

ENGLISH SYLLABUS REDESIGNING FOR INFORMATION SYSTEM CLASS: CREATING LITERACY-BASED LEARNING ACTIVITIES OF STMIK AMIKOM PURWOKERTO

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ABSTRAK

Penelitian ini bertujuan untuk menemukan masalah serta kebutuhan mahasiswa Sistem Informasi STMIK Amikom Purwokerto dalam mempelajari Bahasa Inggris. Penelitian ini juga memiliki tujuan untuk membuat ulang silabus Bahasa Inggris untuk mereka serta mengetahui keakuratan silabus berdasarkan saran dari para ahli. Penelitian ini mengacu pada penelitian kualitatif atau khususnya penelitian studi kasus. Ada enam langkah penelitian. Langkah pertama adalah dengan metode studi pustakayaitu mengumpulkan, mengobservasi, menganalisa kurikulum Bahasa Inggris di STMIK Amikom Purwokerto. Hasilnya penulis menemukan kurikulum Bahasa Inggris di STMIK Amikom Purwokerto adalah kurikulum yang bertujuan pada pemahaman pengetahuan dan keahlian yang sesuai dengan kebutuhan hidup mahasiswa sehari-hari.

Langkah yang kedua adalah dengan metode yang sama studi pustaka yaitu mengumpulkan, mengobservasi, menganalisa silabus Bahasa Inggris di STMIK Amikom Purwokerto. Ada dua bagian yang dianalisis yaitu analisis format dan analisis isi. Langkah yang ketiga adalah melakukan analisis kebutuhan mahasiswa dalam belajar Bahasa Inggris. Instrumen yang digunakan adalah kuesioner yaitu untuk mengumpulkan informasi tentang kesulitan serta kebutuhan mahasiswa dalam mempelajari Bahasa Inggris. Langkah yang keempat adalah membuat ulang silabus. Ada beberapa hal yang harus diperbaiki yaitu; (a) merumuskan ulang kompetensi dasar yang ingin dicapai, (b) merumuskan ulang standar kompetensi yang ingin dicapai, (c) menyusun topik dan material berdasarkan tingkat kesulitan, (d) merumuskan aktifitas belajar, (e) menciptakan indikator, alat evaluasi dan alokasi waktu. Langkah yang kelima adalah mengadakan validasi isi berdasarkan penilaian para ahli.

Kata kunci: mendesain ulang silabus, Sistem Informasi, Materi berbasis kecakapan.

A. INTRODUCTION

The writer concerns with education especially the importance of English for Information System (IS) students, English plays an important role for their life because they always contact with computer and also internet. This is the language in which most of the programs, information and websites are available. They are very difficult to translate each and every relevant webpage into Indonesian language.

English is bound to grow. Thus the importance of English as a language is emphasized.

Syllabus design is an interesting topic in language teaching. When we talk about syllabus, it is not separated from curriculum. The system in a curriculum can be conceptualized as three interrelated process: planning, enacting (teaching and learning) and evaluating (Snow and Kamhi-Stein, 2006 : v). The writer draws the limitation that this study only focuses in the planning processes. It means the writer analyzes the learners needs, decides the learning aims and goals needed to achieve them and organizes them, then translates the aims into materials and activities planning in syllabus.

Redesigning a syllabus is very important in teaching and learning process. Students cannot learn everything about a subject they learn from a random collection of unrelated items. Therefore, the teacher needs to develop a systematic plan for course content which will lead to the desired learning outcomes. Based on the general background above, the writer proposes the following considerations: (1) For the Information System students, English, computer and internet are becoming very important.(2) Based on the pre observation (see the appendix 1), the teacher often finds hard to choose appropriate materials related with English for Information System and sequence the related items in systematic way.

For those reasons, it is necessary to do some research for analyzing learner needs and selecting materials. They will play a major role in determining what syllabus will be adopted and sequencing them systematically. Developing a syllabus is a major decision in language teaching, and it should be made seriously and with as much information as possible. For those reasons, the writer has several problems that must be answered, those are: (1) What are the Information System students' problems in learning English? (2) What are the Information System students need in learning English? (3) What is the process of redesigning syllabus for the Information System students?

