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2nd ICEL 2014

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014
Bandar Lampung University, Indonesia
PROCEEDINGS

Hosted by
Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

2nd ICEL 2014

20 -22 MAY 2013

PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philipine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M
2nd lCEL 2014 Chairman

PROCEEDINGS

The Second International Conference on
Education and Language (2ⁿᵈ ICEL 2014)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21,22 2014

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ESP NEEDS ANALYSIS BASED SYLLABUS OF ECONOMICS FACULTY STUDENTS, UNIVERSITAS "45" MAKASSAR

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Abstract

The main objective of this research is to design a syllabus and adapt materials on the basis of Students' needs. In order to achieve this objective, needs analysis of the students was carried out in advance. The research was conducted in Makassar by employing pre-ESP and post-ESP students as the source of primary data. As The source of supporting data, the researcher distributed questionnaire to graduates, ESP teachers, Head of Departments and graduates' employers/users. To effectively achieve the objective of the research, the researcher conducted a survey by distributing questionnaire and document study to collect relevant data. The data which had been collected were then tabulated and analyzed by using descriptive method. The results of the research indicate that conducting needs analysis prior to any ESP course is absolutely important as the basis for syllabus design and material adaptation, because there was no material available on the market that could fully fit the students' needs. The results of the target situation analysis also indicates that the main purpose of the students of Economic Faculty , Universitas "45" Makassar in learning ESP is to enable them to read and understand books related to economics written in English that are available in libraries. Based on this fact the researcher tried to design a syllabus that integrated reading skills, vocabulary acquisition and mastery on English grammar. Further, the materials were arranged based on the students' topic of interest/priority.

Keywords: ESP, Needs Analysis, Syllabus and material adaptation.

1. BACKGROUND

There is a great variation on the reasons for choosing a particular language as a favored foreign language. They include historical tradition, political expediency, and desire for commercial, cultural, or technological contact (Crystal, 1997:4). Kennedy and Bolitho (1984:11) emphasized on the most important factor determining the foreign language teaching in one country is the political decisions made by government.

Wingard, (1985) in Mustari (1991:1) sates that the development of English teaching in Indonesia has paralleled the history of Indonesian nation over 40 years, by also a period of change, struggle and development. In the early part of this period, English was beginning to emerge as the leading language of international contacts and technological development.

Nowadays people are becoming more and more aware of the importance of English, not only because it is an international language but more importantly it is the global language as well as the world language (Strevens, 1983:17). The reason more and more people in the remote parts of the world, including Asia (Anthony and An Cheng, 2014), are becoming involved in the study of English has a lot to do with the social attitude toward the language. English is generally perceived to bring certain benefits to users since its dominance in commerce, banking, tourism, technology and scientific research, (Kachru, 192:355-356).

In Indonesia, English has occupied a special position as the only compulsory foreign language subject in the public schools ant it is now being taught from primary up through the university level. But the status of English in Indonesia will never be the second official language in the administration of this country. It is no more and no less than the first foreign language (Gregory, 1964 in Amran Halim, 1980:35).

According to Kachru (1992:78) Indonesia is among the expanding circle countries which use English. In this country, English various roles and is widely studied but for more specific purposes that the other

circles, including (but certainly not limited to) reading knowledge for scientific and technical purposes which are under the umbrella of ESP (English for Specific Purposes).

Beginning in the early 1960s, the time ESP came into being (Hutchinson and Waters, 1987:43), there were many reports from around the world growing dissatisfaction with the language teaching practice then current where all learners were served up with literature regardless of their aims needs and interest (McDonough, 1984:4). Strevens (1971:20), for example, in an early article, pointed out the irrelevance of literary raining to large numbers of learners for whom English was a tool in a job or a profession. Wingard (1971:24) in Mustari (1991:1 reporting from Zambia, was one of many practitioners who describe his students' frustration at learning inappropriate English, and who set out his own attempts to establish a more relevant program in university context, such inappropriateness is not , of course, a thing f the past, and most people will be able to think of their own examples.

