

CURRICULUM DECISION MAKING SCHEME FOR ESP SUBJECT AT BUSINESS DEPARTMENT OF VOCATIONAL TERTIARY EDUCATION LEVEL

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***ABSTRACT**--This study aims to outline ESP curriculum content for Business Department at Politeknik Negeri Batam by referring to need analysis survey from alumni and industries in Batam. There are four aspects involved in giving contribution to the curriculum design, namely students, English teachers, alumni, and industries as the end users. Those four types of contributors give their ideas on what kind of English skills were needed in their own perspectives and scopes. However, this study only took two contributors i.e alumni and industry as the end user. The data are gathered through open questionnaires. The data gathered are analyzed qualitatively and presented descriptively. The results show that both alumni and industry have the same needs---working place needed employees who are good in English speaking and writing. More specifically, the skills are ones which are related to daily business communication with internal employees as well as external business partner.*

***Key Words**--English skills, Curriculum, vocational Institution, workplace, Industry*

I. INTRODUCTION

It has been more than two decades the language learning studies committed by researchers. It was known that the teaching materials of English subject used to focus on the sentence structure or syntax. In current learning additional language issue (second or foreign language), the notion is no longer applicable. The language learning is more focus on the language use, how people use language to communicate and interact with others. So ESP appears to see the need of English to specific competencies of learners.

Hutchinson and Water (1987) say that the need of learners is the main aim which demand special approach in the teaching process. It is such tricky and demanding language teaching process as the teachers do not only need to be good in English skills and knowledge but also need to have knowledge in the field. Hutchinson and Water (1987) adds that different situation leads to varied situation of language use which becomes basic features for students in learning ESP. In short, they (1987) believe that ESP is very closely related to English specific needs of community.

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Referring to the curriculum decision making scheme introduced by Robert Keith Johnson (1989) it is clearly stated that syllabus is the means which is resulted from the works of need analysts and methodologist. In order to implement the syllabus, programme implementations such as material writers who result materials and teachers' trainers who provide training programs for the teachers are needed. Both the materials and training programs for the teachers go to succeed the classroom implementation of the curriculum. Table 1 shows clearly the concept of curriculum decision making scheme.

Table 1: The concept of curriculum decision making scheme

Domain →	Curriculum planning	Specification of Ends and means		Programme implementation		Classroom implementation	
Participants →	Policy makers	Needs analysts	Methodologists	Materials writers	Teacher trainers	teachers	learners
Products →	policy						

.It is obvious that teachers and learners are two objects who have roles in gaining the goals of the curriculum itself. Teachers are the players who serve material to learners. Teachers have to plan on how to serve the materials too. Teachers need to consider any factors which might help them or even give obstacle to them in serving the materials. Teaching pedagogy is another language teaching term which affects learning outcome.

This curriculum design is expected to provide all employability skill for students. They will able to speak the necessary language (languages), technical or academic knowledge related to the relevant area of expertise. In the previous research (Handayani, 2014), it was found that ESP subjects at Management Business Department of Politeknik Negeri Batam was not designed by the English lecturer. This is a kind of violence to the curriculum decision scheme introduced by RK Johnson which may give negative contribution to the syllabus and teaching material. Therefore, the researchers want to explore the need analyses of English for vocational tertiary student which match with the learner target and at the end impact their employability skill.

II. PROBLEM STATEMENTS

Need analysis can be gathered from students, English teacher, stake holder, alumni, and industry as the end user. However, this research is focused on the following terms:

- a. What English skills are needed by alumni in working place?
- b. What English skills are needed by the industry in hiring new employees?

III. RESEARCH AIMS

This study aimed to outline English skills needed in working place especially for any positions in industry which can be handled by the graduates of business administration and managerial accounting. Knowing the needs enables the writers to analyzed as well as figure out the curriculum content of Business English subjects as ESP subjects at business administration and Managerial Accounting Department of Politeknik Negeri Batam.

IV. LITERATURE REVIEW

a. Previous Study

There were many writers have done the same research, first, the research conducted by Tevdovska (2017). Her research was about English skills needed by employees, language learning process at higher institution level, as well as related surrounded atmosphere of ESP context.

The research method was based on a questionnaire which consisted of 17 statements. The questionnaire was given to two groups of participants; students who study in the ESP and potential employees. The result showed that there was a discrepancy between the perceived priorities of current University students and future employees and the perceived priorities of potential employers. Therefore, employability skills should be introduced and taught in ESP and included in university curriculum.

Second, Bouzidi (2009) that done a research about the course in ESP classroom and workplace. The writer argued that there was a mismatch between the content of ESP textbooks and actual workplace language demands. The researcher began by collecting some data, evaluated it then arranged supplement ESP textbook to make it more relevant in employment setting. This research was completed by conducting surveys and interviews to instructor and students.