The objectives of the study are (1) To analyze the Information System students' problems in learning English (2) To analyze Information System students

need in learning English (3) To describe the process of redesigning a syllabus for the Information System students.

B. LITERARY REVIEW

1. Previous Study

There are several researches about syllabus design in many different areas. The writer found that the researcher developed an English syllabus based on specific purpose such as (1) An English For Specific Purposes Curriculum To Prepare English Learners to Become Nursing Assistants written by Abel Javier Romo from Brigham Young University and (2) Planning a Syllabus of English for Tourism Class written by M. Taufiq Al Makmun from Sebelas Maret University. Therefore this study is little different because it focuses in several part of analysis. Those are needs analysis, problems analysis and redesigned syllabus.

2. Components of Curriculum

When we talk about syllabus, it is not separated from curriculum. Curriculum development processes are central elements in language program. The system in a curriculum can be conceptualized as three interrelated proces. The first step is planning processes. The processes are needs analysis, goal setting and syllabus design. The next steps are enacting process which includes materials design, teaching and learning process at the classroom. The last steps are evaluation process including monitoring, feedback and evaluation. (Snow and Kamhi-Stein, 2006 : v-vi). It is very clear to describe that doing needs analysis and designing syllabus is in the planning process of the whole curriculum component.

3. Syllabus for English for Specific Purposes

There are many definitions of ESP. Romo (2006:9) cited Mackay and Mountford to define ESP that takes place in specific settings by certain participants. They stated that those participants are usually adults. They focused on adults because adults are usually highly conscious of the reasons to attain English proficiency. Adults make real use of special language in the special

settings they work. Romo (2006:9) also cited Robinson to define ESP as ones in which the participants have specific goals and purposes (again, academic, occupational, and scientific).

This study refers to English for Information System where the ESP students are usually studying English in order to carry out a particular role in Information System context. Information System is a study about how to build and implement technology of information in business processes that exist today, so a business will be able to effectively achieve its goals by applying IT in business. (<http://www.cs.ui.ac.id/lang/id/pendidikan/penerimaan/perbedaan-ilmu-komputer-dan-sistem-informasi/>). From the explanation above the writer concludes ESP is the teaching of specific and unique English (specialized discourse in information system) to learners, who will use it in a particular setting (computer science) in order to achieve a goal or competences.

4. Literacy Based

Literacy needs to occur from the beginning stages of foreign language learning. Literacy is the quality of being literate. In the teaching material, Agustien explains the definition Literacy from Kern (2000:17-18), Literacy is essential for all language learners, and at all levels of language study. The goal of a literacy-based is to engage learners in activities that involve as many of these principles as possible, not only at the advanced, Level of study, but at introductory and intermediate levels as well. The writer analyzes the level of literacy for university students which is epistemic level. It means students can use English to transform knowledge (lecturing, writing reports, reading references etc.). For analyzing students' English ability, the writer gets the data of the students' English level of ability from the questionnaire.

5. Principle of Designing Syllabus

In this section the writer will look at the options available to syllabus designers in research for starting points in planning a syllabus. Syllabus design is essentially concerned with the selection of content. The problems associated with selecting content and learning experiences would be relatively straight forward. As a consequence, the writer must make judgments in selecting

syllabus components, so the first step to design the syllabus is needs analysis. The syllabus designer finds out what the students needs to learn relating to English for Information System. Planning a syllabus are

a. Needs analysis

Nunan (1988:75) states needs analysis is procedures for gathering information about learners' needs. The same opinion is stated also by Richards (2001: 51), he states procedures used to collect information about learners' needs are known as needs analysis. The ultimate goal of needs analysis activities is to prepare a set of course objectives and select the content of the syllabus. A variety of procedures can be used in conducting need analysis. A triangular approach (collecting information from other source) is advisable. Information could be obtained from the following sources; (1) books, journal articles, reports and surveys. The writer is also able to analyze the textbook. (2) Information from students and teacher by questionnaire. The writer designs needs analysis instrument in the form of questionnaire. The writer takes some questions of needs analysis from Richards (2001:80-88). The content of questionnaire consists of: (1) Overview of skills needed and difficulties encountered. (2) Overview of topics needed and (3) Communicative Competence Components: Skills (listening, speaking, reading, writing), linguistics competence (grammar, vocabulary, pronunciations, punctuation, stress and spelling), socio-culture and communication strategic and fun activities.

b. Formulation of goals

Several key assumptions about goals (Richards, 2001: 112) can be summarized as follows:

- Goals are usually general statement
- People are generally motivated to pursue specific goals.

