Sylabus and Matirials Design for Vocational Student and Its Dissemination Using Website

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Abstract: The learners' needs are an important factor in designing syllabus and materials design, this research deals with the syllabus and material design based on the professional's needs. It is expected that the syllabus and materials designes are communicatively applicable to the professional academy. Descriptive method is applied in this research. The sample of this research is 30 students of ATII Immanuel Academy Medan. They were selected by random sampling from the data, the questioners were administered to students. the questioners consisted of 54 items and the semi structured interview consisted of 5 questions, the finding indicated that learners' needs were focused on reading and speaking skills. With reference appropriately and proportionally derived for students of the Professional Academy. Further on the basis of the syllabus, materials are designed in which the skills of using language become a priority. The results of this research will be disseminated using the website

1. Introduction

English has been for many years almost all over the world as a means of communication. It has been accepted as the international language of technology and commerce, for that reason, people are forced to learn English especially based on the field of the work. In order to fulfill the learner's need of English, specially, a course of a designer or skilled designer for the specific syllabus and materials. The
preparation for the specific need is likely to give the optimal result to achieve the learning goal. English for specific Purpose (ESP) is generally based on needs analysis, which is aimed at determining the learner's needs in the present situation and in the future situation. The practitioners should develop their teaching materials which are based on the learners' preferences.

Unfortunately, Rustam reports in his investigation that most of Indonesian English lectures for academics do not develop their own syllabus and materials on the learner's needs but rather the one based on the lecturer's preferences. as the result, students are not motivated to learn. Their motivation is basically caused by the institutional curriculum that they should follow the lessons[1].

Most of Indonesian English lecturers apply structural syllabus in their academics. In this syllabus, the lectures focus on linguistic forms such as simple present, present future, etc. The effect of concentrating on the form of syllabus may not be taught, in particular the formal syllabus may fail to provide the learner with an understanding of the communicative use of the structure[2].

Based on the researcher's observation, the same case also occurred to the Industrial Technology Academy Medan (Academy of Industrial Technology Immanuel Medan). In which the learning materials are based on the teaching of English grammar, the English lectures in the academy do not refer to the learners and institutional needs. The institutional relies on autonomous instruction program for the lecturers. The fact is of course being a problem for the students. They learn something that they do not need. Moreover, the researcher findings conducted by Rustam (1999: 32) suggest that ESP materials for academics should be developed on the learner and their future job. accordingly, the students are exposed to linguistic forms communicative purposes in English use.

In this study, the writer concerns with English for vocational students especially with the syllabus and material design for them. The design of ESP materials in this study is focused on reading. The reason is that midwifery students generally need English for the purpose of reading textbooks especially when they are about some modern theories of vocational treatment. Other skill of language are not neglected especially seeking skills to support their needs of English. Therefore, the present study is purposed to develop an ESP material based on the learner's needs. The Result of this research will be disseminated using the website. Hidayat et al has developed Learning Management Systems for learning[3]. To ensure the teaching materials are in line with expectations, Abdullah et al proposes an efficiency measurement method using benchmarking. Measurement of efficiency is intended to make the resources used in proportion to the results obtained[5]. In the process of preparing teaching materials, should be collected previous learning data to be grouped based on student learning outcomes. Student learning outcomes and good teaching methods are often positive samples that become necessary information to develop teaching materials and need to be a priority in the classification process. This concerns the occurrence of class imbalance that causes information on the positive samples is not obtained. What data diversity[7] and data sensitivity[8] is the main thing.

2. Related Works

ESP is an important area in English Language Teaching today: there is a large variety of professions for which tailor-made courses and materials are of utmost importance for effective and task-based learning. Consequently, the role of ESP teachers at least to some extent differs from the role of General English teachers. It usually involves needs analysis and syllabus design in addition to materials selection[9]. Undoubtedly, all these tasks are equally demanding and contribute to the success of the ESP teaching/learning process, with materials selection coming last as a kind of practical result of effective course development. This paper first presents some aspects of ESP that are decisive for materials selection, as well as materials adaptation and/or writing. The second part outlines the guidelines I followed when preparing the English in Logistics electronic materials for first-year students, and the paper concludes with a presentation and interpretation of the results of a questionnaire designed to gather student opinion on these materials[10]. As English language teachers are increasingly expecting to equip ESL graduates with skills in different learning contexts, more attention and support is needed to facilitate the professional development of ESP teachers and hence the formation of identity[11].
3. Research Methodology

Descriptive method is applied in this research. In this method the data were classified and analyzed in order to have a systematic description. Descriptive method is a research method which is used to describe, organize, and summarize important general characteristic of a set of data.

The data are analyzed through the following steps:
1. Need analysis by using questionnaires and interviews. Questionnaires are administered to the students to get the related data. Interview were also administered to the practitioners to support the questionnaires, then the data were tabulated in order to obtain the best solution in preparing what materials designs are appropriate for the midwifery students the second semester.
2. Designing the syllabus. This stage purpose to design appropriate syllabus design based on the need analysis findings.
3. Developing materials. This stage is purpose to develop appropriate materials based on the syllabus designed in the previous stages.

