NEED-ANALYSIS BASED ON DESIGN PROPER ENGLISH COURSE SYLLABUS

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Abstract
This research attempts to give perspective to the teachers and lecturers of English regarding a proper syllabus which mainly based on students' problems on designing good quality of the abstracts of their research. 14 students' products of abstracts of the non-English department in the University of PGRI Yogyakarta would be employed as the main sources of data. The technique of doing this study is by observing the students' error production based on the diction and the grammatical aspects. This is a Research and Development which the result is a need-analysis-based syllabus. The syllabus mirrors that most of the students have difficulties on finding the proper dictions of certain words, such as cardinal and ordinal numbers. From the perspective of grammar, they found that it is an obstacle to apply certain tense and aspect system of English. Based on these, the researcher expects that teacher and lecturer of English are able to design the more suitable and ready-to-use skills that are gained during the classroom activities so that students are able to design the more acceptable abstract of their research to increase the readability and the acceptability of academic writing.

Keywords: Syllabus, Abstract Writing, Diction and Grammatical Aspects

Introduction
    To write an academic paper requires high understanding and using proper dictions, grammatical aspects, applying cohesion and coherence. On the other hand, many students have insufficient knowledge of grammatical structure, lexical and argumentative features (Ka-kan-dee & Kaur, 2015). It even becomes worse that they get difficulties in putting together organized ideas and producing solid evidence to write a well organized essay. It becomes factor that the traditional approach pays more attention on the pattern of language in form of imitation of directions. Furthermore, L1 transfer caused the learners to make grammatical errors in writing. Another aspect that should be also reconsidered carefully is the students' motivation, it is no longer seen as a reflection of certain inner forces such as instincts, volition, will and physical energy, rather more on cognitive approach place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action (Dornyei, 1998). Students need to acknowledge that in the process of writing, the writers need to recognize and keep in mind who will read the products (Klimova, 2012a). However, not all students

have these complete skills, even teachers of English still need to gain knowledge by practicing to improve their quality of writing. Teacher of English, as an agent of transforming language skills, has a duty to make sure that the absorbed material would be employed properly by all his students in writing academic papers. Teachers may give and train students about how to build vocabulary, put words in order and how to apply logical thinking in paper writing so that the readers get the point. On the other hand, as university students, they are obligated to produce a piece of academic writing to prove that they have reached a certain level of critical thinking about what they have learned during a certain period of time.

Another obstacle that may raise during the process to comprehend skill and produce good writing is the existence of tentative written language, meaning that language of academic written has different form and meaning with the oral one (Klimova, 2014). A study has reported that formal aspects (layout) and linguistic-stylistic aspects (grammar and spelling, stylistics and punctuation) do exist as errors in students' abstracts. The study revealed the fact that errors were caused by the interference since students wrote the abstract predominantly in their first language and translated them into English (Klimova, 2013). To make students able to compose good research abstract, teachers should provide proper and sufficient input as a way to be the model for English learning, including listening, reading, writing and speaking. Teacher should not expect that the skill would be gained instantly, there must be processes that are time-consuming (Cohen-vida, 2012; Klimova, 2015). The research supports the idea that being able to produce good abstract does not only require capabilities on grammar and vocabulary of targeted language. On the other hand, the success of the vocabulary and grammar learning would not guarantee the successful to perform a composition (Terenin, 2015). It becomes worse when the pedagogy in an English classroom does not pay sufficient attention to the aspects of writing. As the consequences, EFL students' compositions depict us various deficiencies which open to criticism. More than that, it is not easy to write abstracts in English because it takes not only a good level of foreign language skills, but also the ability to think in a foreign language and simply and logically formulate the main ideas. Foreign language teachers therefore need to take this into account and choose these strategies. Example below will describe us about using and not using tentative language in written academic English:

a. *Americans are not happy with the current state of their government.* (Not tentative)
b. *In general, a number of Americans have suggested that they are unhappy with the current state of their government.* (Tentative Language)

Exposure to the proper method to write academic paper should be established because writing this has slight different compared to other kind of papers. One of the ways that can be applied to the students is Swales' CAR model (Diyana Binti Maznun, Monsefi, & Nimehchisalem, 2017). This researched indicated that most of students have difficulty in reading and developing habit to read good journals and books.