Third, Raof and Yusof (2006). This researcher worked with centered learning activities in language classes that purpose to increase the confident qualities of the students. In their research, Raof and Yusof (2006) involved employees from industry. The writers gathered 170 Civil Engineering undergraduate learners data using questionnaires regarding the activity and the programme as a whole. The writers found that the students have perception towards the activity which improve their civil Engineering knowledge. In addition, the learners also get improvement in their English skills after having interaction with employees from industries.

Fourth, the research done by Liton (2015). The paper explored learners' pragmatic workplace learning practices which affect professional position and are applicable to their responsibilities in the position. Liton (2015) argued that there are gaps between what students learn in ESP class and what they need in real workplace. The data collections were gathered by spreading 30 ESP questionnaires to teachers. The result of the research found that ESP got by the students during their study cannot meet English skills needed in working palce. In addition, the researcher suggests the teachers to adjust the ESP textbook to become more practical materials which are closely related to working place.

Then, the research done by Rahman (2015). This research explained the holistic review about English for Specific Purpose (ESP). The writer gave his review on ESP historical and development process, terms related to ESP need analysis, together with some other essential component for ESP need analysis. Later this review. also

described critically reviews the ESP needs analysis models. All of these researches give input for doing the research.

In this research the writer will also done the research which is related to curriculumdecision making scheme for ESP subject for business department of vocational tertiary education level. Here, the writer wil arrange the curriculum by analyzing from many perspectives, so it will create an exact and appropriate curriculum.

b. Curriculum Design

Curriculum design is an important basic academic process which affect the learning and teaching material very much. Graves in Hall and Hewing (2001) has initially stated that the main components in designing the concept of a subject is need analysis which then can be followed by determining the goals and objectives, conceptualizing content, selecting and developing materials and activities, organization of content and activities, evaluation, and consideration of resources and constraints.Nation and Macalister (2010) describe the design of curriculum as Figure 1.

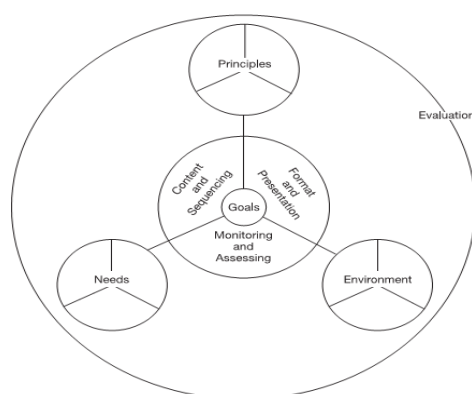


Figure 1: A process of curriculum design model

It can be clearly seen from the above figure that there are three outside circles and a subdivided inner circle in the model of curriculum design. The picture shows that principles, environments, and needs are the outer circles of curriculum design which consider theoretical and practical involvements. These solely affect the course production actual process. While in three of them point out into a goals which means that the goals of curriculum influence by them.

Shang (2008) adds that curriculum design team also need to outline Course Rationale, Entry and Exit Level, Course Content, the Scope & Sequence, and Planning the Course Structure

Evaluation is an importing term which should be done in order to get more effective and fruitful learning outcome (Asgari, 2010). He (2010) tells that survey to gathered current data that are used to make decision is needed.

V. RESEARCH METHODOLOGY

This is a qualitative descriptive reasearch. All the data gathered from questionnaires are analysed qualitatively. In this step, the writers classify all data into name of position which is possible to be handled by the graduates of

Business administration and managerial accounting department of Politeknik Negeri Batam and kind of English skills needed to run the work in each position. All industries and Alumni who filled the questionnaires are taken randomly and distributed using online Google form as the writer cannot fully guaranteed to fixly determine which industry and Alumni are willing to fill the questionnaire. This way is taken regarded to limited time of completing this small reserach. That is seven months from proposal submission to the final result submission. The writers also take data about ESP subjects given in both Business Administration and Managerial Accounting study programs. These data are used to encounter the ones gathered from alumni and HRD managers. At the end, the writers get the gaps between what have been had by those two study programs in their ESP designs and the output needed by industries.

VI. FINDINGS AND DISCUSSIONS

a. *Possible Position for Business Administration and Managerial Accounting Fresh Graduates*

All positions mentioned in Table 2 are the most common ones for fresh graduates of Business Administration and Managerial Accounting Department. However, those positions are also open for experienced job seekers in the fields.