The above experiences strongly indicate that designing an ESP course, specifically in terms of materials and syllabus, without involving and considering students' necessities, wants and interests will result in nothing. Once the students' needs re ignored, it can be predicted that the students will fall in a very frustrating situation consequently the teaching and learning goals will never e achieved.

At present, ESP has frequently appeared in the literature of the English language teaching because it is assumed to be a major activity round the world, (Robinson, 1991:1). It s learned and used for those who require English because of their occupational and professional requirements, for example for airlines pilots. Businessmen, bankers etc., or to help students in their specialist education, for example students of Vocational High School, or students of tertiary levels of education where the aims of education given have been decided clearly. Consequently, the aims of learning English should be related to their academic studies (McKay, 1978:72).

The idea of analyzing language needs of the learners as a basis for course development, in this case for syllabus and materials design, has become almost synonymous with ESP in recent years and it is difficult to think of one without the other coming to mind. There are some supporting statements provided by McDonough (1984:29) that needs analysis is vital because of the following reasons:

- In response to the needs of the students,
- The centrality of the learners' needs,
- To design courses hat have relevance to the students' needs in elation to academic studies,
- To find out what language skill are needed for successful performance of task in some jobs.

In short, the syllabus and materials of ESP should be in accordance with the learning aims which generally come from needs, and accordingly, teaching should be in accordance with needs from which leaning aims come. In other words, before deciding r designing ESP syllabus and materials, embarking need analysis is inevitable so that the learning/teaching objectives can be achieved. Only through needs analysis can we identify students' needs in term of necessities, wants, and interests as well as students weaknesses and strengths.

In Indonesia, ESP is mostly offered at tertiary level of education. Usually, it is offered to students who passed general English. At Universitas "45" Makassar itself and at Faculty of Economics to be exact, ESP is offered at Semester 3 after students passed General English, i.e., English I and English II. At this faculty, ESP constitutes a compulsory/obligatory subject to students and I has two credit points.

Faculty of Economics of Universitas "45" consists of three departments i.e., Department of Accounting, Development Studies   s, and Management Studies. The main purposes of teaching and learning ESP t he faculty are to prepare students to win hard competition in the work force as an added value) and to enable hem to keep abreast with current information on science and technology. But so far, at least in the eyes of the researcher, he result was not satisfying. This statement is supported by he fact that students still complain about their English and through a casual observation I has been found out that their average grade on ESP is below average.

In teaching ESP, teachers heavily depend on the materials available in the market. What they usually do is selecting topics from some commercial books according to their taste and preferences. In a sense, material from the commercial books can fit the students' needs, but again it is a matter of judgment, not based on needs analysis.

Since ESP was firstly introduced at the Faculty of Economics, Universitas "45", materials an syllabus have never been based on the needs analysis which actually provides valuable information for syllabus and materials design. Such kind of ESP teaching was in fact contradicting with one of the very basic principles and characteristics of ESP course design.

1.1. Objectives

In connection with the problem statements s above, the objectives of this research are a follows:
1. to identify the students' needs,
2. to design syllabus which will be appropriate to the students,
3. to adapt materials which fits the students' needs.

