8	Studying the tone system of English	8	17	4
9	Studying the difference between Indonesianand English	6	15	1

10	Doing pair-work exercises	10	18	1
11	Doing group-work exercises	11	16	2
12	Doing translation exercises	10	18	1
13	Writing down English using a romantizes sytem	0	13	11
14	Watching TV in English at home	10	17	2
15	Watching or listening to people speaking English around me	13	15	1
16	Using cassettes at home	3	23	3
17	Talking to friends in English	12	17	0
18	Trying to use English whenever I havethe opportunity	11	17	1
19	Putting myself in situations in which I will beforcedto speak in English	9	19	1
20	Making myself understood even if I makea lot of mistakes	11	17	1
21	Speaking a good English without makingmistakes in grammar or pronunciation	3	23	3
22	Studying with a private teacher	6	19	4

The table shows that many alumni concern to their activities mostly in studying English such as practicing dialogues from a book, practicing drills on tones, sounds, and grammatical patterns, and free conversation with native speakers. They assume that those are very useful for understanding English in general. Besides, free conversation with other learners of English, memorizing bilingual vocabulary lists, and studying English textbooks at home could be helpful in improving English.

As the main goal of learning English, alumni state that studying the tone system of English, studying the difference between Indonesian and English, doing pair work exercises, doing group work exercises, doing translation, writing down English using English system, watching TV in English at home, watching or listening to people speaking English around them are useful for the alumni.

Media is that instructional media are instrument of motivation and they can also stimulate interest in language program. Furthermore, alumni state that with the help of media, the use of the students' mother tongue can be avoided. The main function of the instructional media usage is to support the instructional interaction between the teacher and the student. Alumni' choice of the questionnaires mostly that using cassettes at home are needed for the students. This media enhance understanding with teaching guide for using audio cassette; students have the words, information, music and good feeling of sound effect.

Speaking is a very important part of foreign language learning. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. Alumni believe that talking to friends in English, trying to use English whenever they have the opportunity, putting their self in situations in which they will be forced to speak in English, make them understood even if they make a lot of mistakes, speaking good English without making mistakes in grammar or pronunciation. Those, they are becoming frequent, taught by specialist tutor for speaking since they are

useful for the alumni. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learners in school and success later in every phase of life.

Description of Hopes for English Teacher

This table below shows the expectation of 29 graduates of English department for English teacher in IAIN Antasari Banjarmasin, since curriculum development demands teachers professional development in technique of teaching.

Table 2. Hopes for English teacher

No	HOPES	No	A Little	Good	Best
1	Explain new grammar points before practicing them	0	6	10	12
2	Practice before explaining new grammar Points.	1	7	16	5
3	Correct any mistakes I made in front of Others immediately.	2	18	15	1
4	Correct my mistakes of grammar.	0	0	12	13
5	Correct my mistakes of pronunciation	0	0	10	16
6	Use English only.	2	13	10	4
7	Use both Indonesian and English.	3	3	19	3

Based on table above, alumni expect English teachers are highly qualified and knowledgeable in the latest teaching methodologies. Table shows that alumni hope that the activities in class or with tutor such as explain new grammar points before practicing them, practice before explaining new grammar points, correct any mistakes they made in front of others immediately, correct their mistakes of grammar, correct their mistakes of pronunciation, use English only, and use both Indonesian and English. These activities of teaching, expected to be good. Since alumni or students want to be teachers.

Description of Problem in Speaking Skill

The frequency of problem in speaking could be seen in this table below, usually these problems happened to learners with large classes that interferes with fluent speech.

