

110/H0/91

COURSE 602 (B) :

EIGHT WEEK CERTIFICATE COURSE IN LANGUAGE

SYLLABUS AND LANGUAGE TEACHING

3 JANUARY - 25 FEBRUARY 1989

MILIK UPT PERPUSTAKAAN
IKIP PADANG

*ESP SYLLABUS DESIGN FOR FINE ART STUDENTS
FPBS IKIP PADANG*

BY

M. Z A I M

INDONESIA

SUPERVISOR :

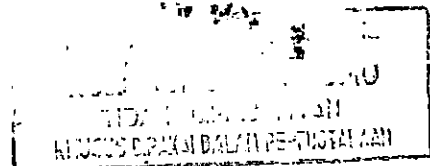
JOHN G. HONEYFIELD

REGIONAL ENGLISH LANGUAGE CENTRE

SINGAPORE

1989

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1. INTRODUCTION

A. BACKGROUND

IKIP Padang is an institution which aims to prepare students to be a teacher at secondary and tertiary level. It accepts the graduated students from secondary level at different background of education, since there are two kinds of secondary school in Indonesia; general and vocational and each also has different types like general Senior High School consists of Religion Senior High School and Non-Religion Senior High School, and Vocational Secondary School as Technical, Home Economics, Social Works, Commerce, Teacher Training, Agriculture and others. They all can enter this institution according to the basic skills they have got at secondary level.

There is also a number of different faculties covering a wide range of specialities at IKIP Padang. Each faculty has a number of departments which actually depicts the subject of teaching at secondary school. Later, the students will teach at secondary school according to the subject that they choose and it can be seen in what department they are studying now. For instance, the students who get fine art department will teach fine art at the secondary school later.

English; one of the compulsory subject at IKIP Padang, is taught at the first or second semester of the duration of the students' studying at this institution. English is the first foreign language learned by Indonesian students.

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Unlike in Singapore, Hongkong and Philippine where English functions as the primary language, in Indonesia English has the status of a foreign language. That means that it is not extensively used and it is taught as one of the subject in the secondary school and university.

The role of English as an international language becomes more important especially among the scholar or educator. We know that the importance of English continues to increase as more and more people are wanting or being required to learn English. Kennedy (1985) mentioned that the growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication; and access to much scientific and technical literature is difficult for those with no knowledge of English. So the role of English is very essential for the learners who are studying at university or tertiary level who need English as medium to read English book in order to widen their knowledge while studying at their institution.

To realise this need, IKIP Padang has change his policy about the existence of English as a subject in curriculum. At the former time, English was placed as one of the general basic subject (handled by university) where it was taught at the preeching situation among hundred students in the classroom, Teacher cannot hope much in the result of learning because the situation unable the teacher to create to make a good interaction among so many students from different background and different ability to under-

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stand and use English. So the teacher able to do in this situation is preaching or lecturing, there was no communicative interaction at all, even what we need in teaching a language skill is communicative interaction. But nowadays, according to the new curriculum, English is placed at the group of major subject. So there will be limited students attend the English class where each department usually has only thirty or forty students.

This policy brings a consequence that the teacher should change all things about the material of teaching English, since English is not general basic subject anymore. English has to be taught to be more specific in relating to each department. So the syllabus of teaching is the kind of English for Specific Purposes.

Widdowson (1983:12) in his book Learning Purpose and Language Use mentions that since language courses are designed to a specification and this sense can all be said to directed at specific purposes. In accordance with this case Munby (1978:2) says; it is necessary to define here what is meant by the term English for Specific Purposes (ESP). ESP courses are those where the syllabus and materials are determined in all essentials by the prior analyses of the communication needs of the learners.

At the tertiary or university level, English is taught generally within educational institutions to students needing English in their studies. The language taught may

12/14/74
Page 1

THE UNITED STATES OF AMERICA
DEPARTMENT OF JUSTICE
FEDERAL BUREAU OF INVESTIGATION
WASHINGTON, D. C. 20535

TO : DIRECTOR, FBI (157-422)

FROM : SAC, MEMPHIS (44-1987) (P)

SUBJECT: JAMES EARL RAY, AKA;
RE: MEMPHIS TELETYPE TO BUREAU, 12/12/74.