The whole process of the research was conducted following the following conceptual framework:
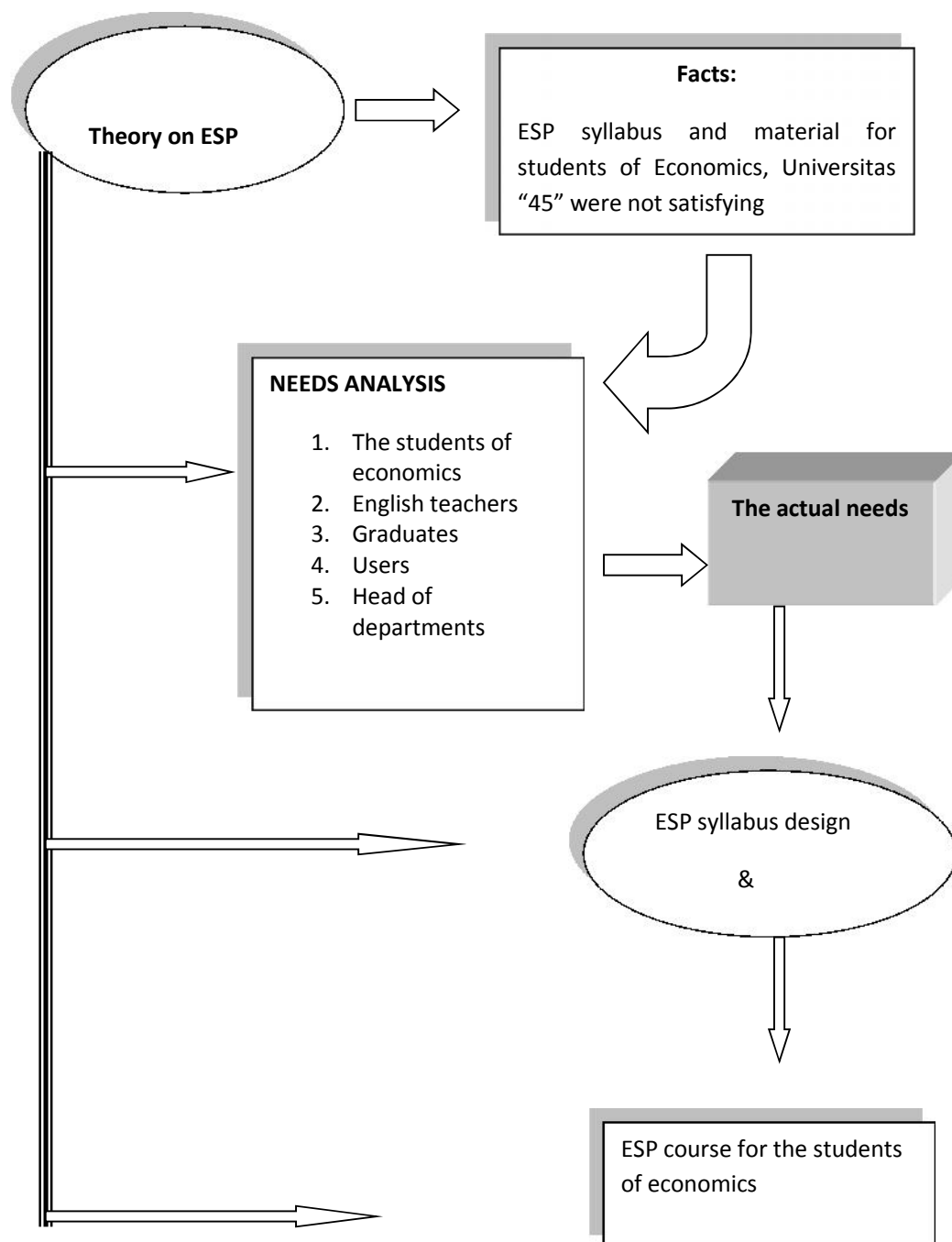

Figure 1. Conceptual Framework of Research Process

2. METHODS

The research was carried out by doing both field and library research. Library research involved reading books that have relevance to the research and collecting potential sources which were finally adapted

accordingly. Field research employed questionnaire technique to gather basic original data. A number of questionnaires were distributed to the respondents.

The data obtained from the students' questionnaire were analyzed using percentage and rating scale. Different answer will have different rating scale. The percentage system was mostly used to describe and identify students learning background and learning style, to decide the students' priority on the language skills, and o identify the students' target situation whereas scale rating was used to design syllabus and to adapt materials.

3. REVIEW OF RELATED LITERATURE

3.1. ESP in Historical Perspective

Hutchinson and Waters (1987:6) state that the emergence and movement of ESP was not a well panned that it was something similar to the development of human mundane activity. They identify three important reasons to the emergence of all ESP; the extensive demand for English to suit particular needs, the development in the field of linguistics, and the development in the field of educational psychology.