The writer believes that goal refers to Standard Competence (SK) and Basic Competence (KD).

c. Sequencing the course content

The steps of sequencing the syllabus are as follows: (a) Observing that the standard competence should be in line with the basic competence, (b) Constructing the potential main material, (c) Arranging the learning activities, (d) Deciding the indicators, (e) Deciding the evaluation, (f) Deciding the time allotment, (g) Mentioning the sources.

d. Components of Syllabus

The explanations of the components are as follows:

1) The specification of the Students

2) Competency Based

There are two competencies; Competence Standard (SK) and Basic Competence (KD). There are several rules of applying SK and KD base on *Departemen Pendidikan Nasional* (2008:29), those are

3) Competence Standard (SK)

Basic competence (KD)

a) Main Material

The topics are;

- Introduction and Greeting (on line communication)
- Classroom and Laboratory Objects : Computer, LCD etc
- Everyday Life (on line communication)
- Occupation and Work Places : The Future of IT
- Looking back : Problems of Computer Applications
- Favorite: Multimedia (music, movies, TV programs etc.)

Skills are :

- Listening
- Speaking
- Reading
- Writing

Linguistics competences are :

- Vocabulary
- Grammar

- Punctuations

- Pronunciation.
- Socio-cultural competence and communication strategic.
- Fun Activities :

b) Learning Activities

There are many kinds of learning activities, one of them is the teaching and learning cycle adapted from Callaghan and Rotheryz. (Burns and Joyce.1992:17).

Classroom programming is based on four stages in a teaching-learning cycle which are aimed at providing support for learners as they move from spoken to written texts. They involve the selection and sequencing of classroom tasks and activities and are related to the starting points of topic.

The four stages are:

1. Stage one: Building Knowledge of Field (BKOF)
The first stage is one of the most important in teaching and learning activity. Teacher assist students to gain an understanding of context of the materials have discussed. At this stage, students enable to build up and extend vocabulary in context, explore cultural including shared experiences such as knowledge of topic, practice grammatical patterns in context.
2. Stage two: Modeling of Text (MOT)
This stage has aims at building students' knowledge of the general context of the topic and the teacher can be a good model for the students.
3. Stage three: Join Construction of Text (JCOT)
The major focus at this stage is the discussion between teacher and students and between students' contributions and the appropriateness to the topic.
4. Stage four: Independent Construction of Text (ICOT)
In this stage, the students are able to construct written or oral text independently.

c) Indicators

Indicators are used to know the students' comprehension of the material.

The teacher use the check list contains a set of indicators in assessing the long term.

d) Evaluation

Evaluations are set of instrument to measure students' ability. In university students, the teacher usually provides set of written or oral test in every meeting.

e) Time Allotment

Time allotment is the time provide for teaching and learning process. In *Bahasa Inggris 1*, the time allotment is a hundred minutes.

f) Source

Source is reference that is used by the teachers. Multiple sources are possible used in one topic.

C. RESEARCH METHOD

This study constitutes a qualitative approach that focused in a case study. A case study is a single case study to observe the characteristics of an individual unit (Nunan, 1992:77). Individual unit of this study is a syllabus of English of Information System class at STMIK Amikom Purwokerto. The writer used a case study to describe and interpret the problems and needs of Information System students in learning English. Procedure of conducting the research based on Sukmadinata (2006:100-101):

1. Potential Problems

Research depart from any potential or problem. Potential data and problems based on research reports of others, or documentation of activities of individual reports or particular institutions that are still up to date (Sugiyono, 2009:411). In this study the potential problems derived from the Pre observation and observation of curriculum, syllabus, and teacher.