On December 12, 1974, Memphis Field Office advised Bureau that James Earl Ray, alias, is currently residing at 447 East Olive Street, Memphis, Tennessee, under the alias name of Eric Starvo Galt. Ray is currently working as a janitor at the Memphis Municipal Auditorium.

It is noted that Memphis Field Office has advised Bureau that Ray is currently working as a janitor at the Memphis Municipal Auditorium. It is also noted that Ray is currently residing at 447 East Olive Street, Memphis, Tennessee, under the alias name of Eric Starvo Galt.

Very truly yours,
SAC, MEMPHIS

be based on particular disciplines when the student is specialising in study in a particular subject. If we go back to Munby's category, the need of learning English at IKIP Padang is one of Munby's categories of ESP. He says that ; the two major categories of ESP are :

- a. Where the participant needs English to perform part or all of his occupational duties.
- b. Where the participant needs English for Educational purposes, to pursue part or all of his studies, the major subcategory of which is discipline based study.

(Munby 1978:2)

So it is clear that English which is taught at non-English Department here means English for Specific Purposes, not general English as the Indonesian students have studied it at secondary level.

This paper discusses the design of an ESP syllabus for fine art students of FPBS IKIP Padang where English here is for academic purposes.

B. RATIONALE

Indonesian people nowadays realize the great necessity of mastering the English language. In the field of education, the students are assigned to read a lot resource books which are mostly written in English. This effort is way to get new information in order to develop their country. This responsibility has to be handled by young generations that most of them still studying in universities or other institutions.

The fact that the student's English is still limited when they enter the Universities creates difficulties for the teacher or lecturers in preparing suitable teaching material. This syllabus is developed in order to meet the suitable material with the students' ability in mastering basic language skills of English. The objective of teaching English here is to enable the students to comprehend textbooks dealing with their field of study, especially about art and craft. So this syllabus is for fine art students of FPBS IKIP Padang.

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REQUIREMENTS FOR THE ...

The student must have a minimum of six years of learning English at the secondary level. The teacher has to prepare the materials from the basic material and basic skill of English.

STUDENT REQUIREMENTS

The student is required to attend the course for only one semester of about 17 weeks. Hours of tuition per week, a total of about 21 hours per week. It is also required that the student be able to do some assignments related to the course.

TEACHER REQUIREMENTS

The teacher must be based on a need and have a minimum of six years of learning English at the secondary level.

2. SOME CONSIDERATIONS IN THE SYLLABUS DESIGN

A. STUDENTS' BACKGROUND

The students who studied at the Department of Fine Art of FPBS IKIP Padang come from all over Indonesia with different level of English background, eventhough they have gained six years of learning English at the secondary level it has resulted in only a minimal ability to use and understand English. So the teacher has to prepare the material from the basic material and basic skill of English learning.

B. TIME ALLOCATION

Fine art students are required to attend the English lesson for only one semester of about 17 weeks with three hours of tuition per week, a total of about 51 hours. Besides that time, it is also required that the students are able to do some assignments related to the materials given in the classroom.

C. STUDENTS' NEED

The syllabus design must be based on a need analyses. Before going to the syllabus design, let us see the need of fine art students in studying English.

According to "Buku Pedoman IKIP Padang" the aim of teaching English at the Department of Fine Art is described as; To provide English basic skill for the benefit of lite-

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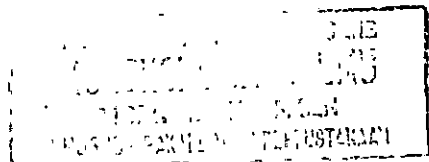
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ature study of fine art and craft education. So the general desire was expressed that students should be able to read academic texts and references relating to the field of fine art and craft written in English.

It was found in practise that students were required to read references written in English. Generally lecturers require students to read certain pages of text books often in order to write up reports and paper in Indonesian. These pages may be given to the students as photocopies so that a student may go for a long periods without handling the real book.