The current stage in the development of English has something to do with the development of a number of activities, movements, and courses that are conducted mostly in English such as language for air-traffic control, international bodies, science and technology, and language for international media. The fact that the dominant role of English was mainly caused by the strong power of the English speaking countries play in terms of political, military or economic roles, (Crystal, 1997:72).

At the same time as the demand was growing for English courses fitted to specific needs, new movement began to emerge in the study of language. In the past, through the long story of linguistics, grammarians or linguists focused their attention on sentence (Crane, et.al., 1981:102) because they believed the aim of linguistics had been to describe the rules of English usage, that is the grammar (Hutchinson and Waters, 1987:7). In the modern time linguists became more aware that learning any language involves acquiring the ability to make correct sentences. That is one aspect of the matter. But it also involves acquiring and understanding of which sentences or part of sentences are appropriate in particular context or situation. The distinction between *langue* and *parole* is similar Chomsky's distinction between *competence* and *performance* (Widdowson, 1979,; Chomsky, 1971 and Loveday, 1986).

The culmination of language learning, however, is not simply in the mastery of the forms of language per se, but the mastery of the forms in order to come to the communicative functions of language. Mastery of vocabulary and structures result in nothing if the learner cannot use those form for the purpose of transmitting and receiving thoughts, ideas, and feelings between speaker and hearer, or writer and reader. While forms are considered as the manifestation of language, functions are considered as the realization of those forms (Brown, 1980). This statement is in line with Larson's (1984) statement that an analysis of the surface structure of a language will never tell us all we need to know about language. In order to understand what is said or written, one has also to look behind the formal meaning or the form of language, (Cook ,1990; and Richard and Richard, 1987).

From the above statements, it is quite clear that the new studies has turned attention away from defining the form of language or the formal features of linguistic usage to discovering the way in which language is actually used in real communication. One finding of this research was that the language we speak and write varies considerably in a number of different ways, from one context to another depending on who speaks what language to whom, when and where to speak. So, one's register shows what you are doing (Hudson, 1980). In English language teaching this gave rise to the view that there are important differences between, say, the English of economics and that of engineering. These ideas are in line with the development of English courses for specific groups of learners. The idea was simple: if language varies significantly from one situation of use to another, it should also be possible to determine the features of specific situations and then make these features the basis of the learner's course.

In short, the view concluded that the English needed by a particular group of language learners could be identified by analyzing the linguistic features of their specialist area of work or study. 'Tell me what you need English for and I will tell you the English that you need' became the basic guiding principle of ESP (Hutchinson and Alan Waters, 1987). The late twentieth century of the world of education was marked by a new and unprecedented approach. This approach has changed the old view which treated students as a storehouse to be filled by teachers rather than tools to be used (Toffler, 1974) and the view of teachers who were omniscience to the teachers as facilitators. This approach was influenced by the birth of Humanistic theory of education.

Humanistic teachers believe in a world of autonomous, creative and emotionally secure people and they believe that education assists the process of creating such a world (Brumfit, 1985). Humanistic theory shifts the focus away from teaching towards learning. One of the best way to facilitate the learning process is to establish an interpersonal relationship with the learner (Titone and Danesi, 1985). This theory has important implication for education. The focus is away from teaching toward learning. The goal of education is the facilitation of change and learning how to learn is more important than being taught. In this case what is really needed is real facilitators of learning, and one can only facilitate by establishing an interpersonal relationship with learner (Brown, 1980). Among those some major goals of humanistic education stated in Dembo (1988), the important one that has a very strong connection with the students' need is accepting the learners' needs and purpose.

In this case, learners were seen to have different needs and interest, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development to the development of courses in which 'relevance' to the learners' need and interest was paramount. The standard way of achieving this was to take texts from learners' specialist area-text about economics for the student of economics, etc. The logical assumption behind this approach was that the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster.

