

## **Developing The English Syllabus For The Electrical Engineering As Vocational Study Program In Polytechnic**

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**Abstract:** Developing the syllabus for the English subject in Polytechnic is very crucial to conduct due to the existing syllabus does not fulfill the requirement of explicitness, efficiency, and pedagogic point of view as stated by Yalden (1987). The design of polytechnic college as vocational school lead to the graduation to be professional worker in the workplace. Therefore, the subject provided is taught with the expectation that the students would be the ready working in the job place. The problem of the research is formulated by: what kind of appropriate English syllabus is used for the technical student to be applied in communicative approach. The method used is the Yalden theory (1987) which include some stages, namely: 1. Doing the needs survey; 2. Deciding the purpose of the course; 3. Choosing the syllabus type; 4. Writing the proto syllabus; 5. Writing the syllabus product for the technical students; 6. Expect validation and revising; and 7. Implementation of class procedure and revising the final product. The research uses the questionnaire and interview for collecting the data. Moreover, the finding shows the positive input that the existing syllabus needs the revision. To conclude, the finding indicates to develop syllabus based on students' needs.

**Keywords:** English syllabus, developing syllabus, vocational school, polytechnic

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### **I. INTRODUCTION**

The teaching and learning process of English at Malang State Polytechnic from time to time changes. First, it had already been conducted in 5 semesters since 1992, started from semester 1 to semester 5 of Diploma 3 program. Second, from five semesters was changed into 4 semesters, initiated from semester 1 till semester 4. Then, it was modified again into three semesters, which was carried out in the first, second and the sixth semester. Finally, it has been renewed again into two semesters that is given in semester 3 and 4 since 2012. Considering there is a gap of 2 semesters in which English is not taught in the previous semester, 1 and 2, it can be anticipated that there will be a loss of competence in the students' mastery of English. This is an unfortunate condition for the teaching and learning process of the English language. In addition, it is also unfortunate that Malang State Polytechnic cannot afford English in fifth and sixth semester. This means that the researcher restricts only in the effort of making a good and acceptable planning for the improvement of the teaching and learning process of the student. Thus, the most feasible thing to do for the researcher to make worthwhile is the concentration of developing an acceptable syllabus.

#### **1.1 Research Question**

Practically, the problem of this study is formulated as "What is the appropriate English syllabus of Electrical Engineering Study Program of the State Polytechnic of Malang to implement the communicative competence?"

#### **1.2 Model of Development**

The model of development is adopted from Language Program Development (Yalden, 1987:88-89). The model is chosen based on the following reasons. First, it reflects well-constructed series of stages initiated from the needs survey which shows the students' characteristics in providing the natural information. As a result, it is a systematically ordered planning and organizing of the steps of developing syllabus. Second, the stages in the model are flexible and operationally and clearly defined. Finally, this model can be used to develop the syllabus, teaching materials, selection and implementation of strategies, preparation of teachers, the production of lesson plan, and the overall evaluation of the program. However, this study mainly focuses on developing the syllabus as a guideline used by the teachers in doing the instructional activities.

In relation to the model of development, the study is done by the adaptation and modification of the stages suggested by Yalden just for the sake of appropriateness in developing the syllabus by involving the idea of expert validation as follows. Stage 1: Conducting the needs survey; Stage 2: Determining the goal and

objectives of the course; Stage 3: Selecting the syllabus type; Stage 4: Writing the proto syllabus; Stage 5: Writing the pedagogical syllabus for the students of Electrical Engineering Study Program; Stage 6: Verifying with the experts and revising, and Stage 7: Implementing the classroom procedure and revising the final product.

## **II. LITERATURE REVIEW**

English syllabus for vocational higher education such as polytechnic is not provided by the government due to the unique nature of each institution. Therefore, designing meaningful syllabus is expected to bring potential change to the teaching and learning of English at Polytechnics (Nurfitriah and NinitKrisdyawati, 2014). This idea sounds interesting to follow up since it is relevant to similar polytechnic institution in which the syllabus designer is free to develop the syllabus content based on the students' needs.

Syllabus, according to Hutchinson and Waters (1987) is a statement of what is to be learnt. It reflects language and linguistic performance. However, Yalden (1987) argues that syllabus can be seen as a "summary of the content to which the students will be exposed. To summarize, a syllabus is an expression of opinions on the nature of the language and learning; it acts as a guide for both teachers and students by providing some goals to be attained. Therefore, syllabus/curriculum has to depict the items of each material to be taught and stated clearly in the document of teaching learning process as it is as the roadmap and the guidance during the teaching learning process lasts.