2. Data Collection

After the potential data and problems can be shown factual and up to date, then we need to collect various informations (1) collecting curriculum and syllabus syllabus of English at STMIK Amikom Purwokerto, (2) collecting questionnaire of students' needs analysis.

3. Data Analysis and Interpretation

The process of the research is interpretative because more research data regarding the interpretation of the data found in the field and supported by the theories that are available and relevant (Sugiyono, 2009: 13-14). The writer conducted: (1) analysis of the curriculum, (2) analysis of the syllabus, (3) analysis of students' problems in learning English, (4) analysis of students' needs in learning English. After the writer analyzed and interpreted the data at the field, the writer proposed a recommendation. A recommendation is very useful for decision maker (teacher / lecturer and the institution). So the writer conducted:

1) The process of redesigning the syllabus

The writer explained the process of redesigning the syllabus based on related theories and references.

2) The syllabus content validation.

The syllabus validation was the process of activities to assess whether the redesign syllabus rational. Validation is an assessment based on rational thinking and accuracy of the content to the theories. According to Sugiyono (2009:414) Product Validation was done by presenting experts who have experience to evaluate the product, so that they could analyze the weaknesses to improve the product. Product validation was done by discussion and questionnaire.

3) The syllabus content revision.

After product validation, the weaknesses and suggestions from the experts were revised by the writer.

4. Final report

The writer concluded the result, the analysis, the interpretation and the recommendation of the research.

D. RESULTS AND DISCUSSION

1. Curriculum

In this section, the writer explained and analyzed curriculum at STMIK Amikom Purwokerto. It was used to know the goal and objectives of the

educational system and to make decisions in syllabus design. English program at STMIK Amikom Purwokerto is a compulsory for all students. It consists of three parts: *Bahasa Inggris 1*, *Bahasa Inggris 2* and *Bahasa Inggris 3*, with six total credits. The main goal of English program is to make the students have a good skill in English.

It also emphasizes on four basic skills; listening, speaking, reading and writing and the students would learn grammar functionally to communicate with others. For *Bahasa Inggris 1*, STMIK Amikom (Wijayanto.2007:3) has four objectives (see the appendix 2), they are;

- a. To teach the oral skill needed to express and understand a basic core of topics and communicative function in English.
- b. To teach basic writing skills for a range of functional tasks.
- c. To teach extensive and intensive reading skills.
- d. To provide a variety of interesting learning experiences relevant of intermediate level learners.

The writer analyzed of STMIK Amikom curriculum based on the data above. The writer divided two parts of analysis:

- a. The ideology of the curriculum is social –efficiency approach because the curriculum focuses on knowledge and skills that are relevant to the learner’s everyday life needs and that the curriculum should be planned to meet the practical needs of society.
- b. Second analysis is about the objectives of the curriculum. The objectives of the curriculum play a major role to reach the goal of the program. Then the writer concludes that the objectives of English Program at STMIK Amikom Purwokerto are focused to comprehend four basic skill of English; listening, speaking, reading and writing. Based on the objectives above, it is clear enough that the curriculum refers to Competency- based because the institution emphasizes on comprehension of four basic skills of English in the context and expected the students to master in relation to specific situations and activities. Competency-based curriculum is a systemic framework. This means building all the supporting competencies such as linguistic competence, sociocultural, competence strategic and discourse.

2. Syllabus

In this section, the writer analyzed *Bahasa Inggris I* syllabus of STMIK Amikom Purwokerto. Syllabus plays a major role for teaching and learning process, so it should be made consciously and with as much information as possible. The writer decided two parts of analysis;

a. Format Analysis

Bahasa Inggris I syllabus from the institution is divided into six columns. They are: (a) Meeting (b) Topic (general instructional objectives) (c) Sub Topic (specific instructional objectives) (d) Learning Techniques (e) Learning Media (f) References. On the other hand, according to Bharati at *Teachers' Professional Development through an Observation in Immersion Classes Based on the Documents and Teaching and Learning Processes*, (2009:10,11) explained that the format of syllabus should be seven columns and follow the steps in constructing the syllabus are as follows:

- (1) Observing that the competence standard should be in line with the basic competence; they should be in a good hierarchy,
- (2) Constructing the potential main material,
- (3) Arranging the learning activities,
- (4) Deciding the indicators,
- (5) Evaluating the plan,
- (6) Deciding the time allotment,
- (7) Mentioning the source.