3.2. Characteristics of English for Specific Purpose (ESP)

Nowadays, ESP becomes a major activity around the world. It involves education, training and practice and draws upon three fields of knowledge; language, pedagogy, and the learners' specialist areas of interest (Robinson, 1991). ESP is not a subject or a product, rather it is an approach to language learning which is mainly based on learners' needs. Through this kind of approach, teachers as facilitators are interested to know the learners' main reason for learning a foreign language in order that they can accurately decide the content and method of teaching.
ESP courses share some common features. Strevens (1981) claims that ESP is designed to meet learners' needs, related in content to the learners' discipline, occupation, and activities, and focus on the learners' register. Some ESP practitioners agree that the characteristics of ESP are as follows:
1. the students of an ESP course are likely to be adult rather than children.
2. Its learners are mostly identical.
3. ESP course is normally goal-oriented without ignoring process-oriented.
4. Needs analysis is fundamental to any ESP course.
5. ESP normally focuses on the learners' specialist area.

3.3. Needs Analysis

Needs analysis is generally regarded as critically important to ESP, although ESP is by no means the only educational enterprise which makes use of it. It has been stated earlier that ESP is not a product but rather an approach to a course design which begins with the question 'why do these learners need to learn a language?' But, it could also be argued that this should be common starting question to any language course, general or ESP.

Hutchinson and Waters (1987) claim that what distinguishes ESP from general English is not the existence of a need as such, but rather an awareness of the need, an awareness of the target situation. If learners, sponsors, and teachers know why the learners need English, that awareness will help them decide a reasonable content in the language course. In short, need refers to comprehend and/or produce the linguistic features of the target situation. Whereas need analysis or need assessment refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students. Once identified, need can be formulated in terms of goals and objectives which, in turn, can function as the basis for developing test, materials, teaching activities, and evaluation strategies.

The idea of analyzing the language needs of the learners is almost identical with ESP in recent years and it is difficult to think of one without the other coming to mind. This statement is based on the key assumption that the need of a learner is at the heart of any foreign language teaching program. Thus, information on his/her language needs will help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course content (McDonough, 1984: 24). Similarly, Tudor (1993: 25-26) argues that this learner should be able to provide information on the situation in which he will need to use

the language, the ideas he will wish to express, and the communicative functions he will wish to perform. He may also be able to specify the performance criteria which are crucial for him.

More specifically, needs analysis is very important in any ESP course because of the following reasons;
  a. Needs analysis can serve as the basis for developing materials, syllabus, test, teaching activities (method) and evaluation strategies.
  b. Needs analysis also can be used to identify:
   - Learners' present situation
   - Learners' learning needs
   - Learner's target needs
  c. Because it is assumed that a course design based on the learners' necessities, wants and interests will highly motivate them.

3.4. Meaning of Needs

The important thing to note is that needs do not have to themselves an objective reality. What is finally established as "need" is a matter for agreement and judgment, not discovery (Lawson, 1979:37). Besides, needs mean different thing to different people. So far there are some meanings of needs proposed by different people as follows:
  a. Needs can refer to students ' study or job requirements, that is, what they have to do at the end of their language course. This is a goal-oriented definition of needs and can be described as " objectives" (Widdowson, 1981:64).
  b. Needs can mean 'what the user-institution or society at large regards as necessary or desirable to be learnt from a program of language instruction, (Mountford,1981:102)
  c. We can consider what the learner needs to do to actually acquire the language. This is a process-oriented definition of needs and relates to transitional behavior, the means of learning. (Widdowson, 1981:84).
  d. We can consider that the students themselves would to gain from the language course. (Robinson, 1991:67).
  e. Needs can be interpreted as lacks, that is, what the student do not know or cannot do in English.(Robinson, 1991:23)
  f. Needs can also mean a gap or measurable discrepancy between a current state of affair and desired future state (Berwick, 1989:3).