In relation to syllabus design, White (1988:92) comments that a complete syllabus specification includes all five aspects: structure, function, situation, topic and skills. The difference between syllabuses lied in the priority given to each of these aspects. Therefore, eclecticism is a common feature of the majority of course books under the communication banner currently on offer. At the same time, there is an effort to combine the various aspects of language has also been addressed by Hutchinson and Waters (1987: 89) who state any teaching material must, in reality, operate several syllabuses. One of them will probably be used as the principal organizing feature, but the others are still there. This idea is still possible to conduct since no perfect action can be gained through the teaching process based on the syllabus. However, the hard effort to realize the framework of syllabus is the idea and concept of syllabus designer.

The distinction between curriculum and syllabus is not a major concern, but generally what is usually assumed is that curriculum includes syllabus, not vice versa (Krahnke 1987, Rahimpour 2010). In Indonesia , these two terms are also often used interchangeably. In summary, a curriculum may consist of a set of syllabus concerning an educational program. A syllabus consists of a set of topics concerning a particular course. So in the field of ESP, ESP program may consists of one or more ESP courses. In the concept of the researcher's idea, curriculum is greater in scope than the syllabus itself. So it lies on the subject to be covered. If the department has many subjects to be taught, it means that every subject can be broken down into the one syllabus each.

After selecting the format of the syllabus, usually a course designer will develop relevant materials to accompany the syllabus. Materials are selected from available textbooks, journal or other written sources and then sequenced from simple to more complex one. Kennedy and Bolitho (1985: 37-40) cited that materials should be analyzed into number of different levels, each level moving from general to more specific categories. Furthermore, they believes that the syllabus developer need to know the relationship between the instructional items, for example, the relationship function, grammatical forms, the vocabulary and the way they are linked together to compose a coherence text. There should be a link between form and function. If we take a function or notion as the starting point and see how it is normally realized, we will be able to avoid teaching form for its own sake.

Since the existence of English speaking syllabus adopt and adapt the opinion from the students' needs as well as the lecturers, the necessity to develop the English speaking syllabus is crucial to conduct since it is relevant to El-Okda's idea that curriculum development and professional growth cannot be separated (2005). Besides, His idea is in line with Wang and Cheng (2005) who stated that curriculum innovation would encourage cooperation and collaboration among teacher through team teaching. Teacher could benefit from their peers' perspective in subject content knowledge, classroom management and pedagogy.

## **III. METHODOLOGY**

### ***3.1. The Procedure of Syllabus Development***

#### ***Stage I: The Needs Survey***

Needs survey is posited as the first stage of development process of syllabus which cover information from the students for learning and their purposes, the teachers and their expectation, Moreover, the identification of communication requirements, personal needs, motivations, characteristics of the students, information related to the program as suggested by Yalden (1983:90) are considered. The instruments used are questionnaire, interview and documents.

The syllabus developed is based on (1) the level of students' ability, (2) the students' needs in the real

workplace, (3) the time available, (4) the communicative events in which the students participate, (5) the language function involved in those events, (6) the notions involved or what the students need to be able to talk about, (7) the variety or varieties of the target language that is needed, (8) grammatical content that is needed, and (9) lexical content that is needed. The information from the points above is collected through questionnaires, interviews and the documents needed.

*Stage II: The Description of the Purpose*

The relevant findings from the needs survey is used as the basis for the description of the goal and objectives of the course as well as other items such as the positive points of the existing syllabus are also considered in this stage. The essence of the goal and objective's formulation determine the selection of the appropriate syllabus used in the following stage. This stage is paramount and dealt with the criteria by which syllabus is to be selected, content to be outlined, instructional procedures to be developed. Therefore, the category of the purposes is significant to the language needs used in the occupational setting.

*Stage III: The Selection of the Syllabus Type*

The selection of syllabus type can only be done after the purpose of the program has been formulated. The formulation of the purpose ascertain the syllabus type used, whether it is structural functional syllabus, structural and functional syllabus, variable focus syllabus, functional syllabus, fully notional syllabus, or fully communicative syllabus. Proportional syllabus is used when the formulated purposes is appropriate with any of the syllabus type. Yalden (1987) claims that there is no single model design that is universally agreed upon. Various combinations are possible and of course, one type dominates, while the other types may be combined with the dominant type.

