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# Redesigning English For Specific Purpose (Esp) Curriculum To Pre-Service Teachers Of Primary Education Department At STKIP Muhammadiyah Bangka Belitung

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## Abstrak

This paper aims to design English for Specific Purposes (ESP) curriculum to pre-service teachers under Primary Education Department of STKIP Muhammadiyah Bangka Belitung (STKIP MBB), Pangkalpinang, Indonesia. Based on observation and need analysis, there are no specific English materials of teaching which enables the learners to participate actively based on their socio-cultural context. The English course which is taught to the students were general English without specific consideration when designing its curriculum. The writer is eager to redesign the English course by following the Common European Framework (CEFR) provided by the European Council and also implement the language curriculum design and socialization by Mickan, Peter (2013) and Macalister, J and Nation (2010). It is hoped that this curriculum would be beneficial to the students and it can be used as one of model on teaching English as Second Language for specific purpose.

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## Kata kunci:

English for Specific Purpose, Curriculum, STKIP Muhammadiyah Bangka Belitung

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## 1. Introduction

This paper aims at finding out what primary teacher communicative events presents in school, how they use and transfer it into effective and efficient use of language in their daily communication. The course is developed to help the undergraduate students who are preparing to work in Indonesian primary school as teacher but capable to communicate in the English language. The communicative event is teacher to students, teacher to teacher, teacher to headmaster, and teacher to parent interaction in the school situation. The need for English for pre-service teachers who will work in primary schools is mandatory due to the rising demand for teachers who able to speak English and various numbers of international schools in Indonesia. In addition, Indonesian teacher who intend to work abroad, such as Singapore, Malaysia or and other countries, are required to be reliable to use English communicatively. Besides, people nowadays learn knowledge through English and make interaction with people around the world. They use English to transfer knowledge, convey their ideas, and seek meaning in many fields of studies not only in academic in order to get better achievement in school or universities but also in business in order to be more professional. So, people should able to use English literally in order to have more opportunities to get a good performance or good position in their society. That is why; the students have to able to communicate in English communicatively to support their skills and ability in which they will use it after completing their study in school.

Meanwhile, In Indonesia, English is taught as a foreign language. As taught as a foreign language, it creates possibilities to fail in the process of acquiring the language because the environment in the society

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does not support the learners to produce the language. This issue has been discussed by many scholars and researchers many years ago and became a common problem in a non-native state. Thus, this issue would never have its ending due to the development of science and technology in modern era. Based on the previous research conducted by scholars in English language teaching found the evidences which shows both teachers and students face many challenges in teaching and learning English, (Yulia, 2013; Gultom, 2015; Akbari, 2015; Rahmatunisa, 2015; Yusni, 2013; Songbatumis, 2015, Darmaraja & Selvi, 2011). To sum up, the challenges and difficulties are lack of materials, lack of teachers' training, inadequate teaching method, low facilities, and lack of professional development. Another challenge faced by the students such as lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem due to some differences of language feature between English and Indonesian. This situation is so ironically. English is taught for many years at school but the students only have small amount of English vocabularies. The students learn English only for the sake of fulfilling the classroom requirement not for practical issue in order to enhance their knowledge and skills. Finally, the aims of teaching and learning activity would never be satisfactorily achieved.

Higher education in Indonesia usually occurs after completion of the senior high school. The higher education system divides into universities, institutions, academies, polytechnics and advanced tertiary schools (Sekolah Tinggi). Based on the data of the Ministry of National Education in 2019, there are 541 universities, 1107 academies, 2424 colleges, and 242 polytechnics in Indonesia. In turn, higher education in Indonesia categorizes as public or private. All of higher education institutions are under the supervision of the Ministry of Higher Education, Technology, and Research. In relation to developing English communicative competence for students of PGSD Department, a curriculum developer should refer to the government regulations on higher education; those are Decree Number 8 Year 2012 about The Indonesian National Qualification Framework (KKNI), Regulation Number 12 Year 2012 about Higher Education, and Regulation Number 44 Year 2015 about national standards of higher education. KKNI consists of the standard competencies that contain the minimum criteria of graduates' qualifications that include three core areas such as attitudes, knowledge, and skills expressed in the formulation of graduates learning outcomes. Those standards are the basic theoretical foundation that should be implemented when designing a curriculum.