Table 3. Problems in Speaking Skills

NO	Problems in Speaking	Always(1)	Often (2)	Sometimes (3)	Never (4)	N/A (5)
1	Have difficulty giving Oral presentations.	3	5	16	6	0
2	Have trouble wording what you want to say Quickly enough.	0	10	18	0	0
3	Worry about saying Something in case you Make a mistake in your English.	2	10	13	5	0
4	Not know how to say something in English	1	3	24	2	0
5	Not know the best way	1	3	23	2	0

NO	Problems	Always(1)	Often (2)	Sometimes (3)	Never (4)	N/A (5)
	to say something in English.					
6	Have difficulty with your pronunciation of words.	1	2	3	4	5
7	Find it difficult to enter discussion.	0	2	20	7	0
8	Other (please specify) :	1	0	3	0	0

In speaking aspect, the alumni of English Department also have problems that often happen when they studied. They stated that they have trouble wording what they want to say quickly enough, they worry about saying something in case they make a mistake in their English, they also have difficulty giving oral presentations, they do not know how to say something in English and they do not know the best way to say something in English. The alumni also stated that they have difficulty with pronunciation of words and find difficulty to enter discussion in the classroom.

Description of Problem in Listening Skill

Listening is an indispensable part of English learning, as students receive a great deal information from speakers which is quite difficult for some learners as table below.

Table 4. Problems in Listening Skills

NO	Problems in Listening	Always(1)	Often (2)	Sometimes (3)	Never (4)	N/A (5)
1	Have trouble understanding lectures.	0	6	21	3	0
2	Have trouble taking effective notes	0	9	18	2	0
3	Have to ask staff questions to clarify material you have been taught.	0	7	15	7	0
4	Have trouble understanding lengthy description in English.	1	8	18	2	0
5	Have trouble understanding spoken English instruction.	0	5	23	1	0
6	Have trouble understanding Informal language	1	8	18	2	0
7	Have trouble understanding the subject matter of talk, e.g. What is being talked.	0	5	17	7	0
8	I also have difficulty with (please specify) :	1	1	5	0	0

From the table above that the alumni's problem in listening skills when they studied at English department, it is found that the most often problem, such as they have trouble taking effective notes, they have trouble understanding lengthy descriptions in English, and they also have trouble understanding informal language. In listening skill, they thought that they have to ask staff questions to clarify material that the teacher have been taught, they have trouble understanding lectures, they have trouble understanding spoken instruction, and they have trouble understanding the subject matter of a talk, such as what is being talked about.

Description of Problem in Understanding Lecturer

Problems in understanding lecture can be speech of lecturers. Some difficulties are accent and lecturers' talking. To know further see table 4.

Table 5. Problems in Understanding Lecturers/ Other Students

Alumni's Problems	Often (1)	Sometimes (2)	Never (3)
They talk very fast.	4	23	2
They talk very quietly.	1	21	7
Their accents of pronunciation are different from what I am used to.	13	21	5
More than one person isspeaking e.g. in groupdiscussion.	4	21	4
Other (please specify) :	2	15	1

The table above describes about the reasons why the alumni have problems when they tried to understand lecturers or other students. Most of the alumni of English department stated that it is because of the teachers' accents or pronunciation is different from what they used to. It is also because they talk very fast; more than one person is speaking such as in group discussions, and they talk very quietly.

Description of Alumnae's Response on Activities Happened to Them

This data below tells about response activities of alumni as mini-lesson to get alumni's feeling, thought, ideas when they were as students.

Table 6.Alumnae's Response on Activities Happened to Them.

NO	Alumni's Response	Always(1)	Often (2)	Sometimes (3)	Never (4)	N/A (5)
1	Have difficulty giving oral presentation.	3	5	16	6	0
2	Have trouble wording what you want to say quickly enough	0	10	18	0	0
3	Worry about sayingsomething in English.	2	10	13	5	0
4	Not know how to saysomething in English.	1	3	24	2	0
5	Not know the best way tosay in English.	1	3	23	2	0
6	Have difficulty with	1	2	20	7	0

	your pronunciation of words.					
7	Find it difficult to enter discussion	0	2	20	7	0
8	Other (please specify) :	0	0	3	0	0

Based on table 6, there were 29 graduates of English department who participated in answering these questionnaires. It is stated that alumni have trouble wording what they want to say quickly enough, not know how to say something in English, not know the best way to say in English, have difficulty with pronunciation of words, and find it difficult to enter discussion.