In accordance with the teaching of English at the university level, Brumfit (1986:97) mentions that students do, however, face a triple shock; Firstly, in the nature of task they are faced with, reading for a general understanding rather than a detailed word by word analyses of the text. Secondly, the treatment of grammar in context as an aid to understanding rather than something to be learned as a separate entity, and thirdly, the ESP view of the whole course with the text being relevant to their other studies and having value outside the English class.

It is found in reality that most of fine arts text books used at IKIP Padang are written in English. So actually all the lecturers use those books as reference of the subject given. This situation makes a consequence that all the students of fine art have to be able to read English books,

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THE FOUR BASIC SKILLS

The main aim of this subject is to

at least they are able to gain certain information from the books suggested. The kinds of text books can be theoretical books, art history books and practical books where they have to follow instruction written in English. Sometimes the students are asked by their lecturer to write a summary in Bahasa Indonesia based on the books given in English.

Based on the explanation above, it is concluded that fine art students need to study English in order to enable them to read books written in English. So the teacher should give them reading skills that can bring the students to the way how to comprehend a text. Grammar lesson is only given in context to help the students understanding sentences in a text. Writing is also important to be given to them in order to enable the students to write simple writing.

Writing skills given here is only the basic skills that enable the students of fine art to express their ideas or describe things or opinion in simple English.

D. THE AIM AND BASIC SKILLS

The major aim of this subject is to help the students acquire the skills to read and study books written in English. The basic skills and materials are designed to give the students practice for many tasks, including :

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1. Reading passage relevant to fine art and craft field of study through the medium of English.
2. Acquire skills that will improve students' reading and generally help them in their studies, such as :

a. **READING WORD BY WORD (READING BY PHRASE)**

This type of exercise aims to introduce the students simple reading passage written in English so that the students know the basic pattern of English sentences to compare with the native language of the students.

b. **SCANNING**

We can scan a text for specific information. Scanning is to read through a text quickly to find specific information. This type of exercise can be done by students working on their own or in small groups and a time limit could be set to ensure a sense of urgency and competition. Before questions are answered in full, students should quote line references to show that they have located the part of the text where the answer lies.

c. **SKIMMING**

Skimming a reading technique that is comparable to surveying. This skimming should give us a general idea about a text. Skimming means the very rapid reading of a whole article to get the main ideas and some of the supporting detail but not all of the detail.

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d. FINDING MAIN IDEAS AND SUPPORTING DETAILS

The aim of this skill is to train the students to find out the main idea of a passage and to be able to distinguish the main idea from supporting details, so that the students are able to understand relations between parts of a text.

e. CONNECTING IDEAS

Exercise of this type develop insight into how language is used to tie together ideas and build up stretches of text. Students should work in pairs or in small group for this activity.

f. UNDERSTANDING WORDS IN CONTEXT

This type of exercise is designed to provoke awareness of different or conflicting meaning of the same words. It aims to help learners to choose the appropriate meaning from the range given in a full size English dictionary. The exercise should be done by students working individually or in pairs, after which results should be discussed together in class.

g. NOTE MAKING AND SUMMARIZING

Note making and summarizing are important skills for learners and form an essential part of any writing activity, particularly at tertiary level. It is a useful technique when we are reading a course because it helps us to clarify and simplify in our own words the main ideas of a reading passage. Exercises of

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type give students practice in searching through various pieces of information in order to retrieve and note down certain ideas and then to represent them in some other form.

3. Giving the basic grammar of English in context of reading passage as aid to understand reading passage. The structure skills related to the ability of comprehending reading passages are as follow :

a. Understanding basic English tenses; Simple Tenses and Perfect Tenses.

b. Understanding compound and complex sentences; they included Adjective Clauses, Noun Clauses, Adverbial Clauses and Conditional Clases.

By having these knowledges, it is easier for the students to comprehend the text given.

4. Writing Skills are given to enable the students express their idea through written expression. Because of limited time, here, we only give them the basic skill of writing as describing things, people and place, and writing fact and opinion.

