

DESIGNING ENGLISH FOR BUSINESS SYLLABUS AAT MA CHUNG UNIVERSITY

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ABSTRACT

The rapid growth of English in the 21st Century influences Business field resulting the increase of the needs of English for Business courses both in quantity and quality. Ideally, the method in teaching English for Business should focus on the specific business context (Ellis & Johnson, 1994) by conducting a needs analysis (Hutchinson & Waters, 1987). Unfortunately, not every lecturer of English for Business course focuses on context and conducts a needs analysis when they teach this course. This paper, then, endeavors a way of designing English for Business syllabus through a mini research conducted at Ma Chung University in Malang as there was found some considerations to re-evaluate its syllabus. A systematic Research and Development (RnD) employed in this paper had involved some parties and employed some instruments such as questionnaires, interview, material evaluation, and English proficiency analysis. It was found that among several types of syllabi, a competence-based syllabus is more appropriate than the current syllabus at Ma Chung University which is the task-based syllabus. At the end of this RnD, an appropriate proposed syllabus, a prototype lesson plan, and a unit of material of English for Business course are contributed to Ma Chung University as specific contribution. Meanwhile, in terms of general contribution, it is expected that this paper will give insight for other English for Business lecturers in Indonesia about the way of designing their own English for Business syllabus which fits to their students.

Key words: designing, English for Business, syllabus

INTRODUCTION

The rapid growth of English unquestionably influences many fields such as politics, economics, social, education, business, etc. As a global language, more than 400 million people use English as the mother tongue and over 700 million people speak English as their foreign language. In addition, English is the most widespread language in the world and is more widely spoken and written than any other languages. It is no doubt then that English plays a prominent role as a lingua franca in the world. This condition obviously brings the needs of teaching English to students nowadays in this global era (the Act of the Republic of Indonesia Number 32 Article 77K Verse 2c Year 2013 on National Standards of Education).

One of the fields that makes use of English is Business Management. As the needs of English in this field, it is taught to students majoring in Business Management in terms of English for Specific Purposes (ESP). Dudley-Evans and John (1998) stated that English for specific purposes is designed to meet specific needs of the learners. The method in ESP

is different from in General English (GE) as it focuses on language which takes place in specific teaching situation. In the Business Management itself, the method in teaching English should focus on the specific business context as Ellis and Johnson (1994: 3) stated that English for Business implies the definition of a specific language corpus and emphasizes on particular kinds of communication in a specific business context. Therefore, the teaching of English for Business should focus and emphasize the language in specific area, English for Business area.

Nevertheless, in deciding what should be the focus of the business area demands a way of getting the right needs which is so-called needs analysis process. It is supported by Hutchinson and Waters (1987: 53) who mentioned that all courses are based on a perceived need of some sort. As a result, the teaching of English for Business in terms of providing its syllabus, lesson plan, as well as materials should be based on the needs analysis. In other words, conducting a needs analysis is exactly required prior to the teaching English for Business course to the students.

Unfortunately, not every lecturer conducted a needs analysis in teaching English for Business course. One of which is an English for Business I course in Ma Chung University. The acquired information from the lecturer was that the English for Business I course is given to the first semester students, the syllabus they are using now is a task-based syllabus, and the approaches employed are expository approach by delivering lectures and having a question and answer session as well as inquiry approach by delivering a presentation, doing tasks, discussing, and simulating the lessons.

As it is perceived from the current syllabus, the objective of this course is using English as the basic skills for socializing in both daily life and the workplace of the students later. Consequently, the topics involved in this course are introduction, introduction II, family, routine activities, applying for a job I, applying for a job II, management terms, socializing, making arrangements, describing trends, presentation skills, listening skill I and II. The materials given are being adopted, adapted, and created. Then, other information related to the jobs that the graduate students have are mostly as entrepreneurs, bank officers, and employees in companies.

This aforementioned information of English for Business I course brings the researcher team of this present mini research a consideration to re-evaluate it based on the needs analysis of people involved in this course. They assumed that the task-based syllabus, the lesson plan, and the material which are currently being used may not be longer appropriate as what the Indonesian government considers more nowadays is a syllabus which covers the triangle behaviour namely attitude, knowledge, and skills as retrieved from <http://kemdikbud.go.id/kemdikbud/berita/1067> to which the focus is not merely on the cognitive domain. In a brief explanation, attitude is defined as the established ways of responding to people and situations that have been learned based on the beliefs, values and assumptions. Then, knowledge is the required information to perform a task as well as the capacity to apply it back in the work situation. Meanwhile, skills are defined as expertness, practiced ability, facility in doing something.