There are some elements that should be improved in *Bahasa Inggris I* syllabus of STMIK Amikom Purwokerto especially for improving standard and basic competence, sequencing materials, learning activities, indicators, evaluation and time allotment.

1) Content Analysis

In this section, the writer analyzed the content of *Bahasa Inggris I* syllabus from STMIK Amikom Purwokerto. Based on the Amikom English Teachers questionnaire, the writer concluded that there are some weaknesses of the syllabus content. The teachers are difficult to read the syllabus because:

- a) There is no standard competence and basic competence that would be reached.
- b) The materials are not sequenced well, so it would make the teacher difficult to develop.
- c) The materials are not in line with learning activities, indicators and evaluations.
- d) Learning activities tends to be the same in every meeting.
- e) There is not explanation about time allotment, types, form and instrument of the test.

Based on the analysis above, there are some contents of the syllabus that should be improved in *Bahasa Inggris 1* syllabus STMIK Amikom Purwokerto. The changes refers to Competence Based Curriculum that are used by STMIK Amikom Purwokerto. The revisions are;

a) General Objective:

Have good English skills especially to communicate with others in Information System context.

b) Standard Competence:

Listening : Understand the meaning of the conversation in simple transactional and interpersonal skills in the environment nearby.

Speaking : Express ideas in simple transactional and interpersonal relate to the environment nearby.

Reading : Understand the meaning of the short functional text related to the environment nearby.

Writing : Express ideas in short functional text related to the environment nearby.

c) Materials

The writer combines the materials from Amikom Textbook and Snow and Kamhi-Stein (2006:43-47). The writer selects Kamhi-Stein model because of some reasons, those are:

- Kamhi and Stein already conducted the study at University course in Spain about English syllabus for computer science.

- Students at one of the university in Spain and the majority of Amikom students were at the lower intermediate of English proficiency. so there is similar level of literacy.

Dealing with selecting materials, the writer offered certain topics to the students by giving them needs analysis questionnaire.

d) Learning activities

The writer used the teaching and learning cycle adapted from Callaghan and Rothery, 1998. (Burns and Joyce, 1992:17).

Classroom programming is based on four stages in a teaching- learning cycle which are aimed at providing support for learners as they move from spoken to written texts. They involve the selection and sequencing of classroom tasks and activities and are related to the starting points of topic.

The four stages are:

Stage one: Building Knowledge of Field (BKOF)

Stage two: Modeling of Text (MOT)

Stage three: Join Construction of Text (JCOT)

Stage four: Independent Construction of Text (ICOT)

The writer created learning activities that can give the real-experiences to student related to the real context of their everyday life, included add some fun activities at learning process.

e) Indicators and Evaluations

Indicators were made in line with materials, learning activities and evaluations.

f) Time allotment is a hundred minutes per meeting.

b. Students' Problems in Learning English

From the questionnaire, the writer obtained several students' problems in learning English. Those are:

- 1) Speaking : Students have difficulty in arranging words, students don't know how to say something in English, Students don't know the best way to say something in English, and students have difficulty in starting the conversation.
- 2) Listening : Students have trouble in understanding meaning of new words so the students have to ask friends to clarify material that has been taught.

- 3) Writing : The third is the problem of writing skill. The writer found five majors problems of the students; structuring sentences, using appropriate vocabulary, organizing paragraph, expressing ideas appropriately and clearly and overall writing ability.
- 4) Reading : There are more than 50% of students expect to learn reading skill. Even though they love to read, the data shows that they still find the problems associated with all the reading techniques.

From the background above, the writer put all the students' problems as the materials in a syllabus and used four skills to sequence the material.

c. Students' Needs in Learning English

From the questionnaire, the writer obtained several students' needs in learning English. Those are:

1) Overview of skills needed

The writer took 40 students as the samples and they need to develop reading skill, because most of them have a high motivation of reading especially for newspaper or magazine article and certain chapter in books.