A questionnaire on preferred learning styles, classroom activities, and teaching approaches can be used to identify learners' learning styles preferences. Where discrepancies and identified between views of teaching and learning on the parts of teachers and students, these may have to be addressed through learner training, discussion, and orientation to the course.

Choice and sequencing of those activities above in syllabus ideally reflect not only the intrinsic ease or difficulty of items but their relationship to other aspects of syllabus that may be develop simultaneously. They should address communicative skills; vocabulary is involved in the presentation of any types of language content, so it will be more comprehensive syllabus.

Description of the Importance of Writing Skill and the Frequency of Problems with Writing Skills

Writing is the primary basis upon which students' work, and learning, students' intellect in writing will be judged. Writing promotes students' ability with communication and thinking skills. Below, table 6 explains the opinion of alumni and their frequency problems with writing skills appeared.

Table 7 The Importance of Writing Skill and the Frequency of Problems with Writing Skills.

Writing Skill					Frequency of Problems			
Importance				Problems	Often	Some times	Never	N/A
Very Important	Important	Not Important	Not Sure					
7	21	1	1	Using correct punctuation and spelling.	20	7	1	4
7	22	0	0	Structuring sentence.	17	12	0	4
7	22	0	0	Using appropriate vocabulary.	12	21	0	4
11	16	1	1	Organizing paragraphs.	8	20	1	4
3	25	1	1	Organizing the overall	6	18	4	4

				assignment.				
9	20	0	0	Expressing ideas appropriately.	11	17	1	4
12	14	3	3	Developing ideas.	16	10	2	4
5	21	3	3	Expressing what do you want to say clearly	14	14	0	4
3	21	3	3	Addressing topic.	6	18	4	4
7	13	7	7	Adopting appropriate tone and style.	3	17	8	4
4	18	5	5	Following instructions and directions.	10	16	4	4
7	21	0	0	Evaluating and revising your writing.	13	14	0	4
7	20	1	1	Overall writing ability.	11	16	1	4
6	21	2	1	Completing written tasks (e.g. exams, tests)within the time available	11	16	1	4

Table 7 shows that 29 graduates of English department that all activities in writing are important such as using correct punctuation and spelling, structuring sentences, using appropriate vocabulary, organizing paragraphs, organizing the overall assignment, expressing ideas appropriately, developing ideas, expressing what they want to say, addressing topic, following instructions and directions, evaluating and revising writing and completing written task.

The most frequency problems in writing appeared such as using correct punctuation and spelling, structuring sentences and developing ideas. This main problem of writing should be taught more time in designing course of Basic Writing, Grammar and Intermediate Writing. In written syllabus of these subjects, lecturers' activities should develop units of work task related to the most problems above and develop learning objectives to be achieved.

It is important to ensure that the learners understand the goals of the course of writing, the reason for the way it is well organized in syllabus of curriculum development and taught, and the approaches to learning the writing will be encouraged to take.

Description of Material Expected to Read and Frequency of Difficulties in Reading.

Types of material expected to read as stated in the questionnaires, there are some variations in the way format journals and newspaper, some standard information that is

included, information contained in a standard journal article reporting research, while newspaper in English could develop readers as language learners' competence in reading.

Table 8. Types of Material Expected to Read and Frequency of Difficulties in Reading

Types of Material	Expected to read? YES	Expected to read? NO	Frequency of Difficulties		
			Often	Sometimes	Never
Journal Articles	23	3	6	20	3
Newspaper	21	6	3	22	4

Table 8 shows that most alumni have expectation to read journal articles and newspaper in English. The stakeholder and leaders of this institution should provide instructional materials as the same as magazine or journal article in English to facilitate successful language learning.

The frequency of difficulties isfound out by alumni in reading journals articles and newspaper. So, if learners are expected to learn well and to develop their learning skills and knowledge over time, they need ongoing support.

Description of Courses Improve English Skill that would be Useful

Nowadays day and age, having solid English is a must, the more time learners can spend studying English, better. The result of this questionnaire based on 29 alumni's interest and thinking about how to stop making mistakes in English and they need courses which are useful as follows.