*Stage IV: The Production of the Proto-Syllabus*

The proto syllabus covers the description of the language and the language use to be taught in the program. The purpose of it is to provide the scopes to be covered and the order of items to be taught. These might include general notions and specific topics, communicative functions, discourse and rhetorical skills, set of roles, communicative events, etc. Furthermore, the second set of the checklist proposed by Yalden (1987:167-173), part B: syllabus specification Checklist, is consulted after the description of purpose was completed to organize an approach in planning the communicative language program. At this stage, the role of checklists is also essential since it is the way to prepare the syllabus. They are compiled from sources indicated, and are developed in the light of the experience gained in planning variety of the syllabus in ESP. The checklist includes the list of the language function and the discourse skills. The language function covers A, expressing truth values (ideational meaning); B expressing mood, emotion, an attitude, and C talking about formulaic communication (phatic meaning).

*Stage V: Writing the Speaking Syllabus*

The speaking syllabus is done in this stage which covers all the related components of teaching and learning that are involved in the form of the objective, the methodology, the material and the evaluation. Besides, the syllabus also produces the teaching technique, the exercises, the model of teaching material and the lesson plan as well as providing the weekly schedules.

The speaking syllabus in this research is based on the demand of link and match requirement in the market demand. Moreover, it can be seen from, first, the positive point of the existing syllabus as the blueprint of the institution' objective in holding the education in university level. Second, the students' needs reveal that most of the students expect this language skill is dominantly used in the class as media of a communication while the other skills are presented in integrated manners. In brief, the data gathered from the needs analysis is used as the basis for developing the syllabus.

*Stage VI: The Experts Validation*

At this stage, the proposed syllabus is submitted to two experts of a related field to gain the feedback. The first expert from Malang State University (UM) is chosen since the researcher considers the seniority and the capability in the syllabus design based on the published books, the opinions in the article of journals and seminars relevant to the teaching of ESP. She is expected to validate both proposed syllabus and the model of the instructional material in the form of the lesson plans that is implemented in the real classroom. The second expert is an experienced teacher college of ESP who is considered as a representative teacher and having a master degree in English education as well as the seniority and the capability in ESP.

#### *Stage VII: The Implementation of Classroom Procedure*

In this stage, the proposed syllabus and the model of instructional material in the form of lesson plans, which have been prepared and written by the researcher who is the writer himself, are of importance. The model of lesson plans are made to know whether or not the proposed syllabus is applicable to develop the material; while, the model of material in the form of lesson plans is created to know whether or not this model based on the proposed syllabus is applicable in the real classroom. Both of the preparations above are made by the researcher who is also the writer as its existence in the teaching preparation is necessary as the guideline for the teaching in the classroom.

### **IV. FINDING AND ANALYSIS**

This part presents the results of the needs survey for developing the syllabus for the Students of Electrical Engineering Study Program of the State Polytechnic of Malang. The finding of the needs survey is based on the data of the needs survey covering the students' questionnaires, English teachers' interview, the interview of the Head of Electrical Engineering Study Program as well as the available documents. Moreover, the suggestions and comments are also considered to support the developed syllabus for those students that are related to link and match requirement of the real workplace. Moreover, the data collected is presented by using the descriptive qualitative. The data from the questionnaire is analyzed descriptively as well as the descriptive analysis is applied to analyze the results of the interviews and the availability of the documents. The result of analyzed questionnaires is presented and exposed in the table in the form of the figures.

#### **4.1 The Result of the Needs Survey from the Students**

The research was conducted in December 2015 at Malang State Polytechnic, in which the 50 sheets of questionnaires were distributed to the Students of the Electrical Engineering Study Program of the Malang State Polytechnic, but there were only 43 sheets questionnaires returned. This means that the researcher has only 43 respondents to complete the needed information in developing the proposed syllabus. The topics of the questionnaires were divided into the following four subtopics for the developing of the English speaking syllabus. They are: 1. reviewing the existing syllabus; 2. developing the syllabus topics; 3. focusing on speaking as communication skills; and 4. the modifying the content of the existing syllabus.

##### *4.1.1 The Reasons to Develop the English Speaking Syllabus*

The analysis of the 43 returned questionnaires showed that most of the respondents expected that the actions be administered towards the following four items: 1 reviewing the existing syllabus; 2 developing the syllabus's topics; 3 focusing on speaking syllabus; and 4 modifying the content of the syllabus. Table 1 below shows the reasons for developing the English syllabus for speaking skill.

