The Multi-Syllabus Syllabus Approach to Design English for Specific Purpose (ESP) Course Book for Informatics Students

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Abstract

The objectives of this literary review are to discuss the kind of syllabus used in ESP (English for Specific Purpose) course book for computer Informatics Student. The writer found that the multi-syllabus syllabus applied in as the basic design toward Informatics ESP course book. The design is by selecting topic items related to technology. Vary of teaching methods with still considering basic criteria needed in syllabus like learn ability, frequency, coverage and usefulness. Harmer Jeremy in his book 'The Practice of English Language Teaching' (2001:29-300) elaborate the multi-syllabus syllabus as good solution to solve teaching method which is more appropriate for the students need so the teachers and students can reach the teaching goals better and faster instead of a program based exclusively on grammatical or lexical categories. Learning general English is considered waste or not effective for Informatics students. The data was taken from semester I Informatics ESP course book used by the students in the college of computer informatics and management Budidarma Medan in 2016. The method used is descriptive method where the data will be elaborated one by one. The application of the multi-syllabus syllabus considered as linear goal expected by the college which the students are expected to be skilful both in communication and can challenge the world of computer, information and technology.

Keywords: *The multi-syllabus syllabus, ESP course book design, Informatics*

I. INTRODUCTION

One of Informatics college's goals is creating skilful students in computer technology and information. Informatics students are demanding to both skilful in technology and also able to use international language, it is English. English and technology are linearly needed to live in modern world where technology is fully applied to ease life. Institution and teaching practitioners should realize that the outcome of their final products is to create human resources who are qualified in computer technology and information skill which are compatible to interact with good communication skill. The process should be started from the classroom, one of the processes is creating the teaching methodology which support the outcome expected. The multi-syllabus syllabus is one of the important factors to be applied to start shaping the students' quality so it will be parallel with the studies they learn in the college. Learning general English is considering as a waste for students where special skilful is expected to be focus of the college.

The only goal in designing syllabus is selecting some topic items which is related as students' need as Nunan, 1988. It means that we are as the English lecturers should create a grand design for what the relevant topics to be taught to the students and also realize the plan we made into implementation then evaluate the design, manage and administer the education program. There are vary of different types of language syllabus which are relevant to be taught based on the necessity both of the teacher and the students. One thing to be noted that whatever the type of syllabus used in the class, still the development of the basic criteria such as "learn ability" and "frequency" is highly needed (Harmer, J:295). Following information will briefly explain what the developments of the basic criteria needed in syllabus, they are:

1. Learn ability means teachers should think that some certain teaching material is to be priority should be taught earlier than others based on the language level and student's level of comprehension. Teach the easier one is a better way to get into deeper material.
2. Frequency means we should emphasize the materials which will be used more often than others. See that some certain vocabulary will be uttered every day, it will be better to be taught earlier.
3. Coverage means teach certain materials which the scope of the use is wider than others.
4. Usefulness means teach the common useful materials in the context of what students are linguistically able to talk about.

The development of the basic criteria as explained above will guide us to design the multi-syllabus syllabus which is suitable for the necessity of the students, the concentration of study which is learnt by the students in the college, the goals expected from the

student after graduated from the college, teaching-learning duration of time offered by the college also another important criteria before arranging the multi-syllabus syllabus for Informatics students.

The logical reasons why we as the language teachers should try to move on from traditional syllabus which is very popular in the school because Traditional syllabus emphasizes to the knowledge of grammar or based on grammatical structures, understanding the system of grammar more. Traditional grammar is best applied in some certain period for example in primary school. When the students already learnt the basic grammar they should be introduced to the multi-syllabus syllabus which is straight to the goal creating the students to be compatible to master the situational language based on their disciplines. Before we get to know what is the multi-syllabus syllabus, better for us to know more differences syllabus according to Harmer Jeremy (2001):

1. The grammar syllabus is the common syllabus type which a list of items taught based on grammatical structures, leading to an understanding of the grammatical system this is usually known as traditional syllabus.

2. The lexical Syllabus is the type of syllabus which emphasize to vocabulary or lexical teaching, special terms related to the topics, (e.g. law, medical, technical, etc,) formation of word like morphological changes, word-grammar triggers, compound lexical items (e.g. walking-stick, multi-storey), connecting and linking words (e.g. when, if, she/he) semi-fixed expressions (e,g. would you like to….?, if I were you I'd…), connotation and the use of metaphor.

3. The functional syllabus emphasize the teaching of expression of how to tell something in certain condition for example: requesting, offering, inviting, etc.

4. The situational syllabus offering the material which is frequently found in the real life based on the situation rather than different grammatical items, vocabulary topics, or function for example; at the bank, at the market, at the hotel, etc.

5. The topic-based syllabus derived from the topic taught then, develop into some language practice for example, talking about sport, weather, music, etc.

