

DEVELOPING COMMUNICATIVE AND WEB BASED-ENGLISH SYLLABUS FOR ECONOMICS AND BUSINESS STUDENTS

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Abstract

Although the English lecturers have created an English syllabus since they started to teach English based on Higher Education Curriculum, it still needs to cover the needs of economic students. This research aimed: 1) to determine the needs of English learning materials (e.g., English skills, English sub-skills, and topic and themes), develop the learning objectives of communicative and WEB based-English syllabus, and 2) measure the eligibility of communicative and WEB-Based English syllabus for students of Economics. This research was designed as a developmental research that involved thirty-three economic students, four English lecturers, four alumni, and two stakeholders. This research data was gathered from a set questionnaire, interview, and documentation. The results of this research revealed that the students of Economics need integrated English language skills. Then, the communicative approach used in designing the communicative syllabus focuses on communication as the organizing principle for teaching rather than mastering the grammatical structure. Moreover, from the experts' perspective, the communicative and WEB Based English Syllabus eligibility was in a very good category (97.08%). Students could use this developed syllabus to improve their English proficiency. It could optimally solve the problems of a non-existent English course syllabus for economics students' qualification to compete for jobs, the global market, and the ASEAN Economics Community. In conclusion, economic students need English learning syllabus and materials related to their disciplines, and the developed communicative and WEB-based syllabus has been suitable for the economic students' needs in improving their English proficiency.

Keywords: Communicative and WEB syllabus, English for economics, ESP, needs analysis.

INTRODUCTION

A syllabus is an academic document that details the information that students are expected to know by the end of a given course, as well as the topics that will be covered during the course, when those topics will be covered, and the evaluation criteria that will be used. Hutchinson and Waters (1987) stated that one way to look at the syllabus is as a document that outlines the material that will be covered in the class. In general, it will contain

information on the policies, rules, and regulations of the course, as well as the required texts and a schedule of assignments. To put it another way, it acts as a sort of road map for the process of teaching and learning.

English in the Higher Education Curriculum (Permendiknas No. 232 / U / 2000 and No. 045 / U / 2002, 2002) is an obligatory course that all students are required to complete and carries a proportion of between two and four credits. As a result of the researchers' observations and interviews conducted in April 2020, it was discovered that the researchers, along with the students of the Economics Faculty (henceforth EF), as well as the English lecturers, had some problems that existed in the teaching and learning processes of English in EF. This was determined based on the findings of the research. In the English class, the problems that arose were due to the unsuitable syllabus, the different learning objectives for each lecturer, and the assessment (Rizal, et.al., 2020). Because of the conversation that took place with the Dean of the Economics Faculty, the professors were able to lessen the impact that the teaching and learning process had on their students. In addition, they were unable to fulfill and address the needs of the course, which resulted in a decrease in the students' motivation to participate in the learning activity.

Through the implementation of English Curriculum Permit Number 8 for the 2012 school year, Unihaz demonstrates its support for the government program. The government's program to teach English using the KKNI-based curriculum, which will be implemented in 2012 as Perpres Number 8. According to Sholikah (2016), the institution must adhere to alignment of terms, CBC-KKNI-Based Curriculum, and learning outcomes (LO). There are two primary factors that contribute to the importance of implementing the KKNI-Based Curriculum. The first problem is one that will arise in the future; for example, the globalization era, in which English serves as a connecting medium for the exchange of ideas across international borders; the World Trade Organization (WTO); the Association of Southeast Asian Nations (ASEAN); the Asia Pacific Economic Cooperation (APEC); and the ASEAN Free Trade Area (AFTA). The second justification is the potential for the future. In addition to this, it is necessary to implement an appropriate English curriculum for economics. This is due to the fact that the majority of productive lessons require the use of English in both practical and presentation contexts. In addition, graduates of this faculty will find work in public places, including private and social sectors, as well as other economic places related to both domestic and international businesspeople.

The researchers also gained some knowledge from the pre-research interview with Prastika (2018), as well as from the interviews with the administrators of the Economics Department and the students of the Economics Department, in which they discussed the

methods that are used in the Economics Department for teaching and learning. The first problem is that the pupils' English language skills are still not advanced enough to allow for an effective class session. It would appear that the students still do not have any interest in learning English (Dean of Economic Faculty). They believed that learning English was difficult, particularly because they were required to teach the lesson in English themselves. Second, because of the nature of the situation, the language learner will naturally develop a negative attitude toward the use of English.