3.5. Types of Needs

Berwick (1989) in Johnson (1989:55) divides needs into felt needs and perceived needs. Felt needs are those which learners have. Felt needs are sometimes referred to as expressed needs and may be devalued by viewing them as 'wants' or 'desires'. On the other hand, perceived needs represent the other side of the coin-judgments of certified experts about the educational gaps in other people's experience. Perceived needs have been described as normative needs or objective needs.

Brindley (1989) in Johnson (1989:70) explains that objective needs refer to needs which are derivable from different kinds of factual information about learners, their use of language in real-life communication situations as well as their current language difficulties. Whereas subjective needs refer to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies.

Hutchinson and Waters (1987:54) make a basic distinction between target needs and learning needs as follows :
  a. Target needs is what the learner needs to do in the target situation,
  b. Learning needs is what the learner needs to do in order to learn.
He further explains that target needs is something of an umbrella term, which in practice hides a number of important terms such as necessities, lacks and wants.

On the other hand, learning needs concerns with the route or continuum a learner will pass to get from his/her starting point to the destination. In other words, learning needs deal with the learning situation that the learner prefers to have. The following modified figure helps us understand the division of needs :

4. FINDING AND DISCUSSION

After going through a careful analysis, finally, the research comes to the findings as follows:

1. The students' background/present situation
   a. The learners.
      The learners are the students of Faculty of Economics from Department of Development Study, Management, and Accounting. They learn ESP after passing General English I and English II.
   b. Their previous knowledge of English
      Considering the students' experience of learning English from Junior High School up through the university level and from the English teachers' information, it can be predicted hat the students' level of English in the pre-ESP is intermediate.
   c. The students' attitude toward English
      The students' attitude to both English in general, and to ESP in particular was very positive. There are two questions on the part of the students' questionnaire which deal with the students' motivation.
   d. The students' motivation
      Most students or 64% gave the reason of choosing the Faculty of Economics because it was their first choice. In other words, their motivation to study at the faculty was considered great. When they were asked about their motivation to English in general and to ESP in particular, the answer has shown their high motivation.
   e. The students' demand on English
      The students have shown a great demand on the ESP. Most samples on the part of the students or 82% said that the credit points of ESP should be added.
   f. The students' weakness
      The distribution of the answers to the students' weaknesses shows that the students' weakness is on speaking.

2. The students' learning situation
   a. The students' learning style
      Based on the Barsch Learning-Style Inventory which was conducted to the students, it was found out that most students or 60% of them had visual learning style. However, in presenting material, the learning styles of the rest of the students should be put into account proportionally.
   b. Methodological preferences
      The past experience to the satisfaction to ESP showed that methodological problem was mostly criticized by the students. The finding shows that the students expected to learn English or ESP in small groups. Through learning in small groups, the students expected to have more opportunity to practice their English with friends. Above all, they can learn through problem solving in the form of discussion.
   c. The resources available
      The number of English teachers is considered appropriate for ESP. there are five English teachers who are quite experienced in teaching ESP. It was found out that the teachers' attitude to ESP was positive. They also know much about economic related topics. The other thing which needs a serious attention is the resource of the material which is still limited.
   d. The Students' satisfaction with ESP
      The students past experience has proved that they were quite unsatisfied with ESP. Of the 45 past students who answered the question regarding the satisfaction with ESP, 32 (71,1%) samples said that hey were not satisfied. Most of them or 53,1% explained that the reason of their dissatisfaction was simply because of the teachers' teaching method did not fit the students want.
   e. Suggestion of the way to improve the students' English skills
      The students suggested that the best way to improve their English skills was the use of ESP materials and more explanation on grammar. But most of them or 64% suggested on the use of ESP materials, 27,8% said that emphasis on grammar should be given.
3. The students target situation
   a. the reason of ESP is needed
      ESP at the Faculty of Economics is a compulsory course which has two credit points. Though, the students badly need English, most of them need it in order to understand or read economic-related books available in the library. The other reasons but with small percentage are to develop their

careers and to enable them to communicate in English. Consequently, the medium of using English is through reading.
b. The target level of English mastery
Based on the above reasons of learning ESP, it can be concluded that in order to function effectively in reading economic books, the students' level of mastery should be in advanced level.
c. The students priority on language skills
The students' priority is on the reading skill. It scores the highest point that is 372,74
d. The students preference on the topics
The students preferences on the topics were married up with the other groups of respondents' argument on the importance of the topics. The following table presents some topics which deserve to be included as the content of the material.