The product of this mini research is expected to fill the gap that the English for Business I course Ma Chung University has. Finally, it is able to present an appropriate syllabus following one lesson plan, material, and other appropriate conditions and

requirements for instance time allocation, instructional media, length of the time, credits, meeting, task, technique, and students' level of English proficiency through the needs analysis process.

Objectives of the Study

The objective of this mini research is to develop and produce an appropriate proposed syllabus for English for Business I course at Ma Chung University through a systematic needs analysis process. Further, one lesson plan is also developed and assisted with one unit material.

Specification of the Product

Based on the objective of the study, the final product of this study is an appropriate syllabus, a lesson plan, and one unit of material. The planned product is in the form of competence-based syllabus emphasizing the attitude, knowledge, and skills. The competence-based syllabus defines competency as a human behavior which consists of the student's skills that make him/ her be more effective in life as well as in workplace. It is said to be widely used in the language teaching as the basis for the design of work-related and survival-oriented language teaching programs to which it seeks to teach the students basic skills they need in order to prepare them for situations they commonly encounter in everyday life.

Significances of the Study

The significance of this mini research is to provide an appropriate syllabus to be used as a guideline in teaching English for Business I in Ma Chung University. For the business English lecturers, they will have a proposed competence-based syllabus to be used to teach English for Business I course which will be their good guidelines. It can also be a reference for other researchers who want to conduct a similar mini research or further research in developing a syllabus through a needs analysis. Meanwhile, in terms of general objective of this study that it is expected to give insight for other English for Business lecturers in Indonesia about the way of designing their own English for Business syllabus which fits to their students.

RESEARCH DESIGN

This part describes the design of the present mini research which is in the form of mini Research and Development (RnD) design focusing on developing a syllabus for English Business I course at Ma Chung University. The format of the proposed syllabus was in horizontal form and in developing it the researchers adapted a model from Yalden (1983). There were five stages employed namely (1) needs analysis, (2) the description of purpose, (3) the choice of a syllabus type, (4) the proto syllabus, and (5) the pedagogical syllabus. Since it was a mini research, the researchers modified the Yalden's model by employing stage 1 until stage 4 which is explained further.

Needs Analysis

Needs analysis was the first stage in determining the syllabus development as a guide for the researchers. It covered the students' needs, wants, and lacks. Yalden (1983:

101) and Basturkmen (2010: 19) stated that lecturers can gather potential information through needs analysis in which the language and skills that the students will use are identified and considered. In this stage, the researchers intended to know the ESP course with the purpose of study occupational purpose through English. The important things in making the successful needs analysis were subjects and instruments of the needs analysis.

The target populations in this needs analysis were students, lecturer, and alumni. The needs analysis in this mini RnD was carried out by distributing questionnaires for students, lecturer, and alumni. The questionnaires given to the students and lecturer contained information about length of time for this course, their preferences whether it is intensive or extensive course, their motivation source (internal or external), the society's attitude toward English, the workplace's requirement, the importance, problems, and ability of the students on the language skills. Then, it also provided questions on the importance, problems, and ability of the students on the language components, the importance of the content, problems and ability of the content, appropriateness and availability if materials, students' preferences of textbook or in-house materials, clear, purposeful, and sufficient time of the current tasks, preferences on kinds of tasks, preferences strategies: rote-learning, independent learning, blended learning, the use of kinds of media, including technology-based instruction and Internet-based instruction, evaluation preferences during the course or at the end of the course, preferences on teacher, peer, or self, as well as current teacher's roles and lecturer's role preferences.

Meanwhile, the questionnaire to one of the alumni covered the information on the motivation when she took English for Business I course, whether this course was helpful and required, whether her job needs English, the importance of the language skills, what skills that she needs more in the workplace, and the importance of the language components as well as the reasons. It was also tried to find information whether the content matches the demand in the workplace, benefits and appropriate between the materials and task in this course and the job now and the last was about the use of technology-based instruction and Internet-based instruction.