Teachers need to assess and measure students' fundamental needs of how English should be taught, which definitely unarguable that it may be vary from

one student to others. The fact that should be paid attention is that the participants have different expectations about English learning goals, those are for study or professional purposes, which highlights the merits of needs analysis concerning the identification of the learners' needs. On this basis, certain differences among the responses in terms of ranking the students' reasons for using English can be justified (Chostelidou, 2010). In accordance with that, Dubin and Olshtain (1986) proposed 3 steps in relation to the design of the syllabus; Societal Need Assessment, Curriculum and Syllabus Construction, Material Preparation. The one which is the most basic is the society that gives judgment about who is the teacher, who is the learner and what should be taught. The data regarding the societal needs can be gained through observation and questionnaire on 1. Who are the learners, 2. Who are the teachers?, 3. Why is the program necessary?, 4. Where will the program be implemented?, 5. How will it be implemented?. Taba (1962) has outlined basic principles regarding the foundation for teachers to produce good syllabus. The outlines consisting of diagnosis of the students' need, formulation of objectives, selection and organization of content, selection and organization of learning experiences and determination of what to evaluate and the means to evaluate have directed the teachers in all around the world to develop the subject matter courses.

It is not sufficient if we only concentrate on the way students learn the material, teaching method by the teacher also matters for why some students are good in writing and others are good in oral English comprehension. Teachers should provide circumstances, in which they will support the process of learning English, so that the students will get more opportunity to have more input and exposures. Teachers should consider the well-thought approaches to the teaching of writing and the development of autonomous learning, thinking skills and communicative competence to make the course attractive (Klimova, 2012b). Attitudes, writing apprehension and self-efficacy have long been believed as the parameter of writing success. However, they are not conclusive to the writing behavior (Alluhaybi, 2015). More than that, teachers need to interfere and support students to provide greater effort due to their unawareness of the writing deficiencies. It has also been strengthened by research that was conducted towards the students of Greek who are struggling to be certified in English skills. (Melissourgou & Frantzi, 2015). It seeks students' learning obstacles and expectation regarding teachers' role in class. The researcher found that the grammar or the Syntax is placed as the number one problem. Then, students also expect that the *model answers* and *frequent writing* should exist in every scheduled meeting between teachers and students.

English teachers and lecturers should make the pupils get used to reading English academic texts to enrich pupils' comprehension on vocabulary use, moreover, the English speaking setting, such as providing English speaking zone will give the pupils the space to express their thoughts in oral. Teachers should create a zone in which students enjoy learning and consult materials with the teacher as it is called as the process-based writing (Özdemir & Ayd, 2015). This research proves that blog writing positively develops students' achievement in academic writing. The proper process would develop content, organization, discourse markers, vocabulary, sentence construction and the mechanism of writing. However, students who are engaged in the blog writing activities would

not automatically become superior to the students who enjoy the pen and paper writing activities. The High demands on students' good quality on composing academic paper have forced teachers to have trial and error to find the most proper teaching methods, one of them is PLEASE (Pick, List, Evaluate, Activate, Supply, and End) which has been proven to eliminate students' inability of organizing ideas, besides their low level of vocabulary and grammar (Kayed, 2019). Students may work by themselves or in pairs, or even small groups to build ideas to enhance university students' English writing skills with content maturity (Hadiyanti, 2019). Related to the teachers' feedback to students, the ones who receive indirect corrective feedback did better than those receiving direct feedback (Jamalinesari, Rahimi, Gowhary, & Azizifar, 2015). Researchers found that when teachers use feedback procedures efficiently, they have a positive and sometimes strong influence on their students' achievement.