6. Task based syllabus derived from the task given then develop into certain language focus, discussion and etc.

7. The multi-syllabus syllabus is combination of items from grammar, lexis, language functions, situations, topics,tasks, different language skill tasks or pronunciation issues where the teaching of grammar based theory is shifted. The student's necessity is the main goal to be taught. This syllabus is considered effective and appropriate for students whose ESP materials learnt, for example for informatics students where computer,

technology and information to be the main focus of the studies.

Campus or college is considered having good advantage if theeducation ministry doee not give any command or educational rule to follow certain syllabus to be taught to students, so the lecturers can teach the materials based on the campus' goal and students' need. Designing course book is easier especially for students with special skilful, the ESP is considered effective and easier to be taught by designing ESP course book through the multi-syllabus syllabus approach.

Practically, in real application many language teachers apply multi-syllabus using grammar as the basic foundation to develop this syllabus, of course it will raise another difficult situation and take longer time to get the goal of ESP (English for Specific Purpose) study straight to the students. The multi-syllabus syllabus application should create starting point based on the necessity of the students, in this literary the informatics students are the target of the multi-syllabus syllabus application where the lecturer design ESP course book which is related to computer, technology and information, and the most significant thing to be reminded is the skill of technology is not the only factor but how to guide the students also be compatible to practice the language to be used in their daily life in the future. The writer has tried to design the multi-syllabus syllabus approach to design ESP (English for Specific Purpose) Course Book for Informatics Student

II.   MATERIAL AND METHODS

The data used in this literary review is the ESP course book which has been designed for Informatics students in 2016 especially the semester-I informatics students of The College of Computer Informatics and Management Budidarma Medan (Sekolah Tinggi Manajemen dan Informatika Komputer) STMIK Budidarma Medan which is located in Jl. Sisingamangaraja Medan-North Sumatera, Indonesia. The writer as the English lecturer tried to match the ESP Book with the students' necessity which is expected to be skilful in computer, technology, and information.

The method used here is descriptive method. The writer will classify what are the types of syllabuses used in Semester-I Informatics students' ESP course book into the classification of syllabuses made by Harmer Jeremy in his book 'The Practice of English Language Teaching' (2001).

III.   RESEACH AND DISCUSSION

A.   Data Analysis

The data was taken from the 2016 ESP course book of semester- I Informatics students in

STMIK Budidarma Medan. The table below will explain the topic taught in a semester (14 x meetings) including what are the skills and time allocation given for the students to learn each topic. In every meeting, the time allocation is 90 minutes, with the portion 30 minutes introduction and theory delivered by the lecturer and another 60 minutes are practice for the students. Semester 1 students used the book in the class for once in a week. The tables below will provide 7 units taught in first semester including the skills needed from the students.

TABLE I
1st Semester ESP Course Book Design of Informatics Studens

UNIT	TOPIC	SKILL	TIME
1.	What You should Know About Computer Informatics	a. Reading (reading English article) b. Writing (students write their identity, major, campus and write what they know about computer informatics) c. Speaking(Students introduce self, major, campus and briefly explain what is computer informatics)	2 X 90''
2.	Computer Skills in College	a. Reading (reading English article) b. Writing(students write the computer skills needed to support their studies in college) c. Speaking(Students speak about the computer skills needed to support their studies in college and the reasons why they must have those skills)	2 X 90''
3.	Parts of A Computer	a. Reading (reading English article) b. Writing(students write the computer hardware commonly found in their desktop) c. Speaking(Students present the computer hardware pictures in front of the class by explaining the functions)	2 X 90''
4.	How to Use Computer, A Basic Learning of	a. Reading (reading English article) b. Writing(Building sentences related to computer terms) c. Speaking(Giving instructions about how to operate a gadget or device)	2 X 90''
5.	The Roles of Internet in Education	a. Reading(reading English article) b. Writing(Answering some questions of 'The roles of Internet in Education'. c. Speaking(Students are able to have public peaking in front of the class of Internet roles to support their education) d. Interactive Games(Match the pictures of technology terms, symbols, pasting the pictures of technology symbols and their meanings)	2 X 90''
6.	Getting Familiar with Microsoft Word 2010 for Windows	a. Reading(reading English article) b. Translation(translating articles of Microsoft Word 2010) c. Speaking(presenting the new features of Microsoft Word 2010) d. Mini quiz (challenging students to get know more about computer terms)	2 X 90''
7.	E-Book	a. Reading(reading English article) b. Writing(Answering questions of article, write 5 E-Book tittles related to computer studies, including the author, year, and web source)	2 X

B. The Elaboration of ESP Design through The Multi-Syllabus Syllabus Approach

1. **Unit 1 : What You should Know About Computer InformaticsSkill**
   a. **Reading article**
      Students learn about language function found in the article, informatics terms, and pronunciation issues.
   b. **Writing**
      Students learn how to write their major, campus, and studies they are focused in the campus after getting information from the article, or it is called as topic tasks
   c. **Speaking**
      Students introduce their self, the identity, major, campus, and explaining what they know about informatics studies by using language function and Informatics terms they got from the article.