Further, the lecturer was being interviewed to get more information about kinds of English program, status of the course, materials selection process, types of syllabus used, methodology, students' problems as well as her solution, and her experience in the teaching this course and teaching in a company. Then, in terms of analyzing students' proficiency level, some questions for knowing their perception about themselves were distributed. The questions were designed based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. These were descriptions of what individuals can do with language in terms of the four language skills namely listening, speaking, reading, and writing. The three major levels namely Advanced, Intermediate, and Novice are taken for the classification for Ma Chung University students majoring in Management who take the English for Business I course. The results of this proficiency perception were triangulated with their scores obtained from the lecturer to get a complete picture and avoid subjective judgment.

Then, the document that was the materials used in this course were being evaluated as well. This materials evaluation was adopted from Hutchinson and Waters (1987). It was in the form of matching process. Any materials that the lecturer used were analyzed. This

evaluation consisted of four major steps. The first was defining criteria in which the criteria were audience, aims, content, methodology, and other criteria. The second was subjective analysis that was the realizations of criteria we wanted in the course. The third one was the objective analysis that was how the materials being evaluated realize the criteria. Meanwhile the last step was matching. It was aimed at finding how far the material matches the needs.

Subjects of the Needs Analysis

This mini research was conducted in the Business Management Department undergraduate degree of Ma Chung University, Malang where English is a compulsory subject given in a first and second semesters. English for Business I course is given prior to the TOEFL preparation. The researchers decided to merely focus on developing syllabus for English for Business I course that is given in the first semester of the students' study since English for Business II is planned to be replaced by TOEFL preparation course.

Then in this needs analysis, the subjects involved were the students in the first semester who took English for Business I course. The English lecturer was also involved since she taught this subject. Besides the students and lecturer, the needs analysis also involved one of the representative alumni who has worked. She was given a questionnaire due to the condition that an interview could not be done. Purposively, this information obtained from all the students as subjects, from lecturer as well as from an alumna gave enough and useful picture of English for this mini research.

Instruments of the Needs Analysis

The information in needs analysis was gained through four instruments which were questionnaires, interview, material evaluation, as well as proficiency perception test and students' scores. The first instrument was questionnaires given to the students, lecturer, and one representative alumna. The questionnaire which was distributed to the students can be seen on Appendix 1 and the questionnaire given to the English for Business I lecturer at Ma Chung University was attached on Appendix 2. Questionnaire for students probed the students' needs and opinion when they were taking English for Business I course. Additionally, the questionnaire for English for Business I lecturer probed the lecturer's perspective concerned to the students' needs. Meanwhile, the questionnaire given to the representative alumni can be seen on Appendix 3. It was intended to know the professional job situation associated to the English for Business I course that she has taken.

The second instrument used was an interview (see Appendix 4). It was done with the English lecturer of Ma Chung University. This interview was aimed at triangulating the gathered data so that the researchers got much data and it also gave the lecturer opportunity to clarify her opinion in which it could not be covered in the questionnaires.

The next instrument was material evaluation. It was aimed at evaluating the material in which the researchers reviewed the materials used in the current English for Business I course (see Appendix 5). In reviewing, it was divided into two parts that the first was for reviewing the existing materials and the second was for reviewing the expected materials. Then, the researchers gave questions for proficiency level perceptions to know the students level of English (see Appendix 6). The proficiency perception was

prepared by using proficiency test guidelines from American Council on the Teaching of Foreign Languages. The result was then being compared to the students' scores so that a complete picture of their level could be concluded. Finally, the researchers analyzed the results of all the needs analysis instruments as input in developing the proposed syllabus.

Description of the Purpose

This mini research proposed the syllabus for occupational term that will be used for Business Management students who are taking English for Business I course at Ma Chung University, Malang.

Syllabus Types

Dealing with the type of syllabus, among the existing ones the researchers decided to use the competence-based syllabus as a more appropriate syllabus for the English for Business I course. This approach was chosen since it involves together all the attitude, knowledge, and skills required for the solution of real life problems or situations. Put simplistically and with reference to language learning, using all the grammar, vocabulary, punctuation and pronunciation to communicate effectively in real time listening, speaking, reading and writing situations. According to Richards and Rodgers (2001), competence-based syllabus is similar to skill-based syllabus in language teaching which defines what a student is able to do in terms of specific skills as result of instruction. Competencies or skills in this term refer to observable behaviors that are necessary for the successful completion of real-world activities.