The curriculum that has been developed by the local government and the developer should meet the students' needs and also the demand of nowadays growth technology era. It is such a wasting since the curriculum does not meet the expectation which impacts on the abundant unemployment. The curriculum, as the core of the syllabus, should consider carefully the learner goals, the language learning process, task, learning strategies, and the reflection of the learning (Mufanti, Nimasari, Gestanti, & Susanto, 2019). However, it is expected that the institutional needs should in line with the needs of the majority of the students, namely to acquire information in their subject matter from any English literature (Dahniar, 2015). One thing that we should carefully consider is that the curriculum includes syllabus, sometimes more than one, but it is not vice versa. Syllabi are more specific and concrete than curriculum (Dubin & Olshtain, 1986). Curriculum may specify what the students would capable of, syllabus will focus on the content of learning to achieve the learning goals.

Some reasons become factors of curriculum which does not meet the students' need, such as too many grammatical focuses in the classroom, inappropriate adopted syllabus from another department (this is due to the different learning's goals among departments), the high anxiety to train written and oral English and the less capability of English lecturers to construct appropriate syllabus (Dedi, 2017). The research then found the unexpected results of inappropriate syllabus that is the students need to be exposed to the general English and medical or nursing English. The result also indicated that speaking is the most important skill in studying English. To avoid the inappropriate syllabus, a study to find out students' expectation before joining on ESP class has been conducted to the students of Economics in Rusia (Ismagilova & Polyakova, 2014). A questionnaire was developed to address the students' purpose and plan to join English class, level of the expected English proficiency, expected occupational area that the English proficiency is needed and the type of activities that the students would join and expect to develop. As a result of the needs analyses, it gains the following learners profile: young graduates with intermediate English language proficiency that plan to work for international companies in the sphere of audit and consulting and to have both oral and written communication with colleagues world-wide. To guarantee successful career growth they need to have advanced level of English language proficiency and deep understanding of the trends within the sphere of their professional interests.
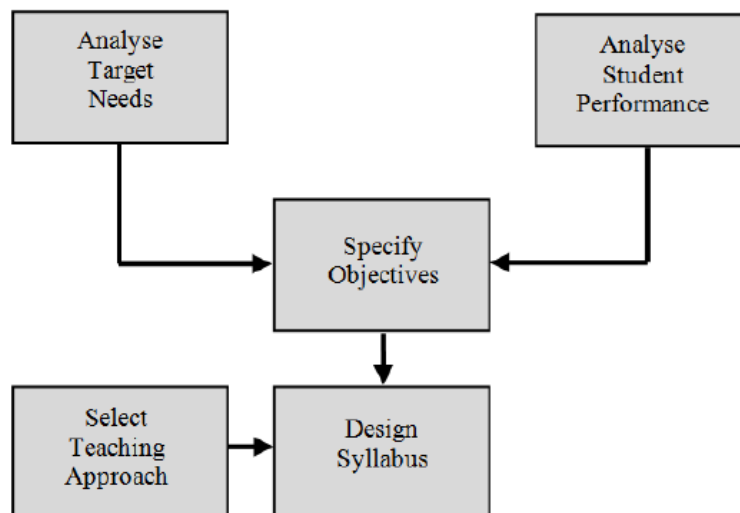
Figure 1. Process of Syllabus Designing

Method

14 research abstracts of non-English department in University of PGRI Yogyakarta are employed as the research data. The writers of the abstracts are from various ethnicities, genders, level of English proficiency and amount of English exposures. What makes them the same is that they are from an Elementary teacher training program that joined 2 semesters of English course during their time in the university. This is going to reveal the fact of how much exposure that have been given to the students since the first time they received English in both formal and informal circumstances. It is assumed that the minimum English exposure gives an impact on various problems in academic writing quality, consisting the problems on diction and grammatical aspects. The principle of error analysis would be heavily employed to gain the research data, anything related to the missed sentence structures, misspelling, miss-matched translation equivalence and so on. The hypothesis of this research is that students get difficulties in Concord or Agreement, since this aspect does not exist in their L1. The most error production would be considered as the most-needed teaching material to be included in the designed-syllabus.