It can be said that teaching English for pre-service teachers belongs to the teaching English for a specific purpose (ESP). Mackay and Mountford (1978) defined ESP as the teaching of English for a "clearly utilitarian purpose" (p. 2). The purpose they refer to is defined by the needs of the learners, which could be academic, occupational, or scientific. These needs, in turn, determine the content of the ESP curriculum to be taught and learned. Mackay and Mountford also defined ESP and the particular language that takes place in specific settings by participants (<https://files.eric.ed.gov/fulltext/EJ1081505.pdf>.) Robinson (1980) defined ESP courses as ones in which the participants have specific goals and purposes (again, academic, occupational, and scientific).

ESP is an activity of English Language Teaching (ELT) with some specific characteristics. Some researchers have defined the term ESP differently. According to Dudley-Evans and St John (1998) cited in Ramirez (2015), there are three of the most famous definitions of ESP. First is provided by Hutchinson and Waters (1987) cited in Ramirez (2015) and Bđlokcuođlu (2012) who view ESP as an approach, not a product. It means that it does not involve a particular kind of language, teaching material, or methodology. Therefore, the main element of learning English is the "purpose" why the learner is learning the language. They state "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reasons for learning" (Bđlokcuođlu, 2012).

Dudley-Evans (1997) distinguishes the characteristics of ESP: 1) ESP may be related to or designed for specific disciplines, 2) ESP may use, in specific teaching situations, a different methodology from that of General English, 3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at the secondary school level, 4) ESP is generally designed for intermediate or advanced students, 5) Most ESP courses assume some basic knowledge of the language systems.

Systemic functional linguistics (SFL) was developed in the 1960s by M.A.K. Halliday in the United Kingdom, and later in Australia (O'Donnell, 2012 cited in Almurashi, 2016). The concern of SFL is on the use of language in which it is focused on the function of language such as what language is used for rather than what language structure is all about and how it is composed (Matthiessen and Halliday, 2015).

According to Halliday & Matthiessen, 2004 cited in Costetchi (2013), in SFL, there are three lines of meaning expressed in any clause: textual, interpersonal and experiential. Textually, a clause acts as a message (or an information unit) that contributes to the creation of the discourse as a whole (Costetchi, 2013; Almurashi, 2016). According to Matthiessen and Halliday (1995), the main textual systems in this line are Theme and Rheme. Interpersonally, it is concerned with the interaction between the speaker(s) and addressee(s). It is used to establish the speaker's role in the speech situation and relationship with others (Almurashi, 2016). Mood and Modality are the main grammatical systems (Matthiessen & Halliday 1995). Experientially, a clause is the representation of some "process in ongoing human experience" and is described through transitivity (Costetchi, 2013) which includes several aspects: the processes, the participants, and the circumstances (Matthiessen & Halliday 1995).

Celce-Murcia (2007) revised and updated a model of communicative competence which was firstly developed by Canale and Swain (1980) and further elaborated in Canale (1983) which included linguistic competence, strategic competence, sociolinguistic competence, actional competence, and discourse competence. Celce-Murcia et al. (1995) cited in Celce-Murcia (2007) added actional competence in this model which is the ability to comprehend and produce all significant speech acts and speech act sets in which it should be part of communicative competence. The changes made include the Canale-Swain model: (1) that sociolinguistic competence be modified to sociocultural competence (the cultural background knowledge needed to interpret and use a language effectively) and (2) that grammatical competence be re-labelled as linguistic competence to explicitly include the sound system and the lexicon as well as the grammar (i.e., morphology and syntax).