A unit of competence (e.g. covered in the textbook) might be a task, a role, a function, or a learning module. In addition, an element of competency can be defined as any attribute of an individual that contributes to the successful performance of a task, job, function, or activity in an academic setting and/or a work setting or others. In general, the components of syllabus consist of objectives (or competencies in competency-based syllabus), instructional contents, learning experiences, evaluation.

As cited in Nkwetisama (2012), the features of competence-based are the competencies are stated in specific and measurable behavioral terms, the contents are based on the students' goals, the students continue learning until mastery is demonstrated, making use of an unlimited variety of instructional techniques and group work, it centers on what the learner needs to learn, which is the application of basic skills in life skill language context such as listening, speaking, reading or writing, making extensive use of texts, media, and real life materials adapted to targeted competencies, providing learners with immediate feedback on assessment performance, the instruction or teaching is paced to the needs of the students, it gets students to demonstrate mastery of the specific competency statements or objectives, and mapping of some competency objectives or statements.

Proto Syllabus

In this stage, the researchers described the components of syllabus, the components of syllabus that were going to be included are course description, goal, basic competence, indicator, materials, learning activities, assessment, source media, time allotment,

attendance policy, classroom courtesy, communication, academic integrity statement, college resources, and students with disability.

RESULTS

This part discusses the results of this mini research that were drawn from the instruments. Those were (1) questionnaire for students, (2) questionnaire for English for Business I lecturer, (3) questionnaire for alumni, (4) interview for English lecturer, (5) material evaluation, and (6) questions of students' proficiency level perceptions and their scores from lecturer.

Results of Questionnaires for Students

This mini research used questionnaires that were distributed to 25 students who have taken English for Business I course. The questionnaires intended to gather the students' opinions after they took this course. It consisted of 25 questions in the form of open-ended questionnaires. It covered general information (time, course type, motivation, society and workplace attitudes), language (skills, components, content), materials (types of materials), methodology (task strategies), technical aids (instructional media), evaluation (formative or summative assessment), and lecturer's roles. All these questionnaires were written in English in order to know students' comprehension of the questions. This might be one of the way of knowing how their proficiency level. The result was they only had a little problem on questions 17 and 20 due to specific terms used in these two questions.

Then, there was much information drawn from the questionnaires given to the students. The first was related to the time provided, most of the students responded that twice a week meetings were adequate. The second related to their motivation, finding a job when they graduate was their big motivation in taking this course as the workplace demands them to use English. The third related to language skills, most of the students mentioned that speaking was the most important skill, writing was the most difficult skill, and they were good at reading. The fourth related to language components, the students stated that vocabulary, grammar, and pronunciation were important even though grammar was difficult, and pronunciation was the component that they are good at.

The fifth related to the importance of the content of this course, all students stated that the content of this course was important for their job later although it was difficult and they understand it hardly. The sixth related to materials given, almost all of the students agreed that it was suitable and available to which they prefer textbook for this course. The seventh related to the task, most of the students approved that the tasks given the lecturer were clearly, purposefully, and sufficient with the time allocation. They also preferred role-play and presentation for the tasks. The eighth related to the media, based on the students' information, they preferred independent learning and blended learning that employed in the teaching and learning process which involved technology. The ninth for the evaluation, the students tended to be evaluated at the end of the semester that would be done by the teacher. The last on the lecturer's role, most of the students agreed that the lecturer was as the facilitator and it was the same as what they expect.

Results of Questionnaires for the English for Business I Lecturer

The English lecturer was also given the same variables with the students on the questionnaires in order to know the match between the students' opinion and the lecturer's opinion. It was given to Mrs. YZ who has experienced in teaching English for 12 years with 7 years experience in teaching ESP (English for Business I course). Twenty five questions were delivered to her which covered general information, language, materials, methodology, technical aids, evaluation, and her roles.

Derived from the questionnaires, she responded that once a week was enough time provided English for Business I course. She stated that the students' motivation to take this course was for grades that it needed in social life of students for requirement in the professional fields. Then, in terms of the language skills for students, speaking was the most important skill, writing was the most difficult skill, and the students were good at reading. After that, in the language components, the important one is vocabulary, the difficult component is grammar while the students were good at pronunciation.

In addition, she believed the course content was important for the students in finding the job later on even though sometimes it was difficult for them. However, she supposed that the students can understand the materials well because it was suitable and available as she took the sources from internet. She also said that the tasks were clear, purposeful, and sufficient with the time that they employed project and presentation because she could measure the students' ability. Moreover, she employed blended learning that could help them in teaching and learning process. For the evaluation, she stated that it was done during and at the end of the course employing peer and self assessment. Moreover, her position was as facilitator and information-provider that suitable with her expectation.