Table 1: The students' priority on the topics

No	Topic	Score
1.	Business	353,3
2	Money and banking	351,1
3	Economics	349'9
4	Trade	346,7
5	Supply and demand	341,2
6	Industry	341,1
7	Economic system	338'9
8	Economic freedom	336,4
9	Management	330
10	Accounting	322,2
11	Marketing	321,1

4.1. Suggested ESP Syllabus Design

Based on the above students' tendency, any syllabus design should integrate the twin themes of English mastery and studies of economics which are presented to the students. It is entirely based on the students' needs from the finding of the research. The syllabus mainly focuses on the students' reading skill with the hope that the students can cope with economic related books which are written in English. The other skills, writing, speaking and listening should also be encouraged proportionally based on the students' needs.

4.2. Course Aims and Objectives

A course based in this syllabus should enable the students :
a. To develop knowledge and understanding of register used in economic related areas,
b. To develop the students' reading skill in order to be able to cope with economic related books written in English,
c. To develop the students' English level in order to function effectively with special reference to their specialist areas,
d. To develop students' motivation based on their preferences,
e. To develop the students' familiarity with English grammatical structures which are commonly used in their areas,
f. To develop the ability to work and contribute effectively in a small group discussion.

4.3. Construction of the Suggested Syllabus

The nature of the suggested syllabus is *integrated; topical, structural and skill-based syllabus.* The reason of suggesting this kind off syllabus are as follows ;
a. The topics chosen were the students' and other groups' preference,
b. The students will not primarily learn the contents or Economics rather they will learn the language and its rules through the topics of their interest,
c. The syllabus will give more emphasis to the development of the students' reading skill which fits the students' target needs.
In view of the aims and objectives of the course set above, the syllabus should be designed in order to meet those aims and objectives more effectively using the following guidelines:
a. Name of the course: English for Economics
b. Credit point: three

c. The students' pre-ESP proficiency level: intermediate
d. The target proficiency level: advanced
e. The students' weakness: speaking
f. The main reason of learning ESP: to develop the students' reading skill
g. Methodological preferences:
   - Learning in small groups
   - Learning through problem solving
   - Discussion with friends
h. The students' learning Style: 60% of them have visual learning style.
i. The topics mostly preferred:
   - Business (353:3)
   - Money and Banking (351.1)
   - Economics (349.9)
   - Trade (346.7)
   - Supply and demand (341.2)
   - Industry (341.1)
   - Economics System (338.9)
   - Economic Freedom (336.4)
   - Management (330)
   - Accounting (322.2)
   - Marketing (321.1)

Table 2: The suggested syllabus

Week	General Topic	Activity	Time Allocation
1.	• Business	• Class preparation • Reading • Vocabulary study • Discussion (in small groups) • Comprehension question • Focal point on grammar and exercises	10 mts 30 mts 30 mts 30 mts 25 mts 25 mts
2.	• Business	• Class preparation • Reading • Discussion on the topic (in small groups) • Vocabulary study • Comprehension question • Focal point in grammar and exercises	10 mts 30 mts 25 mts 30 mts 30 mts 25 mts
3.	• Money and Banking	• Class preparation • Preview • Vocabulary study • Problem solving (in group) • Intensive reading and comprehension question • Focal point on grammar and exercises	10 mts 25 mts 30 mts 30 mts 30 mts 25 mts
4.	• Money and Banking • Relative Clause	• Class preparation • Preview • Comprehension question and vocabulary study • Intensive reading • Problem solving • Focal point on grammar and exercises	10 mts 30 mts 20 mts 30 mts 30 mts 30 mts