Table 2: Ten Most Common Position in Industry for Business Administration and Managerial Accounting Fresh Graduates

No	Position in Industry
1	Purchasing Officer
2	Supply chain
3	Document control
4	Human resources
5	Sales/ Marketing Staff
6	Accounting/ Finance staff
7	Production Planner
8	Planning & Purchasing Staff
9	Quality Control Officer
10	Customer Service

b. *Possible Position for Business Administration and Managerial Accounting experienced job seekers*

All the positions mentioned in Table 3 are possible to be handled by minimum 2 (two years) experienced job seekers.

Table 3: Most Common Position in Industry for Business Administration and Managerial Accounting experienced job seekers

No	Advanced Position in Industry
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c. English Skills Needed in

Table 4 shows that specific jobs which need and 4 (four) English alumni daily workdays.

Table 4: English skills Experiences

1	Project supervisor
2	Production supervisor
3	QC (quality control) supervisor
4	HRD Manager
5	Project manager
6	R&D (research and development) manager
7	Production Manager
8	QA (quality Assurance manager
9	Operational Manager
10	Junior Auditor & Manager
11	General manager
12	Personal assistant manager

Industry

there are 11 (eleven) English speaking ability writing ability in the needed based on Alumni

No	Speaking	writing
1	Presentation	Written communication
2	Conversation	Writing minutes
3	Practical english	writing business document
4	Oral communication	writing email
5	Daily speaking speaking	
6	Discussion	
7	Business conversation	
8	Speaking in a meeting	
9	Making a call a call	
10	Public speaking	
11	Customer service	

Table 5 shows that there are 7 (seven) jobs which normally need English skills based on HRD manager of Industries in Batam. Table shows the English needed based on HRD Manager Information.

Table 5: English Needed Based on HRD Manager Information

No	English Skills
1	Report
2	Interview
3	Meeting
4	Presentation

5	Daily communication
6	Giving training
7	Handling customer

d. ESP at Business Management Department of Politeknik Negeri Batam

There are two study programs which have ESP courses namely Business Administration(BA) and Managerial Accounting (MA). Both study programs are Diploma 4 (Bachelor Level). BA has three semesters of ESP (used to be five semesters). The subjects are:

- 1) Effective oral communication
- 2) Effective written communication
- 3) Practical Business Correspondence.

Moreover, MA has two semesters of ESP (used to be four semesters). The subjects are:

- 1) English Business 1
- 2) English Business 2

VII. DISCUSSION

a. English skills needed in working place

Based on data presented in the findings, both alumni and HRD manager come with the same need of English. The most common skills needed are speaking and writing ability. The speaking ability which are meant by the respondents are those that are related with internal and external communication.

When it is referred to theory in literature review that is language class must tailored the needs of the learners. As it is found in the findings, English teachers at university level have to accommodate the output needed by the students when they go to workplace. The graduates need to be able to do the following things:

1) SPEAKING

- a) Participating in a discussion or meeting
- b) Making a phone call
- c) Handling customers
- d) Daily communication with other employees
- e) Presenting a work or product to internal or external party
- f) Reporting
- g) Interviewing
- h) Giving a training

2) WRITING

- a) Writing an email
- b) Writing meeting minutes
- c) Writing a proposal
- d) Writing a report

- e) Other written business documents

b. ESP Curriculum design at Business Management Department of Politeknik Negeri Batam

Talking about ESP at Business Administration and Managerial Accounting Department at Politeknik Negeri Batam where Business Administration with three semesters ESP subjects and Managerial Accounting with two semesters ESP subjects are still recognised to be lack by the alumni. When it is referred to the previous research (Handayani, 2013) showing that the curriculum is design without accommodating the need analysis, the recognition from the alumni can be about the content of the curriculum.

After getting information on what English skills are needed when the students graduate and become job seekers and knowing that BA and MA study programs are both in the same degree level (Diploma 4), the writers suggest the following terms regarded to the ESP curriculum Design in those two study programs:

- 1) Give the same portion for ESP subjects (three semesters or five semester like it used to be)
- 2) The content should accommodate more practical as the students have got enough English grammar and structure when they are at Junior and Senior high schools.
- 3) Twice a week meeting is more reasonable. This enable the students to prepare more before the class for their practical sessions.
- 4) Each semester should have its own "passed" assessment test. Students who does not pass in ESP semester 1 cannot proceed to ESP subject in semester 2, and so on.
- 5) Involve students and English teachers to design the curriculum, syllabus, and lesson plan.

VIII. CONCLUSION

There are 10 (ten) most common occupation which are normally handled by fresh graduates of BA and MA study programs and there are 11 advanced positions which could be usefully filled by experienced BA and MA graduates. All those jobs need active English skills for speaking and writing fields.

Business Administration and Managerial Accounting study programs have allocate more modular credits for the students to get ESP subjects during their study, however, these are not yet adequate. Curriculum evaluation and innovation are needed especially to the content of the curriculum itself. As a result, the innovation is able to accommodate the communication skills needed at workplace.

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