Result of Questionnaires for Alumni

Besides the questionnaires to students and the English for Business I course lecturer, the researchers also gave questionnaire to one of the alumni. The questionnaire was given to Ms. UH who graduated in 2012. She was 25 years old. She had 2 years experiences in export-import department. The questions covered were about general information, language, material, methodology, and technical aids with 15 open-ended questions.

From the questionnaires, her motivation in joining English for Business I was for finding a job to help her in the professional field because it was a requirement in the workplace. She stated that the four language skills were actually important because she needed to listen and speak to native speakers who communicate in English. Additionally, she needed to read and write journals, reports, books, etc. about business. She also admitted that vocabulary, grammar, and pronunciation were also important to communicate well to other people. Dealing with the content, she believed that it matched with her job that textbook and in-house materials were beneficial and suited with her job. She also thought that project and presentation were more beneficial and suitable because it dealt with the social life. Additionally, she said that the use of technology and internet were important in the workplace.

Results of Interview for English for Business Lecturer

Based on the interview to the lecturer of English for Business I course at Ma Chung University, the information obtained was that she graduated from the Doctorate Degree in English Language Teaching at the State University of Malang. She has been teaching English for 12 years and teaching the English for Business I course for 7 years. Unfortunately, she did not have any working experience in a business field. She mentioned that this course is concluded as an English Academic Purposes. Its role is as a compulsory course which is not in a form of sequence. It is given in the first semester.

In relation to the materials, the lecturer reported that they were being adopted, adapted, and created by her. She herself selected them. She admitted that it was not difficult for her and she thought that the method she has used in teaching this course was successful so far. Then, information about the jobs that possibly applied by the students are entrepreneurs and bank officers. In terms of syllabus used in this course, the task-based syllabus was used. The students encountered problems in this course and the solutions to the problems were by giving the materials step-by-step from the easiest to the most difficult.

Material Evaluation

The materials evaluation was adopted from Hutchinson and Waters (1987) that investigated the materials used by the English for Business I lecturer. It covered four criteria such as audience, aims, content, and methodology. It was analyzed in terms of subjective (analysis the expected materials) and objective (analysis the existing materials).

Based on the materials evaluation, there were some limitations of features and some other features had matched. In term of the matching of materials, it took place on the audience that it matched between the materials and the users (students). For the text-types and types of topics, both were closely matched between the existing and the expected materials. Additionally, in terms of flexibility, it matched between the materials needed and the materials existed.

Besides, there were some features that partly matched between the expected materials and the existing materials. First, the aims of this course partly matched. The researchers expected that the materials cover the term of attitude, knowledge, and skills based on the competence. However, it covered knowledge and skills. Second, for language description, the English for Business I lecturer tended to employ the task-based whereas the researchers expected to employ competence-based syllabus. It did not match between the features of the expected materials and the existing materials. Third, in terms of skills proportion, the existing materials focused on writing through filling the task in the Webquest. The researchers expected to employ more in speaking (40%) integrating in listening (20%), reading (20%), and writing (20%).

Fourth, based on review of the materials, the researchers found that some of the content was unrelated to the business. They are for instance Introduction I, Introduction II, Family, Routine Activities, Describing Trends, Listening Skills I, and Listening Skills II. The related ones are Applying for a Job I, Applying for a Job II, Management Terms, Socializing, Making Arrangements, and Presentation Skills. As a result, on the proposed syllabus, the proposed competences are those which focus to English for Business for

instance expressing ways that cover the technique to greet people, technique to make a self-introduction & introduce people, expressing ways that cover the technique to compliment someone, ask for repetition, and expressing apology, expressing ways that cover technique to make a description about self-description & tell about working experiences, expressing ways that cover technique to make an appointment for business through telephoning & to express thanking, expressing ways that cover the technique to describe a company & describe positions in company, understanding different culture among countries overseas that cover hand gestures, meaning of the hand gestures, understanding different culture among countries overseas that cover face gestures, meaning of the face gestures, and understanding conversation in terms of formal conversation & informal conversation.

Fifth, the tasks were included in the materials were in the form of the Webquest to which the students follow the instruction to accomplish the written task. However, the researchers tended to employ the spoken tasks that the students are more practices.