(Table 1)

Based on the reasons to develop the speaking syllabus as stated in Table 1, the following items can be considered. First, reviewing the existing syllabus is compulsory to do since the English syllabus used has not yet fulfilled the requirements of the students' expectation to enhance the speaking abilities which is needed in the future. They expect that the syllabus accommodate their needs which are relevant to the future needs that are competence in their job. Second, developing the syllabus's topics is urgent to do since it is the essence of reviewing the syllabus itself which is in line with how the syllabus should be in term of its explicitness, pragmatic and pedagogical efficiency. Third, focusing on speaking skill is badly needed because the speaking skill is often used by the students than other skills to anticipate the needs in the future job. Fourth, modifying the content of the existing syllabus is crucial to conduct by emphasizing the specific English purposes in the coming syllabus. To sum up, the syllabus development has to be based on and realized in line with the criteria provided from the four items stated. By doing so, one of the solutions has been countered to achieve the expected results by the students.

##### **4.1.2 The Sequence of the Speaking Syllabus Content**

The majority of the students in the classroom expect their lecturers to apply the sequence of the syllabus contents based on the sequence from advanced elementary to pre-intermediate. The sequence of the syllabus contents consulted to the subjects' specialist to find out the relationship among topics is considered able to help the students since the content of the material is arranged properly. As a result, the students are happy and feel at ease to learn because the classes are conducted according to the chronological order of the subject matter presented. Related to sequencing and ordering of the English materials and in agreement with the subject matter materials, the students' opinion varies.

(Table 2)

As many as 55.81 % of the students agree, 27.91 % of the students disagree and 2.3 % of the students abstain. In summary, the English speaking syllabus materials has to be selected, graded and ordered in such away that the level of difficulty in sequence are arranged appropriately to guarantee that the materials can be used easily by the students.

#### **4.1.3 The Background of the Students' English Mastery**

Based on the result of input selection test, the students' English mastery is low. The students' input behavior of English is low, meaning that the syllabus proposed is to be designed covering the materials from the advanced elementary to pre-intermediate levels with the aim to improve the condition and the levels of the students' mastery in English. If the materials' level is high and the students' ability is low, the result is not so good. Based on the result of needs' analysis, the students' English mastery is insufficient to follow classes in English at the high educational level. Moreover, input language behavior of the students is also poor. Their acknowledgement is recorded in Table 3 which informs the background of the students' English mastery. The majority of the students' mastery in English is low due to the students' behavior input and different secondary school level such as vocational and senior secondary school level such as vocational and senior high schools programs. To adjust the students' needs from various

(Table 3)

educational level backgrounds in secondary school as well as to keep on going the students' motivation, the syllabus development has to be in line with the actual condition of the students' mastery in English for the sake of the starting point in teaching from advanced elementary to pre-intermediate level. Thus, this policy to build the levels into the coming syllabus is compulsory to do to give similar starting points of learning English for the students.

#### **4.1.4 The Language Skills Needed by the Students**

When asked the skill which is urgently needed, the students' answers vary. To sum up, the finding informs that among the four skills, the speaking skill is the first choice as compared to other skills. Table 4 indicates the language skill admitted as needed by the students.

(Table 4)

In relation to the language skills needed by the students and the objective of the learning English program, the coming syllabus development is focused on the speaking skill. In actual life, this skill is more important than the other skills because in every occasion such as a job recruitment test and other future activities, media of communication to know the capability of the testee are held through interview, presentation or something focusing on the oral ability. This opinion is reasonable to accept as active speaking ability is prerequisite to be able to be accepted in well-established career opportunity. However, the reading skill can not be ignored entirely since at high level of education, reading is essential.

#### **4.1.5 The Aim of Learning English for the Students**

Table 5 shows the aim of learning English for the students. According to the students' opinion, the priority of the students' goal to study the English language is directed to both finishing the study and developing the careers.

(Table 5)

To sum up, developing the syllabus in this research has to accommodate the students' needs, that is, by preparing and creating the graded and selected topics used in the syllabus which deals with speaking skills, methods and media of teaching. Moreover, the arrangement is important to realize in the syllabus since speaking skill needs the various ways in order to lead and get the success of the objective of the teaching as expected by the students.