The third fact is that the English Book's syllabus and materials do not meet all of the needs of the students in their department, and neither the curriculum nor the materials are talked about in an economic way. Also, the material used does not fit and does not match the curriculum. In short, the materials still use general English instead of English for the Economic department.

Some researchers have done some studies to meet the English needs of students as they work on creating curriculum. For example, Nurisma (2013) did a study on how to make a Communicative English curriculum for Brawijaya University's medical students. The result shows that medical students need to get better at reading different medical texts. Similar to how Nurisma (2013) made a curriculum that focused on reading skills, his research used speaking and writing as productive skills using Information Communication Technology (WEB) resources.

In the present study, the researchers focused on developing the communicative and WEB-based English Syllabus. The proposed syllabus is expected to give a contribution to the effectiveness of teaching and learning English. Moreover, this research is concerning the English foreign need to enrich the knowledge and experiences in reading the literacy in the Economics discipline.

The interview also showed that the lecturer taught the students with an available textbook. The lecturer teaches the students some texts which are not particularly related to their disciplines. In addition, most of the students said that the English textbook used has less correlation to their major. Ideally, it should have a kind of English learning materials that are related to their faculty and study programs, but in reality, there are fewer materials that seem to be related to the Study Programs.

Since there is a lack of supportive materials, so the lecturer teaches students by using some available books (Martina, 2022). The teacher needs a textbook that is in line with the topics needed for Economics students. The last is students' goals in learning are hardly achieved. The researchers had an interview with some Economics students in Unihaz and found that students' mark for English subject was still far from perfect. Some students stated that they were less interested in learning English because the materials were not particularly

their real work. Students need some real topics and activities that can cover their needs about their work. Similarly, Douglas (2013) mentioned that If the materials are not relevant to the students' needs, of course, the students will not be fascinated in the lesson. In contrast with Xie (2016), not only materials should relevant to the students' needs, but also relevant for the level of communicative competence.

Felicia (2011) pointed out that information and communication technology (WEB) has made it possible to learn languages in new ways. Even though CD-Roms, multimedia computer labs, the World Wide Web, e-mail, and SMS are still important tools for language learning, more and more research is being done on the use of Web 2.0 technology and Mobile Assisted Language Learning (MALL). But, as Tesfey (2008) points out, the ultimate goal of putting WEB into the education system is to use WEB as a tool in teaching and learning in all areas of the national curriculum. WEB refers to any product that uses digital information to store, retrieve, change, send, or receive information.

Creating a WEB-based and communicative English syllabus is an important part of its use. This study looked into how to change authentic technical texts to make them more useful and interesting. So, it is very important to find out what the economics students at UNHAZ need to know about the curriculum and English. Because of these reasons, the researchers want to describe the needs of English objectives and the topics of teaching materials for Economics students. They also want to design a communicative and WEB-based English syllabus for the students. It means that the course plan was given as a soft file from the Web-learning institution's platform. It can be done by looking at the needs of the learners and the people who have a stake in the matter. Based on what was said above, this Research and Development (R&D) study had two goals: 1) Developing Communicative and WEB-based English Syllabus for Students of Economics Faculty of the Prof. Dr. Hazairin, S.H., Bengkulu University and 2) Measuring the effectiveness of syllabus.

RESEARCH METHODOLOGY

Research Design

This study's design was R and D. (Research and development). According to Borg and Gall, the primary goal of research and development was not to develop the test but to improve the effectiveness of the product for use in classrooms (2003). In the process of developing English teaching materials for the students of Economics major, 8 stages of R & D were implemented. First, identify the problem and analyze the needs. At this stage, the researchers used several tools to collect data in order to identify the needs of the materials to be developed, including questionnaires, interviews, and documentations. The theories of

needs analysis of (Hutchinson & Water, 1987) and (Tomlinson, 2012) of necessities needs were modified for the questionnaire to compose several questions listed in the questionnaire. There were three sets of questionnaires being modified: two sets of questionnaires analyzing 'target needs' and one set of questionnaires analyzing 'learning situation.