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## 2. Discussion

### 2.1. *The Curriculum Framework*

In this part of the paper, a justification of the curriculum framework on the course design of English for PGSD department is presented by adopting text-based syllabus design and the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR). The CEFR scale employed by this framework is on the level B1 (for first semester) and B2 (for the second and the third semester). Text-based syllabus design is mainly concerned with the things students do with language, e.i. what they do with entire texts in context (Feez and Joyce, 2002). Related to the texts employed by the students the teaching of English for Primary department refers to the knowledge of elementary teacher communication and interpersonal skills which occurs in school. This terminology is very familiar for every student of PGSD Department in every higher education institution. The communicative purpose is the main point that must be taught to the students. Therefore, the PGSD students must be competent in English in which it is an urgent need for students who will work in school. That is why PGSD students must improve their English skills in listening, the speaking, reading, and writing, so they acquire the ability to perform their duties in an environment where English is used and needed. PGSD students must be able to learn and practice English according to their professional skills. By mastering English, their communication skill will improve, it enables them to work more confidently and effectively, and job opportunities will be wide open for them to reach a bright future.

Moreover, the communication and interpersonal skills of a teacher should also be effective in the interaction between professional groups and peers in the workplace. The interactions are between teachers to students, teacher to teacher, teacher to the headmaster, and teacher to parent. The genres used in such situation can be formal or casual, i.e. recount, procedure, narrative, description and report (Hyland, 2007). The focus of genres is also emphasized on how members of the discourse community typically format texts in response to communicative demands in workplace, professional or academic contexts (Basturkmen, 2006). The topics range from the discussion about greetings, asking and giving information, opening and warming up a lesson, closing a lesson, giving feedback, giving suggestion, giving motivation, giving example, instructing students for the test, praising the students, and so forth.

### 2.2. Needs Analysis of Pre-Service Teachers

According to Macalister and Nation (2010), needs analysis focuses on what the learners know already and what they need to know. Hutchinson and Waters (1987) cited in Macalister and Nation (2010) mention that needs analysis could be seen from target needs in which it is about what the learner needs to do in the

target situation, and learning needs that is what the learner needs to do in order to learn. Some points are concerned here by focusing on the target needs, particularly to the students' needs of Primary Education Department in STKIP Muhammadiyah Bangka Belitung. They are as follow: necessities, lacks, and wants.

Based on the vision and mission of Primary Department in STKIP Muhammadiyah Bangka Belitung, the study department will provide qualified education through providing knowledge and skills in the course to the students in order to fulfil the expected competencies. It means that the students are expected to be competent as a teacher in the context of elementary school. The students are also expected to be able to communicative in both spoken and written forms. The ability to communicate to the others in English becomes the fundamental need to fulfil national or international labour market. This point should become highlighted when designing the curriculum by Primary department in order to provide and fulfil the students' needs during their study.

Based on the existing syllabuses of English, it shows that the content of the English courses has not fulfilled the students' needs to communicate in English in both spoken and written. It is because the syllabus of English for pre-service students of Primary Education Department is focused on teaching in general so that the students can organize sentences become compound and complex sentences, comprehend, and understand daily vocabularies. Besides, the results of the TOEFL score of the students are below 400. So, the English mastery needs to be improved. They cannot comprehend the sentence correctly. They have a limited understanding of the grammatical structure of the sentence, and they only have limited English vocabularies. Besides, based on the curriculum of Primary department, the English subject only taught in one semester with two credits. This curriculum is not enough to cover all of the skills and competence that the students should achieve after completion of the course.

The students need adequate knowledge and skills, which support their career, including English, to communicate in both written and spoken. In this case, the study department, especially the lecturer who teaches the students, should provide the basic needs to them to communicate in a daily conversation between teacher to the students, teacher to the headmaster, teacher to teacher, teacher to a supervisor, and also a teacher to parent. The purpose of teaching English for Primary students point is to make the student be able to communicate in English well.