Table 9. Courses Improve English skills that would be useful

No	Courses	High	Moderate	Low
1	Listening to pronunciation/intonation/ stress patterns of American English.	16	12	0
2	Lecture note taking.	23	0	0
3	General listening comprehension.	20	0	0
4	Giving formal speeches/presentations.	21	0	0
5	Participating effectively in discussions	23	0	0
6	Communicating effectively with peers in small group discussion, collaborative, projects, or out of class study group.	23	5	0
7	Communicating effectively with staff in or out of class.	16	1	0
8	Library skills.	10	19	0
9	Essay writing.	16	12	1
10	Lab report writing.	13	17	1
11	Creative writing.	23	6	0
12	Writing case studies.	16	12	0
13	Describing objects or procedures.	21	8	0
14	Writing introductions and conclusions.	18	11	0
15	Writing references and quotations	14	15	0
16	Formulating coherent arguments.	17	12	0
17	Summarizing factual information.	17	12	0
18	Synthesizing information from more than	15	14	0

	one source.			
19	Analyzing written materials.	19	10	0
20	Knowledge of vocabulary.	27	2	0
21	Reading quickly.	26	3	0
22	Reading critically.	20	8	0
23	Reading for author's viewpoint.	14	15	0
24	Summarizing materials.	24	5	0
25	General reading comprehension.	22	7	0
26	Other (please specify and rate)	3	2	0

Table 9 above explains clearly that courses needed improve English skills that would be useful, these courses are pronunciation/intonation/stress pattern of British or American, lecture note taking, general listening comprehension, giving formal speeches/presentation, participating effectively in discussion, communicating effectively with peers in small group discussion, collaborative projects, or-out-of class study groups, communicating effectively with staff in or out class, creative writing, writing case studies, describing objects or procedures, writing introductions and conclusion, writing references and quotation, formulating coherent arguments, summarizing factual information, analyzing written material, knowledge of vocabulary, reading quickly, reading critically, summarizing material and general reading comprehension.

Lecture-note taking is the most courses developed as well. The focus of teaching is authentic communication; extensive use is made of pair and group activities that involve negotiation of meaning and formal sharing. This course could be planned in syllabus, invite lectures, native speaker or fluent English speaker to teach in the classroom, students are active to get note and information sharing for practice speaking. Fluency is the priority.

Communicating effectively with staff in or out of class is considered the point needed. This influences many aspects of a teacher's work and students' study, and adequate support staff can also both of them.

In short, all skills, listening, speaking, reading and writing should be in their request for courses. Those recommend the institution or English department in planning the syllabus and teaching that will characterize a language course, it is necessary to develop a model of teaching that is compatible with the overall assumptions and ideology of the curriculum, the language program and students needs.

DISCUSSION

These findings discuss the result of this research based on the questionnaires and interview. Alumni's perspective on curriculum development is different view taken from this instrument.

Curriculum development processes as have been described above so far in this finding are essential resources in helping English Department achieve their goals. The other principal educational resource is teaching itself. The focus of this syllabus analysis is how quality teaching can be achieved and maintained in a language program. Whereas the preceding process, some of the essential planning that is involved in developing a language course, the present outcome seeks to examine factors that are involved in creating conditions for good teaching to take place.

The Problems of Language Skill in the Content of Curriculum

Students have **listening** trouble in (1) understanding lectures, (2) understanding spoken English instruction, (3) understanding lengthy description in English, and (4) understanding informal language. The analysis of this problem, the language program can develop authentic recording from real world sources, scripted materials from different topics, practice on listening ability from broadcasting material (radio, video, musical recording), exercise to develop "top-down listening, etc.

In **speaking** aspect, the alumni of English department also have problems that often happen when they studied. Students' problem in speaking above shows that (1) not know how to say something in English, (2) not know the best way to say something in English, (3) find it difficult to enter discussion, and (3) have trouble understanding informal language.It is essential that language lectures pay great attention to teaching speaking.