Respondents

The Economics Faculty at Universitas Prof. Dr. Hazairin, S.H. was the location where this research was carried out. According to Sugiyono (2013), a population is a generalization region that consists of objects or subjects that have quality and particular characteristics that were specified by the researchers to learn and then draw conclusions. He said that this region is made up of things or subjects. In this particular investigation, the population included 330 students who were enrolled in the Economics Faculty at Unihaz (Universitas Prof. Dr. Hazairin, S.H.), 40 graduates of the Economics Faculty, 20 lecturers who were enrolled in the Economics Faculty, and 20 stakeholders who were employed by PT. Asian Investama and Hotels. As a direct consequence of this, the overall population was four hundred. The sample population was selected for a number of different reasons. They were well-versed in the fundamentals of the English language, first and foremost. They understood that the English required for Economics was distinct from the English required for junior high and senior high school, which was another reason why they chose to study it separately. The final explanation is that there was not a single syllabus to be found anywhere for the Economics and Business Faculty at Unihaz.

This study made use of a random sampling method. According to Sugiyono (2013: 64), the random sampling technique involves selecting members of the population at random through the use of a lottery, ordinal number table, or table of random numbers. This is done regardless of the strata that are present in the population. If there are more than 100 people in the population, then the sample size can be anywhere between 10–15% or 20–25% of the total population, as stated by Arikunto (2006:134). As a direct consequence of this, the study's sample size was equal to 10 percent of the total population. In this particular study, the researchers chose 33 participants out of a total of 330 Economics Faculty students, 4 graduates of the Economics Faculty who are currently employed as Directors of PT. ASIA INVESTAMA and PT. Pelindo II Bengkulu and Hotels, 2 Economics lecturers at Universitas Bengkulu, and 2 stakeholders from Hotels and PT. Pegadaian. As a direct consequence of this, the total number of participants in the sample was 41.

Instruments

The instruments that were utilized in the process of data collection for this study included a questionnaire, interviews, and documentation. The research process can be broken down into two main stages: 1) the research stage and the needs analysis stage, which includes contacting the people who participated in the study, distributing questionnaires and conducting interviews, collecting data, analyzing the findings, conducting research in libraries (documentation), and displaying the findings in a chart; and 2) the display stage. The developmental stage includes the following steps: Planning the design of the syllabus, designing the first draft of the syllabus, validating the syllabus to the experts, revising the first draft of the syllabus, Focus Group Discussion (FGD), revising the draft of the syllabus, and the final of the syllabus as a product from this research.

Procedures

The procedures of the research can be seen in the figure below:

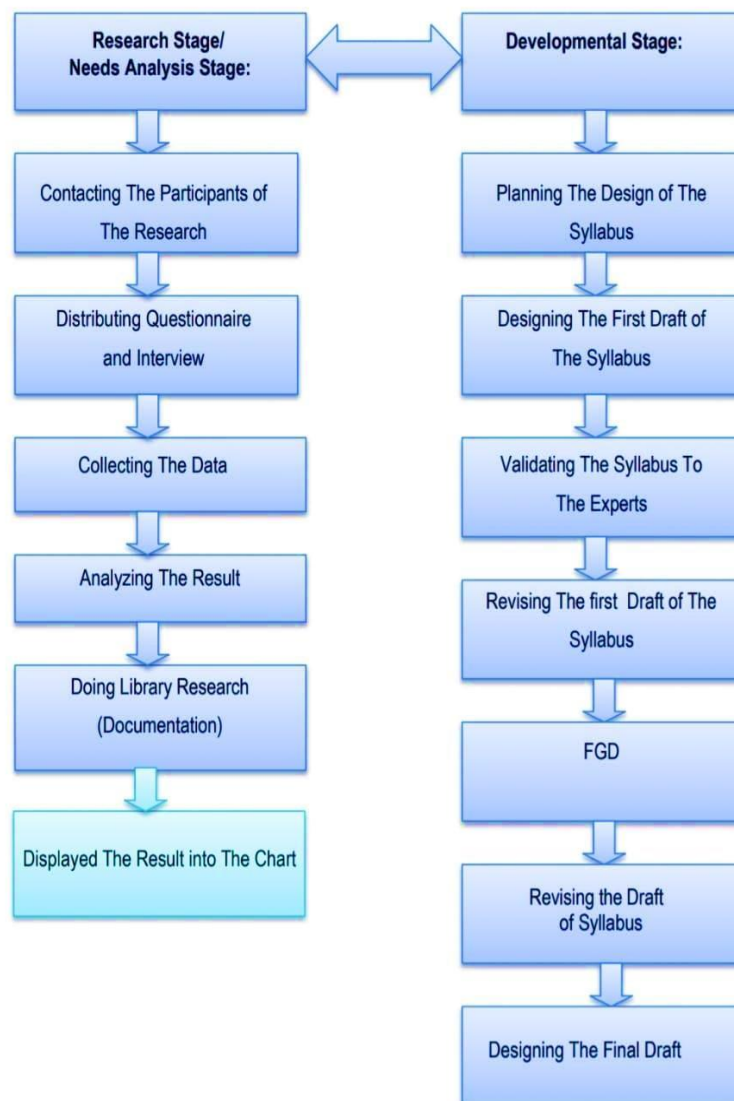


Figure 1. Procedure of the Research

Data analysis

The data collected from the questionnaire were analysed by using a percentage formula and then, the data were converted into descriptive statistics and charts. There sult could be a guidance for designing a syllabus. Interval for Mean Interpretation; Due to the questionnaires give 4 alternatives (1 to 4) of the answers, the interval of each category was counted by formula. Since this research used 4 alternatives, the p score was 0.75, described the score of interpretation an analysis statistical result.

FINDINGS AND DISCUSSION

Findings

Need Analysis

The Result of Questionnaire

Questionnaires had been distributed to 33 respondents of Economics students to answer research question number 1 about the needs of English for Economics and Bussiness Faculty. The questionnaire was adapted from Wikjayanti (2011). It had been validated by the experts, i.e. two English lecturers. The questionnaire consisted of 62 questions which were divided into three parts; English skills (integrated skill), English sub-skills, and English topics and themes.

The questionnaire had been answered by Economics students. The highest frequency of answer was speaking skill with an average reached to 3.60. From 33 respondents, 20 respondents (66%) chose “most needed” 13 respondents (41%) chose “needed”, but none of them chose “less needed nor unneeded”. It can be said that all of the respondents agree that speaking skill was needed in economics. Then, the second position was given to listening skill with an average reached 3.56. For listening, from 33 respondents, 19 respondents (50%) chose “most needed”, 15 respondents (47%) chose “needed”, but 1 respondent (3%) chose “less needed”.

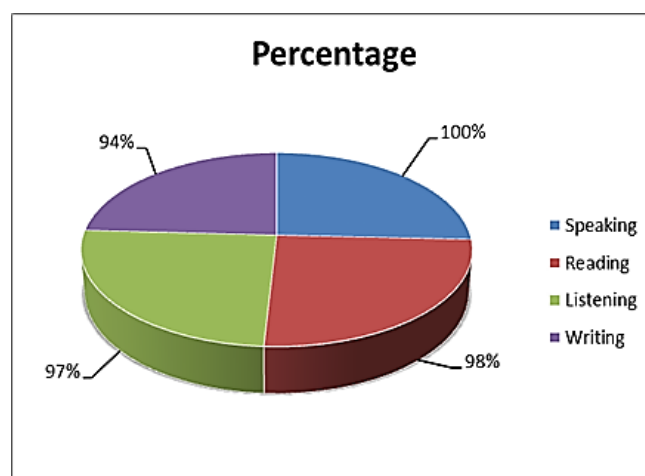


Figure 2.The Result of Needs Analysis of English Skills

The Result of Needs Analysis for Speaking Sub-Skills

The highest percentage was S1; speaking with proper words The percentage reached to 100%, S.2; speaking in good pronunciation. The percentage reached 99%, and S.3; “daily conversation” 98%. It means that all of the respondents agree that speaking with proper words, speaking in good pronunciation in daily conversation were needed in Economics. Then, the lower percentage were S.4; “speaking in good intonation” and S.5; “speaking”.

The Result of Needs Analysis for Reading Sub-skills

The highest percentage was R.1;reading for a topic idea of a text” with the percentage reached to 97% which means that all of the respondents agree that reading for a topic idea of a text was really needed in Economics. Then, the lower percentage was R.2; “reading the generic structure of a text” with the percentage reached 85%. It can be said that reading the generic structure of a text was really needed in Economics. The lower percentage was R.3; “reading a text”. The percentage reached 75%. The lower percentage was scanning. The percentage for this question reached to 74%. The next position was R.4; “guessing a strange word” with the percentage reached 72%. The lowest percentage was R.6; “reading a memo” and R.7; “skimming”.