### *2.3. Content and Structure of the Materials*

Considering the need analysis of the students and learning analysis, the writer constructs the curriculum into three parts of curriculum which separated into three semesters; semester 1, semester 2, and semester 3. Each semester has specific learning goal that should be achieved by the students after completing the whole semester. Each semester consists of language skills and knowledge, learning materials, learning activities, and assessment. The learning goal of curriculum in the semester 1 is acquired knowledge and skills in interacting and/or communicating with teachers, students, school staffs, headmaster, parents in school, his or her classmates by using English appropriately, English vocabulary and grammar effectively; and writing different genres critically. The skills and knowledge focus on Speaking: Greeting and Leavetaking, Introducing him/herself, Practicing the use of the expression, showing directions, Listening: Recognizing the use of common response; Writing: Writing essay about school, Practice the use of Yes-No questions and Wh-questions; Reading: comprehend the text; Language Knowledge: Tenses, Yes/No Question, Wh-Question, Stress patterns. The curriculum also provides the school's Terminology such as attendance, report book, national examination, mid-semester test/examination, final, second-semester, syllabus, Etc. There are also the lists of schools member, such as Chairperson of School's Committee, Teacher, Students, Headmaster, Vice Headmaster, Secretary, Librarian, Counsellor, Captain of the class, Administrator, security, parents, etc. The content of curriculum in semester 1 provides some expression that commonly used in school, such as 1) Explaining something: Let me tell you... , The headmaster will supervise the lesson plan in each semester, The primary school of is located in...., The final exam will be held at the end of this month, I will teach you about...., The new academic year will start next July, and so on; 2) Asking Direction: Could you tell me how to get to ....?, Can you tell me where .... is?, Excuse me, can you tell me the way to ..., please? etc.; 3) Giving Direction: Go along this...., The first turn on the right..., The laboratory is on the corner, and so on; 4) Convincing: I am sure you can answer the question, I think to retake the materials is the only solution, You will get a

reward in a couple of days; 5) Persuading: It is likely that you need to take rest, We need your supports, I need to join the workshop; 6) Consoling: Do not worry, Take a deep breath, You are tired, and so on.

The learning goal of the curriculum in semester 2 is acquired knowledge and skills in writing different genres critically based on the certain context, communicating and fluently dealing with general data and teaching and learning activity. The skills and knowledge focus on listening: asking general data /information, general instruction in classroom; reading: traditional folks; writing: writing the student' activities and experiences; speaking: asking experience, giving and asking direction about the school. While, the language knowledge focus on grammar (simple past tense, past continuous, past perfect tense, past perfect continuous tense; temporal sequence; conjunctions), and vocabulary (action verbs). Some expressions that present in the semester 2 such as 1) Giving general instructions to the students in the classroom: Stand up, Sit down, please, Raise your hand, please, Move forward, please, Take your bag, please, Find a partner. Put your desks face-to-face, and so on; 2) Opening and warming up lesson: Are you ready to begin a lesson?, Before we study, let us pray together, Good morning, how are you?; 3) Closing a lesson: I think that is all for today, Thank you for your attention. See you next time, The time is up, Please, study at home and good-bye, We'll continue this next week; 4) Giving feedback: Before we end, tell me what have you learnt today, Let us review what we have learnt today; 5) Giving motivation: If we never try, we will never know, Do your best, Do not give up, You are in the right track, You improved; 6) Asking permission: Can I go out, please?, May I open the window, please?, Please, can I have a look at your book?, and so on.

The learning goal of the curriculum in semester 3 is to provide the students with skills and knowledge of IELTS. So, the content of curriculum in the semester 3 focus on IELTS Preparation which provides the students with the skills to predicting the types of the answer, distinguishing main ideas and supporting data, interpreting data, analysing and describing information from the text, understanding speakers' response and expressions, skimming and scanning, and so on. Thus, to enhance the students with those skills, the writers design the learning activities in the classroom by using drilling, question and answer, and Giving feedback to students' answer.

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### 3. Conclusion

To sum up, it is hoped that the designed materials on this research able to fulfil the learning need, especially in the Primary Education Department. It is also hoped that the materials able to help the students to learn English based on their real context on their future job, so they will able to use the language effectively in their sociocultural practice. Thus, in teaching English for specific purpose, the teachers need to modify their materials based on the students' need. Because teaching English for general for specific students will not cover the whole communicative events needed by the students in their professionals work.

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