Findings and Discussion

The quality of the course outline is a fairly reliable indicator of the quality of teaching and learning that will take place over the course of a semester. The syllabus is a description and plan for a course and, if well written, may be a tool that improves student learning, facilitates faculty teaching, improves communications between faculty members about their courses, and assists with monitoring program quality (Johnson & California, 2006). It is useless when the syllabus cannot support the learning goal, it should be based on the need analysis about what is/are important for all students. Teachers and lecturers should not haphazardly pick the learning items to avoid useless and 'time-consuming' learning processes. Unfortunately, teachers as one of the agents in teaching and learning activities, have less training to prepare the suitable syllabus based on the

students' need and contexts. Teachers should be fully comprehend that designing one learning material and method is far different from designing the material for the whole students possessing various backgrounds, level of comprehension, level of motivation and anxiety. The table below indicates the problems or the erroneous aspects revealed from the research data:

Table 1. Classification of Erroneous Aspects

Data	Subject of Erroneous	Examples
1	1. Error in diction	*1. Instill* *2. Done* *3. showed*
2	1. Redundancy	*This study aims to…, and aims to…*
3	1. Error in diction	*Class II students*
4	1. Error in diction	*Class V students*
	2. Less capability in Concord and logical thinking	*The purpose of this study <u>was</u> to find out 1), 2), 3)…*
5	1. Error in diction	*Class V students*
	2. Less capability in Concord and logical thinking	*The purpose of this study was 1, 2*
6	1. Less capability in parallelism	*(1) <u>collecting</u> data and information, (2) <u>planning</u>, (3) <u>development</u> of preliminary product, (4) preliminary field <u>test</u>, (5) product <u>revision</u>, (6) main field <u>test</u>, (7) operational product <u>revision</u>.*
	2. Grammatical error (to + V1)	*This study aims to developing*
7	1. Less capability on Concord	*1. The sample <u>was</u> <u>students of grader IV A</u>* *2. Data collection in this research <u>was</u> <u>interviews, observation and tests.</u>*
8	1. Error in diction	*Class IV students*
9	1. Improper use of article 'the'	*The implementing the value of…*
	2. Error in diction	*Had planted the values*
10	1. Redundancy	*Mathematics subjects*
	2. Not acceptable translation	*Class IV*
	3. Not proper Aspect and Tense	*1. This was descriptive qualitative research. The research subject was…* *2. Had been note*
11	1. Error in Collocation	*Learn Mathematics*
	2. Unacceptable English Translation to Indonesian	*Fourth Grade Students*
12	1. The error of using article 'the'	*The developing*
	2. Wasteful on lexicon	*Subject of Mathematics*

	3. Grammatical error (to + V1)	*To knowing*
13	1. Improper Agreement/Concord	*The purpose of this study was to find out: 1,2,3 etc*
	2. Improper diction/lexicon	*1. Grade IV elementary school*
		2. Must still be improved
14	1. Error in sentence structure	*Learning media development the skill of…..*
	2. Improper diction/lexicon	*In class III.*

According to the findings, the researcher generated a classification of students' errors on producing the high readability and accuracy of abstract research papers, namely: a) problem of redundancy, b) problem on English Grammar, c) problem on English lexicon. Those will be descriptively explained below:

Problem of Redundancy

This study aims to…, and aims to…
Mathematics subjects

Students are required to notice and practice more on connecting words, such as *and*, *moreover* to avoid the monotonous expressions. The practice may take several times of trials, it is expected that the tiered lecture of academic writing should exist since the first year of college or university. This problem can also be solved by regularly promote students to read academic paper related to their study at the moment to gain more perspective on how to write things in academic English. The more positive exposure then the more valuable things the students can get related to academic text writing. The redundancy might come from the word-for-word translation, more or less on the effect of the dominant of L1 than the L2 aspects.