#### **4.1.6 The Communicative Events the Students Faced**

The use of English by the students in their daily life can be identified as their reflection of their needs. Based on the needs survey, the most frequent use of English in their life is focused on their lecturers, parents and relatives and their friends. Table 6 states the communicative events the students face. From 43 students, it turns out that the most frequent communication in English is

(Table 6)

shared with the lecturers, in which 31 students are involved. The least frequency is with their parents and relatives, i.e. 2 students.

Explicitly the finding from the table informs that the communicative events prioritizing to students-lecturer and lecturer-students' interrelationship in communication's activities are indeed realized in the coming syllabus so that the interactive communication materials such as dialogues, playing games, interviews, and plying roles are dominated in the process of speaking activities. By doing so, the conducive situation for doing communication among students-lecturers and lecturers-students' interrelationship are feasible to reach.

#### *4.1.7 The Role of English for the Students' Career and Future Life*

In line with the role of English for the students' career and future life, the preferences of a future job, the use of English in their job, the position of English use in their career, and the hope of English use in their career are considered. From the points stated, the final judgments exposed by the students towards the role of English in the future is the importance of English mastery in the field of the business sector through the mastery of English communication skills. Table 7 indicates the role of English for the students' career and future life. 42 students are of the opinion that

(Table 7)

English for the students' career and future life are important, which means that the researcher's concern concentrates on their needs. To follow up the finding as stated in table 7, the coming syllabus pays attention to the role of English which, according to the students, are important to reach for the future career. Anticipating the students' needs towards the English used in the future, the syllabus proposed focuses on the materials which have been guided in the threshold level for modern language learning in schools

#### *4.1.8 The Students' Expectation to the Use of English in Their Careers.*

In that level, the students have to be able to express the basic competence in English by stressing on the English for specific purposes.

Table 8 shows the interlocutors of the students. The students expect that they use English in their careers with their superiors, customer, college, member of society, and others. Considering the finding in table 4.8, the syllabus developed has to be based on the English awfully needed by the students in the form of the interactive English communication as suggested by the threshold level for modern language learning in schools. Since the interlocutors are varied, that is, superior; customers; colleague; and member of society and the combination of all, it is wise that the materials in the syllabus development involve the varied level's difficulties of English so that the students are eager to learn English used in the future career. By doing so, the students have wider knowledge of English which is very important to use with different interlocutors in the future careers.

(Table 8)

#### *4.1.9 The Allocation of Time in the Existing Syllabus*

The allotted time of the proposed syllabus is two semesters, semester one and two. Each is provided once a week of 90 minutes during nineteen meetings. With the time allocated during those semesters, it is aimed at creating the students ability to communicate in good English. However, the students are pessimistic with the availability of time to master the English speaking skill as stated in Table 9. They think that the time is extremely insufficient to learn English effectively.

(Table 9)

Considering that there is a gap of two semesters, that semester 5 and 6, in which English is not taught it can be anticipated that there is a loss of competence in the students' mastery of the English achieved in the previous first semester and second semesters. This is an unfortunate condition for the teaching and learning process of the English language at the Malang State Polytechnic. In addition, it is also unfortunate that this Polytechnic cannot afford to give additional English in the fifth, sixth semesters. This means that the researcher is restricted in the effort of making a good and acceptable planning for the improvement of the teaching learning process of the students. Thus, the most feasible thing to do for the researcher to make it worthwhile is the concentration of developing an acceptable syllabus for the third and fourth semesters of the course.

## **4.2 The Result of the Interview with the English Teachers**

The interview with the English teachers in the State Polytechnic of Malang covers the following items: 1. the number of the English teachers and their experiences in teaching English in Electrical Engineering Study Program; 2. the arrangement of the levels of difficulty in the English materials in the teaching learning processes; 3. the teaching techniques used; 4. the priority of English speaking skill in the teaching; 5. the

difference between morning classes and afternoon classes ; 6. the number of English sessions in the semester as well as the strength and weakness of the textbooks of the course; 7. the number of hours for the English instruction in the course; and 8. the interesting topics for the students.

#### **4.3 Pedagogical Implications of the Result of the Needs Analysis for the Development of Syllabus**

Based on the findings of the needs survey, the students consider the speaking skill needs to be taught and developed intensively. This consideration is supported by the students who are still actively joining the English subject (81.40%). Given the fact that the syllabus materials of English speaking subject have to be developed based on the following points: 1. the materials have to be selected, graded and ordered so that the materials can be used easily by the students and make them interested to learn; 2. the materials deal with the relevant ESP for Electrical Engineering Study Program, that is, the students' needs in the actual workplace.