In order to determine the learner's need as starting point the curriculum development, English program and lectures could enrich speaking activities such as dialogues, recording, text, topic, pictures, and situation. Putting themselves in situations in which they will be forced to speak in English, making themselves understood even if they make a lot of mistakes, speaking good English without making mistakes in grammar or pronunciation, they are useful for the alumni. Studying with a private tutor is useful for the alumni. The writers assume that this group likes to learn by observing and listening to native speakers, talking to friends in English, watching TV in English, using English in real life, learning English words by hearing them and learning by conversation.

Based on the findings, alumni believe that types of material expected to read journal articles, and newspaper. They tend to say that the frequency of difficulties in **reading** sometimes journal articles, and newspaper. English department can provide journal articles and newspaper in English. However, English department is hard to gain those materials. Lectures need access to a good range of current EFL textbook, resource books, materials and magazines located in a resource room or similar facility in order to update their professional knowledge and get new ideas to feed into teaching and learning. Teachers need to be involved in the choice of materials and guidelines may be needed on the role of materials in the program. These resources are up-to-date and accessible to all teachers and students include print material, video tape recorders and cassettes, as well range of realia. English department can provide journal articles and newspaper in English.

The most frequency problems in **writing** appeared such as (1) using correct punctuation and spelling, and (2) structuring sentences and developing ideas. This main problem of writing should be taught more time in designing course of Basic Writing, Grammar and Intermediate Writing. In written syllabus of these subjects, lecturers' activities should develop units of work task related to the most problems above and develop learning objectives to be achieved.

The need analysis of these important skills in writing that lectures expected could develop the techniques of teaching writing by providing students of English department more on using language mainly appropriate to function, text type, textual organization and layout appropriate to text type. In short, at the end of teaching writing, in the

comprehensive syllabus should have purpose that able to produce organized, coherent, cohesive discourse, punctuation, spelling, and structuring sentences.

There are reasons why the alumni have problems when they tried to understand lecturers or other students. The table above shows most of the alumni of English department state that because(1) the teachers' accents or pronunciation is different from what they are used to, (2) they talk very fast, (3) more than one person is speaking such as in group discussions, and (4) they talk very quietly. From these findings, the lecturers may record her or his voice whether to be hard understood, review the recordings and comment on his/her strength and weakness.

Some Courses Improve English skills that would be useful

Some courses improve English skills that would be useful, namely **(1) l**ecture notetaking, (2) general listening comprehension, (3) giving formal speeches/presentations (4) participating effectively in discussions, (5) communicating effectively with peers in small group discussion, collaborative, projects, or out of class study group, (6) creative writing, (7) writing case studies, (8) describing objects or procedures, (9) writing introductions and conclusions, (10) analyzing written materials, (11) knowledge of vocabulary, (12) reading quickly, (13) summarizing materials, and (16) general reading comprehension.

Need analysis here focuses on learning styles may be an important factor in the success of teaching. These learners preferred learning by games, learn by observing and listening to native speakers, talking to friends in English, watching TV in English, using English in many areas, and so on, and learning English words by seeing them. Lecture-notetaking is the most courses developed as well. The focus of teaching is authentic communication; extensive use is made of pair and group activities that involve negotiation of meaning and formal sharing. This course could be planned in syllabus, invite lectures, native speaker or fluent English speaker to teach in the classroom, students are active to get note and information sharing for practice speaking. Fluency is the priority.

Alumni believed some actives are useful, such as listening to people speaking English around them, using cassettes at home, talking to friends in English, trying to use English whenever they have the opportunity, writing down English using English system, watching TV in English at home, watching or listening to people speaking English around them, using cassettes at home, talking to friends in English, trying to use English whenever they have the opportunity,. Most of these activities tend to language learning strategies to affective. Teachers' creativity is needed to provide video, film, and develop teaching strategies in line with students need.

In short, all skills, listening, speaking, reading and writing should be in their request for courses. Those recommend the institution or English department in planning the syllabus and teaching that will characterize a language course, it is necessary to develop a model of teaching that is compatible with the overall assumptions and ideology of the curriculum, the language program and students needs.