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No	OBJECTIVE	CONTENT	METHODOLOGY	Time Allocation	EVALUATION
1.	<p>1.1. Students are able to understand English Reading Passage phrase by phrase.</p> <p>1.2. To enable the students to understand basic pattern of English Grammar.</p> <p>1.3. To enable the students to write simple sentences in English.</p>	<p>1. Reading Skill : Reading by Phrase THE BEST ART CRITICS</p> <p>2. Structure : Basic Pattern of English (NP+VP+ NP, NP+VP+ADJ, NP+VP+ADV)</p> <p>3. Writing : Guided Writing</p>	<p>The teacher reads the passage and then discusses with the students words by words or phrase by phrase</p> <p>Lecture/Discussion on English Pattern</p> <p>Writing activities are done inside the classroom with the guidance of the teacher.</p>	2x3 hours	<p>Students read the passage and teacher asks them whether they understand the ideas of the passage.</p> <p>Students write their own sentences based on the structure has been taught.</p> <p>Submission of the written work of the students.</p>
2.	<p>2.1. To enable the students to take information from the passage by scanning.</p> <p>2.2. To enable the students to understand the use of simple tenses in English.</p>	<p>1. Reading Skill : SCANNING "VINCENT VAN GOUGH"</p> <p>2. Structure : "Simple Tenses: Present, Past, Future.</p>	<p>Guided Reading : Teacher guides the students to scan a passage to take specific information.</p> <p>Lecture/Dialogue/ Discussion on the use of simple sentences.</p>	2x3 hours	<p>Doing some exercises in scanning to get information.</p> <p>Quiz where the structure is used.</p>

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<p>1. Name of the vessel</p>	<p>2. Name of the vessel's owner</p>	<p>3. Name of the vessel's operator</p>	<p>4. Name of the vessel's master</p>
<p>1. Name of the vessel</p>	<p>2. Name of the vessel's owner</p>	<p>3. Name of the vessel's operator</p>	<p>4. Name of the vessel's master</p>
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<p>1. Name of the vessel</p>	<p>2. Name of the vessel's owner</p>	<p>3. Name of the vessel's operator</p>	<p>4. Name of the vessel's master</p>

No	OBJECTIVE	CONTENT	METHODOLOGY	TIME ALLOCATION	EVALUATION
	2.3. To enable the students to write simple sentences in English.	3. Writing : Describing Things	Individual work with the guidance of the teacher.		Submission of the written work of the students.
3.	3.1. To enable the students to take information from the passage by skimming. 3.2. To enable the students to understand the use of Perfect Tenses. 3.3. To enable the students to write a short passage.	1. Reading Skill : Skimming "HORN CARVING" 2. Structure : Perfect Tenses (Present&Past) 3. Writing : Describing Things	Guided Reading : Give the way how to skim a passage. Lecture/Dialogue/ Discussion on the use of Perfect Tenses. The teacher guides the students to describe things by looking at the characteristics of the object.	2x3 hours	Ask the students to get general idea of the text given. Students write their own sentences using the structure given then they check each others' work with the teachers' guide. Beside classroom writing activities there will be other assignment based on the topic given.
4.	4.1. To enable the students to understand and locate main and supporting ideas in passage.	1. Reading Skill : Main Idea & Supporting Idea "COLOUR"	Guided Reading : Distinguishing the main ideas from supporting details		Students are asked to find out the main idea of a passage and the relation of the other sentences to them.

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No.	OBJECTIVE	CONTENT	METHODOLOGY	TIME ALLOCATION	EVALUATION
	<p>4.2. To enable the students to use conditional clause in sentences.</p> <p>4.3. To enable the students to write a short passage.</p>	<p>2. Structure : Conditional Sentences.</p> <p>3. Writing : Describing People</p>	<p>Lecture/Discussion on the use of conditional sentences</p> <p>Guide the students to describe people by discussing what to describe.</p>	2x3 hours	<p>Formulate conditional sentences in students own ideas.</p> <p>Submission of the classroom writing activities and give them assignment.</p>
5.	<p>5.1. To enable the students to understand connecting ideas in a passage.</p> <p>5.2. To enable the students to understand the use of Passive Voice.</p> <p>5.3. Students are able to describe place in writing.</p>	<p>1. Reading Skill : Connecting Ideas "PAINTING".</p> <p>2. Structure : Passive Voice</p> <p>3. Writing : Describing Place</p>	<p>Discussing with the students the text to prepare them to recognize the relations within sentences.</p> <p>Lecture/Dialogue/ Discussion the use of Passive Voice.</p> <p>Guide students to write paragraph to express fact.</p>	2x3 hours	<p>Exercise deals with semantic relation within the text.</p> <p>Ask the students to write their own sentences using the structure taught.</p> <p>Write paragraph about fact.</p>