The topics to be considered for speaking skill I are as follows:

Speaking I: Formalities of greeting, personal introduction, and leave-taking; talking about mathematical symbols; expressing like and dislike; expressing agreement and disagreement; asking and giving suggestion; requesting and giving information; asking permission; giving and receiving instruction; reporting past events and talking about electrical tools and parts.

The speaking syllabus content to be developed is based on (1) the level of students' ability; (2) the students' needs in the real workplace; (3) the time available; (4) the communicative events in which the students will participate; (5) the language function involved in those events; (6) the notions involved or what the students need to be able to talk about; (7) the use of simple language to describe, identify, question, request, and express the objects as the variety or varieties of the target language needed; (8) grammatical content needed, and (9) lexical content needed.

##### *4.3.1 The Aim of Speaking Subjects for the Students*

At the end of the English language program, the students should be able to: (1) understand oral English in the context of identifying, describing, questioning, requesting, and expressing (receptive); and (2) express in oral English in the context of identifying, describing, questioning, requesting, and expressing opinions. Those criteria are, first, elaborated from the responses given by the students in the questionnaire as well as the observation done in the classroom. Second, it is inspired by the objective of the existing syllabus that stresses on the students ability to communicate in English through the simple sentences. Accordingly, it is acceptable that the focus of the syllabus content, the level of difficulties as well as the objective stated in the existing syllabus deal with the students' needs towards the only skill chosen, speaking subject. Moreover, the speaking materials have to based on the level of difficulties, English used for the actual workplace, communicative English, the language function, the notions, grammatical content and lexical content.

##### *4.3.2 Stages in English Syllabus Development for the Students of Electrical Engineering Study Program*

###### *4.3.2.1 Selecting the Syllabus Type*

Based on the objective of the existing syllabus (2005) stating that the students can speak, tell a story and read the electrical manual book, fully communicative syllabus is the ultimate choice since it is the students' expectation in English as well as Yalden's opinion in determining the kind of the syllabus. Thus, the researcher develops his own framework for a course without ignoring the principle work how the syllabus should be based on the underlying theory. For the sake of a fully communicative syllabus, functional-notional models are as their starting point that communication must be taught and which is the primary objective.

However, teaching Foreign language learning in Albanian vocational universities clearly reflects the dilemma: to learn General English (GE) or English for Specific purposes (ESP)? (Paci, Delija and Vishkurti, 2014). In line with their opinion, the syllabus will combine not only for fully-communicative, but also proportional syllabus that focus on students' grammatical knowledge and ability to understand technical texts. Therefore, the syllabus content involve speaking orientation as well as grammar and structure of English represented by activities in the present and past time.

###### *4.3.2.2 Writing the Syllabus Content*

The material to be covered in this syllabus' content is based on the information from the needs survey analysis especially communicative event and language function. Besides, the content is intentionally arranged in line with the first and the second semesters only. Given the fact that the level of complexities should adapt to that conditions stated in the needs survey as well as the content must be in line with the specific materials the students need as stated in threshold level of English (Ek, 1985).

#### 4.3.2.3 The Developed English Syllabus

The Developed English Syllabus consists of competence standard, unit/topics, basic competence/core material, indicators, teaching learning activities, methods and media, assessment, time allotment, and sources.

#### **Course description:**

Objectives: The Developed English syllabus I in the third semester is directed at creating the students' ability to communicate with simple English, to answer simple questions, to give natural responses, and to describe the objects orally used in their field of study.

Level: Advanced Elementary to Pre-Intermediate level

The content of the course is a serial course and as starting point towards the English for semester 4 that requires the students to study and practice the daily expression in technical terms. The oral communication dominates the classroom activities of personal interaction using the ample strategies to motivate and enhance the students' proficiency. The strategies used are language games, dialogue in pairs, group discussion, role games, card game, debate and personal presentation.