Results of Students Proficiency Level

In this case, the researchers wanted to know the proficiency level so that it was easy to make the objective judgment. It was done by delivering 16 questions that covered perception about their English ability. The questions involved four students' language skills (listening, speaking, reading, and writing) that answered by ten students representatively. Based on the results of the students' proficiency level, one student was on advanced level, six students were on intermediate level, and three students were on novice level.

This result was then triangulated with the students' scores given by the lecturer. It was found that there was a match between the students' perception and their scores in this course. As a result, the students' proficiency level was from novice to intermediate.

DISCUSSIONS

This part discusses the results of the need analysis that has been done by the researchers. Some points obtained in this mini Research and Design study are mentioned further.

First, based on the condition that the competencies are necessary for the successful completion of the students' real-world activities as well as considering core competencies of attitude, knowledge, and skills for the practice of English for Business, the competence-based syllabus is chosen for this English for Business I course at Ma Chung University. The syllabus covers the attitude as the students know why, knowledge as they know what, and skills as they know how because they are required for the solution of real life problems or situations. The language learning by using all the grammar, vocabulary, punctuation and pronunciation is being practiced to communicate effectively in real time listening, speaking, reading and writing situations.

Second, this course focuses more on speaking skill but still integrated to the three other skills as well as language components primarily on grammar and vocabulary. Even though the results of the questionnaires for the students stated that they needed the reading skill more, the researchers claim that they need more in speaking rather than reading. It is

in line with the statement of the English for Business I lecturer that speaking is the most needed skill for the students. Additionally, speaking is used in the workplace as it was revealed by the alumna of English for Business I course. Thus, the skill focus that will be developed is speaking. It is being integrated with listening, reading, and writing. The portion is more or less about 40% for speaking, 20% for listening, 20% for reading, and 20% for writing. Moreover, it will also involve vocabulary and grammar that the students need.

Third, the students' English proficiency level is from novice to intermediate. As a result, the other things which needs consideration of level needs to set by the focus on easy to average difficulties as the hardest ones are not appropriate for the students. Fourth, dealing with the content of materials, the students are provided with the materials which are appropriate and accessible as well as help them to recognize vocabulary or technical terms in business field. These materials can be taken from the textbook and internet as wished by the students and lecturer by the lecturer's effort to adapt, adopt, and create.

Then, in terms of media, it is recommended that both traditional and digital media in this course. Besides, the teaching and learning are in the form of blended learning to which the learning may take place in the classroom and outside the classroom through the Webquest. The seventh, based on the results of the questionnaire and interview, the tasks preferred more and appropriate for the students are performance, simulation, and role play.

CONCLUSIONS AND SUGGESTIONS

Specifically based on the needs analysis results, it can be concluded that the English for Business I course at Ma Chung University is recommended to use the competence-based syllabus (see Appendix 7) covering the attitude, knowledge, and skills rather than the task-based syllabus (see Appendix 8). Moreover, this course had better focuses more on speaking skill with the portion is more or less about 40% for speaking, 20% for listening, 20% for reading, and 20% for writing with involving vocabulary and grammar as they found these are difficult yet important for them.

Then, since the students' English proficiency level is from novice to intermediate, the content of materials provided should match their level and are able to focus primarily on speaking as need it and on writing as they find it is the most difficult. Then, in terms of media, it is recommended that both traditional and digital media in this course. Besides, the teaching and learning are in the form of blended learning to which the learning may take place in the classroom and outside the classroom through the Webquest. The tasks are suggested in the form of performance, simulation, and role play. For others findings such as the length of time, 2 credits are considered enough for this course as it spends 16 meetings in a semester with once a week meeting. However, since it is English for Business I, we strongly suggested that English for Business II is also given to students with the business-English topics since we think TOEFL preparation is not the continuation of English for Business I course.

Meanwhile, as the general contribution of this mini-research, it is expected that the lecturers in ESP get insight on the way of designing their own English syllabus focusing on context and conducting a needs analysis by adopting or adapting the instruments used in this mini research. The other steps for instance description of purpose, the choice of a

syllabus type, and the proto syllabus are done afterward. These steps are aimed at exploring and establishing a syllabus, lesson plans, and materials which fit to the students through. Disregarding these complexity steps, a more appropriate syllabus, lesson plans, and materials are presented to students for the betterment of their outcome in learning English for Specific Purposes.

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