3.1. Population and Sample
The population of this research was the 2016/2017 - second semester ATTII IMMANUEL Medan. There are 60 students in two classes in that level. 30 students were randomly selected as the sample of the study. It is enough as the representative of the population. Phrasesombath says that sampling involves the selection of a number of study units from a define study population[12]. A sample can be defined as a group of relatively smaller number of people selected from a population for investigation purpose[13].

3.2. Instrument for Collecting the Data
1. Questionnaires: The questionnaires were administered to students
2. Interview: Interview session were held to students and practitioners

3.3. Technique of the Data Analysis
In analyzing the data, the questionnaires were grouped according to their answers, she identified the main variables such as, the learner’s background in English, the learners’ purpose in learning English, the learners’ way in studying English, the skills they want to improve, the learners’ ability and more of learning they like to have.

3.4. Syllabus
Based on the need analysis, questionnaires and interviews, syllabus and materials are designed. In other words, with reference to the learner’s need syllabus and material are derived. The syllabus design illustrate the procedures for deciding what are taught is a language program (English) for Vocational students. In the English syllabus of Vocational Student it is said that the purpose of teaching English is to enable students to comprehend English Vocational textbooks, to speak, to listen and to write in machine terms. Functional syllabus is applied in order to achieve this purpose. Seven units of syllabus were written for one semester, include two types, they are: Grammar and reading Comprehension, Grammar include Passive voice, Comparison degree, Reading comprehension. They are ‘this ladder is longer than that one’, ‘it cannot be bent easily’, How to check a spark Plug, Engines, A car cooling system.

4. Results and Discussion

4.1. Design of Teaching Material
Hutchinson and Water’s model is applied in designing material. This model consists of input, content focus, language focus and tasks. This model is based on the obstetric book, the input in material I is reading comprehension (engines), material II (It can’t be bent easily), Material III (How to check a...
spark Plug). Material IV this ladder is longer than that one and Material V (A car cooling system). In designing reading material, the following steps are applied to the learners:
1. Pre reading.
   Learners’ prior knowledge about the topic is activated. As a warming up, the learners will be given a word about Engine and the learners will give some other words relating to engine. The learners are asked to read the text and ask them to tell about the topic.
2. Whilst Reading
   The learners are grouped and they are asked to find out the main idea of the topic.
3. After reading, the learners are asked to retell the text.

The material design is as follows:

Material I : Engines
Topic : Grammar. Comparison Degree (Superlative)
Student : Vocational Students
Worksheet I : Engines
Worksheet II
1. What is the main idea of the text?
2. Write the sentences using comparison.
3. What types of Engines do these vehicles use?

Answer these questions (Answer : 2 – Stroke, 4 – Stroke, 4  Stroke or Diesel):
1. Which is the lightest of the three engines?
2. Which is the least expensive?
3. Which is the noisiest?
4. Which is the largest?
5. Which is the safest? Why?
6. Which uses the least fuel?

PROCEDURE
Starter:
1. Form the group work.
2. Distribute the Worksheet I to the group work.
3. Ask the speaker of the group to read the text.

GATHERING INFORMATION
1. Ask the students from different groups to mention the kinds of the engine of the different vehicle.
2. Ask the students from different groups to mention about the engine.
3. Ask the students to mention the difference between comparative degree and superlative degree and write the reason.
4. Ask the students to answer the worksheet II in a piece of paper.
5. Ask the students to explain the difference among 2 – Stroke, 4 – Stroke, 4 – Stroke or Diesel.

SHARING INFORMATION
1. Ask each group to give the comment about the explanation of the student who explain about engine and the different among 2 – Stroke, 4 – Stroke, 4 – Stroke or Diesel.
2. Ask each group to change their worksheet’s answer to another group.
3. Ask each group to check their friend’s answer.

FEEDBACK
1. Discuss the various answers in the worksheet I and II.
2. To tell the students the right answer of the worksheet I and II and explain.
4.2. Website Design
Website design is done by using SDLC method. The Stages of the SDLC method can be seen in Figure 1[14].

![SDLC Method](image)

5. Conclusion
After analyzing the data, conclusion are drawn as the following:
1. The learners' needs are obtained by using questionnaire and interview. It is found that the student's needs in learning English are to be able to read and to speak it. Especially, they need English to read their vocational textbooks because there are many words different with in their daily life.
2. Vocational students prefer groupworks to conversation to build up the confidence to answer the question or explain something topic about they will be asked.
3. The students expect that they are able to speak simple conversations, to write simple letters, and to listen to the conversation in radios or television.
4. With reference to their needs resulted from the need analysis functional notional syllabus is derived, the functional syllabus is based on communicative function and design is based on the Hutchinson and Waters model which focus on the input, content, language form and task.
5. The derived functional syllabus and material designs are potentially applied in real life situations to meet with vocational student's needs.
6. Dissemination of teaching materials by using the website gives the result of teaching materials accessible to the public.

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Retracted