5.	• Economics	• Class preparation • Reading • Discussion and vocabulary study (in groups) • Comprehension question • Focal point on grammar and exercises	10 mts 40 mts 30 mts 40 mts 30 mts
6.	• Economics	• Class preparation • reading • Vocabulary and idioms • Comprehension questions and discussion (in groups) • Focal point on grammar and exercises	10 mts 40 mts 30 mts 40 mts 30 mts
7.	• Trade	• Class preparation • Reading • Group discussion on the topic • Terminology/ vocabulary study • Focal point on grammar and exercises	10 mts 40 mts 30 mts 40 mts 30 mts
8.	Mid Test		100 mts
9.	• Supply and Demand	• Class preparation • Reading • Group discussion on the topic • Terminology/ vocabulary study • Focal point on grammar and exercises	10 mts 50 mts 30 mts 25 mts 35 mts
10.	• Industry	• Class preparation • Reading\words in context (in pairs) • Comprehension questions and vocabulary study • Discussion and problem solving (In groups) • Focal point on grammar and exercises	10 mts 30 mts 25 mts 30 mts 30 mts
11.	• Economic System	• Class preparation • Reading • Vocabulary/idioms • Comprehension questions • Focal point on grammar and exercises	10 mts 40 mts 30 mts 40 mts 30 mts
12.	• Economic Freedom	• Class preparation • Reading • Group discussion • Comprehension questions and vocabulary study • Focal point on grammar and exercises	10 mts 40 mts 30 mts 40 mts 30 mts
13.	• Management	• Class preparation • Reading • Vocabulary and idioms • Comprehension questions and discussion on the topic (in groups) • Focal point on grammar and exercises	10 mts 40 mts 30 mts 30 mts 40 mts
14.	• Accounting	• Class preparation • Reading • Group discussion • Comprehension questions and vocabulary study • Focal point on grammar and exercises	10 mts 40 mts 30 mts 40 mts 30 mts

15.	• Marketing	• Class preparation	10 mts
		• Reading	40 mts
		• Terminology study	30 mts
		• Comprehension questions and problem solving (in groups)	40 mts
		• Focal point on grammar and exercises	30 mts
16	Final Test		100 mts

5. CONCLUSION

After scrutinizing the data from respondents and doing some document study, it has been proved that any ESP course should be preceded by a prior analysis on the students' need which will finally determine the syllabus and material. The argument is based on the fact that no one of the existing materials available on he market which fully fits the students' needs.

Based on the finding and discussion, a conclusion can be made as follows:

a. The students' English level before taking ESP is intermediate. They also have shown very positive attitude to English in general. Their motivation in learning is very high particularly in term of instrumental motivation. They also admitted that their weakest point is the speaking skill.

b. Based on the Barsch Learning_Style Inventory, most of the students have visual learning style. This indicates that the students most effective way of learning is through reading.

c. Most of the students of economics needs English in order to understand economic related books written in English which are available in libraries. Consequently, the medium of using English is through reading. In order to function effectively their average level should be advanced.

The above finding also indicates that the most suitable syllabus is that the one which integrates topics, reading skills, and language structure hopefully it will encourage the students to develop reading skill. Whereas material adaptation can be done through selection of various sources, simplification, selection of suitable exercises, writing some suitable exercises and adjustment of grammar focus.

Suggestion

Principally, this research was carried out in order to find out one possible solution of ESP teaching and learning problem at Economics Faculty, Univesitas "45 Makassar. The researcher is fully aware that there is no panacea to the problem. A sketchy hope of improvement on ESP knowledge of the students has inspired him to carry out the research. This research will be more beneficial if its finding can be implemented in the classroom and can be considered by all ESP teachers at the faculty of Economics, Universitas "45".

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