The possibility exists, therefore, vital importance that, from the beginning of the course, mechanisms for consultations are set up, in order to ensure that the parties involved in the teaching-learning process are aware of each other's expectations. If learners are to

become active participants in decisions making regarding their own learning, then it is essential that they know the teacher's position and that they are able to state their own. Teachers, conversely, need to canvass learners' expectations and be able to interpret their statements of need.

Writers ask the alumni the questions about English curriculum that they have learned previously, the strenghts and weaknesses of the curriculum, how the curriculum influence to their job right now, their suggestions, their comments, and their critics to the English department curriculum.

The alumni has already given their answers, as Yansyah said that
"Curriculum is related to the current condition. It means that all the Materials that we have learned at English department can be used for our jobs and next steps in our future. The English department curriculum makes the students enjoy in learning and prepares the students are ready to face the future as the candidate of teachers in English subject"
The writers further asked Izzatil Hasanah, she said that ",
"There is a course about seminar, TEFL, TOEFL, use technology in Teaching and learning, material development, those make the students developing their knowledge by themselves. So,this curriculum facilitates the students to develop their skill in learning English"
The target user in this research came to other alumni, Nor Hidayah, she said,
"writing course also has new material like business writing it can help us choose the job besides teaching or to take another job and for speaking also has new material like public speaking help students easy in working as announcers. The content of curriculum covers the important thing for work or teaching. Then, English for young learners' course, it helps us how to teach and make students feel comfortable in the class through many games"

Some opinions above show us that all of the subjects can be applied on alumni's job. Alumni who are as teachers, said that the curriculum make students productive and active in learning. The curriculum is revised in some workshops because there are several new subjects such as English for young learners, play performance, and business English writing.

Alumni further stated that English department curriculum should be added in terms of English materials, so it can improve students' knowledge. For grammar subject should be added to elective courses because many English department students on the fifth semester do not know about nominal sentence and verbal sentence, the differences between past tense and perfect tense and so on. English department curriculum can be contextual curriculum and update. General philosophy and knowledge philosophy are also important. Further, evaluate or revise English curriculum and eliminate some subjects which do not relate to main subject (English subject).

Most of courses have balance concept for theories and practices the strengths are the curriculum is already set for 4 years in 8 semesters, students can request or remedy the certain courses, and English department has its own library which has many books that related to the curriculum. Besides, it is important to ensure that the learners understand the

goals of the curriculum, the reason for the way it is organized and taught, and the approaches to learning they will be encouraged to take. It cannot be simply assumed that learners will be positively disposed toward the course, will have the appropriate skills the course demands, or will share the teacher's understanding of what the goals of the course are.

The weaknesses of this curriculum found out that there are still many subjects / courses that should be taken by the students on the seventh semester. In that semester students took field practice by combining with some materials and courses from English department. It made students could not do the best for their subject. The curriculum can make the students be down when they cannot do well. Based on the experience, so many of my students moved and stopped because they fell down.

The process and learning procedure should be intense like what happened in research in ELT and seminar in linguistics. The content of subject should be conveyed in detail from the first until the last, while the ESP subject, where English is only taught as specific purposes. It should be additional time allocation for studying, it is laid on the lecturer actually, the course is good but sometimes there is a lecturer who didn't teach well and make them lose in the real concept. The curriculum helps them in some aspects but they lose the crucial things of certain course and make them under pressure.

The subject of Cross Cultural Understanding , it is just 2 credits and it is not enough for the students who have job for working with foreigners, tour guide, and teachers for Indonesian to foreigners. The subject should be practiced more in using cultures directly and cultural awareness. They will be apparent realcross culture understanding.

Some courses need to provoke students to conduct small research. English department is able to publish writings, article, result if research from students. Journal for students should be available to support them in writing ability.

The writers assumed that writing syllabus in curriculum is a long process and one which requires constant reflection and revision. Students may have to accept that some people will never be happy with it and that it won't suit everyone. It does however, remain an essential part of the teaching and learning process.