2) Overview of topics needed

The students need several topics:

1. Introduction & greeting (online communication).
2. Classroom and laboratory objects (hardware).
3. Everyday life: describe weekly routines and free timeactivities.
4. Occupation & workplaces (the future job of computer science).
5. Looking back : Problems of computer applications.
6. Favorite multimedia: Music, movies, sport, TV programs, games.

The writer put all the topics in the material and correlates them in every skill and linguistics competences.

3) Communicative Competence Components:

The students need all of materials that the writer offered in questionnaire, included three aspects; skills, Linguistics Competence, Socio-culture and communication strategy.

4) Process of Redesigning a New 1st Semester Syllabus

From the result of needs analysis above, the writer could draw some decisions. They are:

a) Formulating the goals

The general objective of the course is the students have good English skills in Information System context.

b) Selecting appropriate syllabus

Based on analysis of the curriculum, objectives of the course and the result of needs analysis before, the writer combined two integrated syllabus; Topical- Based Syllabus and Competency-Based Syllabus.

c) Sequencing the course content

The steps in constructing the syllabus : Observing the competence standard should be in line with the basic competence, constructing the potential main material, arranging the learning activities, deciding the indicators, the evaluation, the time allotment and mentioning the source.

d. Syllabus Content Validation and Revision

Validation is the process of activities to assess whether the product in this case a new syllabus rational. Validation is an assessment based on rational thinking and rational to the accuracy of the product of theories. According to Sugiyono (2009:414) syllabus content validation was done by presenting experts of: Linguistics Competence, Computer Science and Academic Department at Amikom Purwokerto. They have many experiences to conduct research and they were able to evaluate the product. Product validation was done by discussion and questionnaire. Their suggestions are:

1) Linguistics Competence

First revision of syllabus, hold in September 1st,2010. The revisions can be summarized as follows :

Describe the course, write Standard Competence and Basic Competencies in syllabus, revise format of the syllabus, write communicative competence components, revise indicators that must be

in line with Standard Competence and Basic Competencies, create real-experience of learning activities adopted from the teaching and learning cycle of Callaghan and Rotheryz. Second revision hold in December 7th,2010. The revisions can be summarized as follows : Describe the content (topics at the syllabus), Write Standard Competence and Basic Competence relates to English for Computer Science and select material relates to English for Computer Science, it adopted from the model and it was applied in Spain University. The writer totally had 10 meetings for consulting the whole process of designing a syllabus.

2) Computer Science

The writer gave a form of questionnaire in January 11th, 2011, while we were discussing about material selection. The expert explained that there was no suggestion for material selection but she wants the teacher tries to relate the materials with the TOEFL material especially grammar.

3) Academic Department of Amikom Purwokerto

The writer also gave a form of questionnaire in January 4th,2011 while we were discussing about material selection. The expert explained that there is no suggestion for material selection. The materials are accurate for the computer science students.

E. CONCLUSION

It is better to make some improvements related to the teaching documents especially syllabus. The writer found the curriculum of English at STMIK Amikom Purwokerto is competence-based curriculum. It referred to social-efficiency ideology which means curriculum focused on the comprehension of knowledge and skills that are relevant to learners everyday life needs. There are many weaknesses found there such as: The syllabus does not include standard competence and basic competence that would be reached ; the materials are not sequenced well, so it would make the teacher difficult to develop ; the materials are not in line with learning activities, indicators and evaluations ; Learning activities tends to be the same in every

meeting; the syllabus does not include explanation about time allotment, types, form and instrument of the test.

There were some important points that must be improved; (a) revising the basic competence of the course, (b) creating the standard competence, (c) sequencing topics and materials, (d) creating real-life learning activities, (e) creating indicators, evaluation and time allotment. The writer focused in redesigning a syllabus for Information System students and knowing the accuracy of the syllabus content based on the expert judgment.

This research may give some benefits as follows: (1) The college, the head of academics department and the teachers themselves will know the teaching and learning documents and teaching learning process in a semester so they will be easier for preparing *Bahasa Inggris 1* class. (2) For the students, they can share their problems and needs in learning English, so they will get the material that they want without any feeling of boredom. Although the research gives many benefits, Future researches are widely opened to be conducted such as material development, enacting and evaluation process at the classroom.

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