2. *Unit 2: Computer Skills in College:*
   a. *Reading Article*
   Students learn about language function found in the article, computer skill terms, and pronunciation issues.
   b. *Writing*
   Students learn how to write their own computer abilities, then comparing the computer abilities from the article and what another computer abilities should they have to support their studies.
   c. *Speaking*
   Students introduce their self, major and study program from the skill they have learnt in the previous lesson then presenting about what computer skills they should have to support their studies by using language function and Informatics terms they got from the article and their writing task.

3. *Unit 3 : Parts of A Computer*
   a. *Reading Article*
   Students learn about vocabulary items of computer parts and the functions, language function found in the article, computer hardware, terms, and pronunciation issues.
   b. *Writing*
   Students learn how to write their own computer parts, then comparing the computer parts or hardware and the functions from the article.
   c. *Speaking*
   Students introduce their self, major and study program from the skill they have learnt in the previous lesson then presenting about what computer parts or hardware including the functions in front of the class by using language function and terms they got from the article and their writing task.

4. *Unit 4 : How to Use Computer, A Basic Learningof*
   a. *Reading Article*
   Students learn about vocabulary items of computer use, the step by step introductions of how using computer, language function found in the article, terms, and pronunciation issues.
   b. *Writing*
   Students learn how to write the step instructions of using computer e.g. *first….. second…..third….. next… after that… finally…* etc.
   c. *Speaking*
   Students introduce their self, major and study program from the skill they have learnt in the previous lesson then demonstrate their ability to use another gadget they know in front of the class by using language

function and terms they got from the article and their writing task.

5. *Unit 5 : The Roles of Internet in Education*
   a. *Reading Article*
   Students learn about the roles of internet in education, the functions, language function found in the article, useful link and web address to help students do their assignment, terms, and pronunciation issues.
   b. *Writing*
   Students learn to write creatively the roles of internet in education both based on the information they got from the article and also based on their own experience as students who see internet as media which serve useful links and web addresses to help them doing task and being informed.
   c. *Speaking*
   Students introduce their self, major and study program from the skill they have learnt in the previous lesson then presenting about the roles of internet for supporting their education in front of the class by using language function and terms they got from the article and their writing task.

6. *Unit 6 : Getting Familiar with Microsoft Word 2010 for Windows*
   a. *Reading Article*
   Students learn about the newest features in Microsoft Word 2010 for Windows the functions, language function found in the article, useful link and web address to help students do their assignment, terms, and pronunciation issues.
   b. *Translation*
   Students learn to translate the reading article of the newest features in Microsoft Word 2010 for Windows in group task.
   c. *Speaking*
   After translating the article, students orally explain the newest features in Microsoft Word 2010 for Windows in group task.

7. *Unit 7 : E-Book*
   a. *Reading Article*
   Students learn about E-Book, functions of E-Book, software and hardware to read E-Book, how to purchase E-Book and features in E-Book which make it different to traditional book, terms, and pronunciation issues.
   b. *Writing*
   Students learn to write the functions and the use of E-Book for supporting their studies both based on the information they got from the article and also based on their own experience as students who see E-Book

as another useful alternative beside traditional book to help them doing task and being informed.

c. *Speaking*

Students introduce their self, major and study program from the skill they have learnt in the previous lesson then presenting about the roles of E-Book for supporting their education in front of the class by using language function and terms they got from the article and their writing.

IV. DISCUSSION

After describing the design in 1st semester ESP book for informatics students above, the writer found that the multi-syllabus syllabus dominantly used in. the combination of teaching items from reading article to be the main based for another skill task like writing and speaking. Language functions, situation, topics, task, different language skill tasks and pronunciation issues also being the multi base to guide students into the communication skill which related to information, computer and technology. It is seen as effective and a good short cut way to teach them English language linearly to their focus of study, it is informatics. Traditional based grammar should be consider as not effective enough to be taught when the concentration of the students have been specifically chosen. The multi-syllabus syllabus can be hesitated as another wise method of English language teaching to be applied in another specific disciplines like medical school, tourism, law, politics, and etc. as long as the development of syllabus still considering basic criteria needed in like learn ability, frequency, coverage and usefulness.The last, the writer found that the application of the multi-syllabus syllabus method here need to be completed into the perfect level. Since the basic criteria like frequency and coverage need to be improved. The frequency is seen less because the ESP course book only learnt in 14 meetings X 90 minutes in a semester only. Maybe the lecturers should discuss it with campus authority to manage the lesson time more in the next semester or ESP should be taught more in the next semesters so the coverage of the ESP course book will be continually upgraded semester by semester as the technology develops dynamically.

V. CONCLUSION

Designing effective ESP course book for informatics students is one of whole policy should be applied in a college with specific concentration. The Multi Syllabus-Syllabus is considered able to reach the goal of its institution whose educate their students into the skilful ones. The materials created in the book meet the criteria of Informatics studies, where the students will challenge the world of computer, information and technology with the communication ability. Traditional syllabus based on grammar should not be applied in Informatics major any longer because it will not answer the challenge as what will students face in the future, syllabus with grammar based will raise another difficult situation and take longer time to reach the goal of creating students with computer, information and technology skill.

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