Hopes for English Lecturers

Most of the alumni stated that they have difficulty participating in large group discussions or in debates, they struggle with out-of-class assignments which require interaction with native speakers of English, they also have difficulty working with other students on out-of-class projects, and the last the alumni have difficulty interacting with student demonstrator in labs, tutorials, etc.

Need analysis of English curriculum based on this findings that grammatical syllabus is based on the notion of grammatical competence, the knowledge students have a language that underlies their capacities to produce and recognize in the language. Grammar represents a core component of language proficiency; communicative competence includes the ability to use grammar and therefore deserves a place in the curriculum.

When learners and lecturers meet for the first time, they may bring with them different expectations concerning not only the learning process in general, but also concerning what will be learned in a particular course, how it will be learned, and how it will be taught.

The questionnaires of 29 alumni of English department and interview found that the alumni hope activities in class or with tutor such as(1) explain new grammar points before practicing them, (2) practice before explaining new grammar Points, (3) correct any mistakes they made in front of others immediately, (4) correct any mistakes they made in front of others immediately, (5) correct their mistakes of grammar, and (6) use both Indonesian and English.

These findings could be improved by strategy of teaching in communicative approach and collaborative learning. They are encouraged to learn, work together, through authentic communication; authentic use is made of pair and group activities that involve negotiation of meaning and information sharing. Fluency is priority.

Lecturers' competence in teaching should be developed, do their job well like contract study so that they do not get lose. They should focus on emphasizing cognitive, affective, and psychomotor aspects. Lecturers need to be told when they are doing well and when there are problems in performance, teachers who perform well should acknowledge for good service, mentor (senior lecturer) should share ideas, train, and advice to novice lecturers and provides instructional material to successful language learning.

Quality teaching is achieved not only as a consequence of how well lecturers teach but through creating contexts and work environments that can facilitate good teaching. Providing syllabus design for effective teaching by considering support from Institution, lecturers, teaching and learning, the organizational culture of a school refers to the ethos and environment that exist within a school, the kinds of communications and decisions making that take place, and the management and staffing structure they support.

Activities in class or with tutor from findings above, those could be developed by lecturers. They need to develop long-term career goals and expand their roles and responsibilities. Lecturers need regular opportunities to update their professional knowledge and skills. Such opportunities may be provided for in a number of ways, (1) conference participation, (2) workshops and in-service seminars, (3) reading group, (4) peer observation, (5) writing about teaching, (6) project work and (7) action research.

IAIN Antasari Banjarmasin ought to provide those opportunities for each lectures. It encourages them to participate in such activities is a good indicator of how it views its lecturers.

Conclusion

Curriculum development in IAIN Antasari Banjarmasin has been changed periodically, since demand of changing needs. The courses have to be developed to address specific set of needs and to cover a given set of objectives.

The course of English department curriculum has given perspective for alumni which most of them said that this curriculum has been run well and have good content. The courses have to be developed to address specific set of needs and to cover a given set of objectives. It has been changed periodically, since demand of changing needs. This

English curriculum develop students' awareness of the learning process and their role as learners by developing their knowledge and skills, how to use reference words, design to assist them in independent study, awareness of their own learning styles and strengths and weakness, familiarity with various techniques, foreign culture and nature of learning strategies.

The alumni understand the goals of the course, the reason for the way it is organized and taught, and the approaches to learning they will be encouraged to take. It can be simply assumed that alumni will be positively disposed toward the course, will have the appropriate skills the course demands, or will share the alumni's understanding of what the goals of the course are.

This research suggests to English department for making grammatical syllabus based on the notion of grammatical competence,course guide should be provided for each offered in the program with information on the course, aims and objectives, recommended, materials and methods, suggested learning activities, and procedures for assessment.

There is a well-planned, balanced, and organized program that meets the needs of its students. Alumni of English department IAINAntasari Banjarmasin get a lot of information of grammar subject, language skills, take some responsibility for their future occupation, develop self confidence in speaking, have students' journal of small research and newspaper in English, and use some of the basic skills relating to information technology.

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