(Table 10)

Having been outlined the syllabus given, the next processes are validation of the developed syllabus, the try out of the developed material in the classroom procedure, the analysis of the try-out, evaluation and revision

### **V. CONCLUSION**

Students' needs play an important role in developing the English syllabus for speaking skill and its components. The results of needs survey shows that the majority of the students expect to develop the syllabus from the existing syllabus into a new syllabus based on the students' needs. This expectation determines the framework of developing the syllabus that produces the interesting and communicative materials which is badly needed not only for the students but also for the English teachers as the facilitators whose role is to expose students to be active in learning English in the classrooms. Thus, the objective of learning English through the explicit syllabus in the classroom is used as the guidance to enhance and improve the process of teaching used by the teachers.

Related to the objective of English speaking syllabus, the topics are selected, graded and ordered based on the second set of the checklist (Yalden, 1987: 167-173). It includes the list of the language function and the discourse skills. Besides, the topics are developed and adapted based on the researcher's experience in teaching up to the present time. Therefore, the elaborations of the topics in the two sets of speaking syllabus are the integration of the two ideas stated earlier, that is Yalden's and researcher's ideas.

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**Table 1** Reason to Develop the Speaking Syllabus

No	Topics	Agree	Disagree	Abstain	Total
1	Reviewing the existing syllabus	86.05%	2.30%	11.65%	100%
2	Developing the syllabus's topics	95.35%	2.30%	2.35%	100%
3	Focusing on speaking as communication skill	76.74%	18.60%	4.66%	100%
4	Modifying the content of the existing syllabus	55.81%	27.91%	16.28%	100%

**Table 2** The Sequence of the English Syllabus's Content for Speaking Skill

No	Content	Agree	Disagree	Abstain	Total
1	Advanced elementary to pre-intermediate level	55.81%	27.91%	2.3%	100%

**Table 3** The Background of the Students' English Mastery

No	The Ability of the Students' Mastery in English	Respondents	Percentage
1	Extremely sufficient	-	-
2	Sufficient	4	9.30 %
3	Poor	39	90.70%
<b>Total</b>		<b>43</b>	<b>100%</b>

**Table 4** The Language Skills Admitted as Needed by the Students

No	Skills	Respondents	Percentage
1	Listening	4	9.30 %
2	Speaking	35	81.40 %
3	Reading	-	-
4	Writing	4	9.30 %
<b>Total</b>		<b>43</b>	<b>100</b>

**Table 5** The Aim of Learning English for the Students

No	Goal of the Students in Learning English	Respondents	Percentage
1	Finishing their study	4	9.30 %
2	Career opportunity	1	2.33 %
3	Both finishing and getting career opportunity	38	88.37 %
<b>Total</b>		<b>43</b>	<b>100%</b>

**Table 6** The Communicative Events the Students Faced

No	Topics	Respondents	Percentage
1	Parents and relatives	2	4.65 %
2	Lecturer	31	72.09%
3	Their friends	9	20.93 %
4	Abstain	1	2.33%
<b>Total</b>		<b>43</b>	<b>100 %</b>

**Table 7** The Role of English for the Students' Career and Future Life

No	The Role of English	Respondents	Percentage
1	Extremely important	39	90.69%
2	Important	3	6.98%
3	Not important	1	2.33%
4	Not important at all	-	-
<b>Total</b>		<b>43</b>	<b>100%</b>

**Table 8** The Students' Expectation to the Use of English in Their Careers

No	Interlocutors	Respondents	Percentage
1	Superior	5	11.63 %
2	Customers	7	16.28 %
3	Colleagues	3	7 %
4	Members of society	7	16.28 %
5	Others (combination of interlocutor)	21	48.81 %
<b>Total</b>		<b>43</b>	<b>100 %</b>

**Table 9** Allocation of Time in the Existing Syllabus

No	Learners' Comments	Respondents	Percentage
1	Very sufficient	0	0 %
2	Sufficient	8	18.60%
3	Insufficient	1	79.07 %
4	Very Insufficient	34	2.33 %
<b>Total</b>		<b>43</b>	<b>100 %</b>

**Table 10** Topics presented in the syllabus and the 19-Budgeted Time in Semester 3

Unit	Topics	Session
1	Formalities of greeting, personal introduction and leave-taking	2
2	Expressing mathematical symbols	2
3	Expressing like and dislike	2
4	Agreement and disagreement	2
5	Asking and giving suggestion	2
6	Requesting and giving information	2
7	Asking permission	2
8	Giving and receiving instruction	2
9	Reporting past events	1
10	Describing electrical tools and parts	1
11	Final Test	1
<b>Total</b>		<b>19</b>

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