Problem on English Grammar

The purpose of this study <u>was</u> to find out 1), 2), 3)…
The purpose of this study was 1, 2
To knowing
Learning media development the skill of…..
had been note

From the cases above, we might come to the conclusion that students are facing difficulties in forming the proper words which are fully based on Tense and Aspect (Rahmawan & Wiyanah, 2018). Courses on English Grammar and Structure have been designed in form of levels, from the very basic and beginning to the advanced ones. Based on my observation, English lecturers tend to use the practice books and handouts to train and test students' comprehension on the learning materials. Few students might be successful, but more would be failed. Teachers and lecturers should consider more carefully the students' learning styles which rely heavily on doing things, namely the kinesthetic (Barnaba & Rahmawan, 2019; Rahmawan, 2020). This becomes more essential whenever

teachers are expecting better achievements for all students in the class so that the learning goals would be attained successfully by all participants. Teachers should also carefully consider the most proper textbooks that would be a bridge to understand EFL materials, the mismatched textbook will make the learning goals would be harder to attain (Igaab, Mohammed, & Altai, 2018).

Problem on Diction
Class II students
Had planted the values of
Grade IV elementary school
Must still be improved
In class III
Learn Mathematics
Subject of Mathematics

Studying and memorizing English lexicon would never be enough. Students are expected to store it in mind, used it contextually and avoid the mismatched colloquium, both in daily writing and the academic one. The struggle would be even more challenging whenever students are expected to produce academic writing which requires them to read sources, extract them and do the paraphrase to raise new findings or facts. The earlier English written exposure should be given; it can be from movie subtitles, magazines, and even the research manuscripts from certain journals. One of the examples above '*had planted the values*' indicates error resulted from the least exposure on the English academic writing. It is not surprising that we are expected to read 'sufficient sources' during the writing of our manuscripts, it is more on the effort to gain more perspectives on something. The least benefit of this activity of reading, we are able to learn how to write things related to paraphrase, state, declare or argue with the correct styles, sentence structure, thinking analogy and proper lexicons.

There are three considerations that require teacher's attention during the syllabus construction, namely the redundancy, English grammar and diction. I will start it with the most assumed to be the ignored one, the diction. Students need to understand that one word in Indonesian should consider many things when it is translated to English. One should be able to find the most proper word in the target language, for not to produce erroneous. For example:

Table 2. Erroneous to Proper Diction

Erroneous Diction	Proper Diction
Class II students	2nd graders
Learn Mathematics	Study Mathematics
Had planted the values	Internalize the values

According to the types and frequency of erroneous of the grammatical aspects, it is suggested to build and design the syllabus for Basic and Intermediate English Grammar Courses as follows:

Table 3. Recommended Teaching Material

Number	Teaching Material	Number of Meeting
1.	Concord and Logical Thinking	2
2.	Diction (not proper in TL)	4
3.	Collocation	2
4.	Redundancy	2
5.	Parallelism	2
6.	Tense and Aspect system	4
Number of Meeting		**18**

The researcher puts the Concord or Agreement as the first and most common problem found in the students' text of the research abstracts. It explains us that the agreement and the sentence predicate are the most commonly found errors in students' research abstracts. As it has been discussed above, the practices of sentence patterns from the grammar books and memorizing important vocabularies would never be enough. The students are also expected to read paper journals and books, enriching their vocabularies and sentence patterns in order they may prefer to use 'to gain the research data' to 'to get the research data'. It is hard to find books that teach us this ability; it is rather shaped by reading qualified international research journals.

Conclusion

The research result depicts the urge to find and design the students' most-needed material of learning, both in the classroom using the conventional method and the autonomous model. Both teacher and students are required to update knowledge and literacy about finding proper material, matching the teaching method and assessing to provide proper feedback for achieving better teaching and learning goals. Based on the data found, it is revealed that Concord or Agreement, Basic English Tenses, Diction and Redundancy are basic problems that need to be handled by the teachers and students to attain learning goals effectively and efficiently. Teachers are also obligated to find and decide the most proper textbooks to attain the goals of learning in the EFL contexts.

Teachers' ability to read and be aware regarding English learning obstacles needs to be developed over time due to the students' problems may vary. This designation is the early syllabus product which makes it possible for other researchers to find it more comprehensive products as the way to diminish the gap between teacher's syllabus designs and what students actually need. Teachers' awareness can also be developed through understanding the students learning styles, but of course, it needs comprehensive research about the way how to reveal it.

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