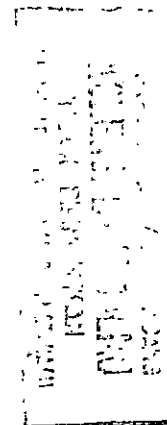
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No	OBJECTIVE	CONTENT	METHODOLOGY	TIME ALLOCATION	EVALUATION
6.	<p>6.1. To enable the students to understand words in context.</p> <p>6.2. To enable the students to use Adjective Clause in sentence.</p> <p>6.3. To enable the students to write fact in English.</p>	<p>1. Reading Skill : Understanding Words in Context "HUNG TUNG"</p> <p>2. Structure : Adjective Clause</p> <p>3. Writing : fact.</p>	<p>Guided Reading : Get the meaning of unfamiliar words through context.</p> <p>Lecture/Discussion on Adjective Clause to improve student's understanding in reading a passage.</p> <p>Guide students to write paragraph to express fact.</p>	2x3 hours	<p>Working in pairs then the result should be discussed together in class.</p> <p>Written exercises in constructing Adjective Clause in sentence.</p> <p>Write paragraph about fact.</p>
7.	<p>7.1. To train the students to make note and summarize a text.</p> <p>7.2. To enable the students to use adverbial clause in sentence.</p> <p>7.3. To enable the students to write opinion in English.</p>	<p>1. Reading Skill : Note making and summarizing. "TWO OUTSTANDING HANDICRAFT".</p> <p>2. Structure : Adverbial Clause</p> <p>3. Writing : Opinion</p>	<p>Discuss with the students how to note down certain ideas and to write down in summary.</p> <p>Lecture/Dialogue/Discussion on the use of Adverbial Clause in sentence.</p> <p>Discussion on writing paragraph by giving reason/opinion.</p>	2x3 hours	<p>Practice to note down certain ideas to represent them in students' language.</p> <p>Write students own sentences.</p> <p>Students expand a topic sentence by giving reasons/opinion.</p>

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No	OBJECTIVE	CONTENT	METHODOLOGY	TIME ALLOCATION	EVALUATION
8.	<p>8.1. To enable the students to comprehend a text.</p> <p>8.2. To enable the students to use and understand the use of Noun Clause in sentences.</p> <p>8.3. To enable the students to write fact and opinion.</p>	<p>1. Reading Skill : Reading Comprehension (Review)</p> <p>2. Structure : Noun Clause</p> <p>3. Writing : Fact versus Opinion.</p>	<p>Guide the students to comprehend a text through the skills have been given.</p> <p>Lecturing/discussing the use of Noun Clause to improve the students understanding about sentences written within a passage.</p> <p>Writing activity after the discussion.</p>	2x3 hours	<p>Students should demonstrate their understanding of a text through discussion.</p> <p>Write sentences where the sentence is used.</p> <p>Write paragraph about fact and opinion have been discussed.</p>



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DISCUSSION

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4. CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

This syllabus is a form of English for Specific Purposes Syllabus which aims to develop the students' ability in reading English text book relevant to their field of study. Structure is given to the students in context of reading as aid to understand the reading material given. Writing skill is also given in order to enable the students to express their opinion or to describe fact or things in a simple and correct English.

The writer realize that this proposed syllabus is still far from perfectness. So there may be some adding material, especially in the reading text which relate to fine arts and craft, can be given by the teacher in the teaching learning process in the classroom.

B. SUGGESTIONS

To use this syllabus communicatively, there are some suggestions proposed to be done.

1. Ask the students to find out English reading text by quoting from the books in accordance to the field of fine arts and crafts and to make a short report about the text has been selected by them in Bahasa Indonesia.
2. Use English Newspapers or magazines to enable the students to read much more materials in the field of fine arts and craft.

3. The more the teacher gets adding reading text materials related to the field of fine arts and crafts the better the result will be.

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