Result of Needs Analysis for Listening Sub-skills

The highest percentage was L.3; listening for English words and L.4; listening for Economics terminology. Both of the questions had the same percentage which reached 97%. It can be said that all of the respondents agree that listening for English words and listening for Economics terminology were really needed in Economics. Then, the lower percentage were L.1; listening for general information and L.2; listening for telephone conversation. The total percentage for both of them reached 91%. It can be said that all of the respondents agree to listen for general information and listening for telephone conversation were really needed in Economics” The lower percentage was L.5; listening for work order. The percentage reached to 78%. The lowest percentage was L.6; listening for discussion with lecturer and colleague. The percentage for this question reached to 66%. However, since the percentage of students need for English was above 60%, so all of those needs for English would be put in the design of communicative English syllabus for the Economics Study Program. The needs of Economics students that will be included were; Listening for general information; listening for telephone conversation; listening for English words; listening for Economics terminology; listening for work order; listening for discussion with lecturer and colleague.

The Result of Needs Analysis for Writing Sub-skills

The highest percentage was W.1; using proper vocabulary and W.2; writing a good sentence with the percentage reached 98% and 97% for each of them which means that all of the respondents agree that using proper vocabulary and writing a good sentence were really needed in Economics. Then, the lower percentage were W.3; „using proper conjunction, W.4; writing words correctly, and W.5; writing a good framework of news/story with the percentage reached to 94%. It can be said using proper conjunction, writing words correctly, and writing a good framework of report/news was really needed in Economics. The lowest percentage was W.6; writing a news/story“ with the percentage reached 91%. However, since the percentage of students“ need for English was above 60%, all of those needs English would be put in the design of communicative English syllabus for Economics Faculty consists of thee major, Management, Accounting, and IESP.

The Result of Needs Analysis for Topics and Themes

The highest percentage was texts about the report/financial statement and daily conversation with the percentage reached 98% for each of them which means that all of the respondents agree that texts about news and daily conversation were needed in Economics. Then, the lower percentage were video about editing process and text about advertisement and marketing with the percentage reached to 87% for each of them. It can be said that those topics and themes were needed for journalism. The next position was how to write an e-mail with the percentage reached to 86%. It can be said writing an e- mail becomes of need for Economics.

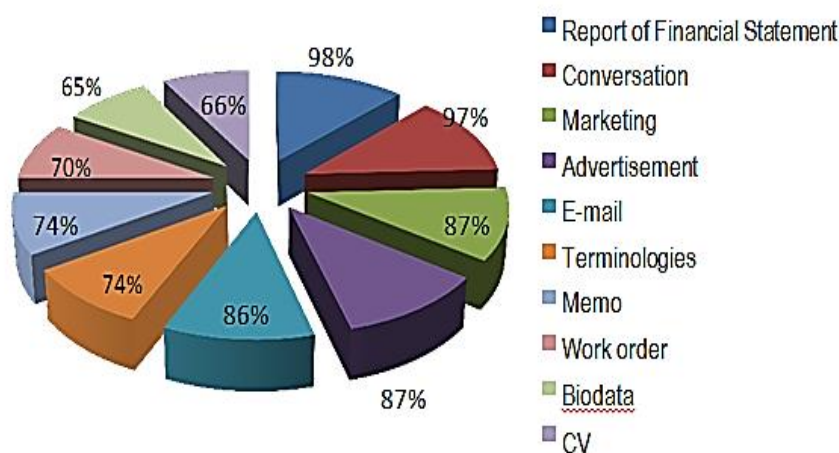


Figure 3. The Result of Needs Analysis for Topics and Themes

The Results of Interview

In this research, a set of questions for the interview was adapted from Adhabiyyah (2014) and it was validated by the experts as well. The interview was being distributed to

Economics lecturers, Economics alumni, and the stakeholders as well. After gathering the data of the the interview with the respondent “*Semua skills itu dibutuhkan kalau untuk para pelaku ekonomi*”, all of the respondents said that those four skills were needed in Economics. For the teaching method, they agreed that most students preferred Blended learning because Unihaz also uses e-learning (SPADA UNHAZ), discussion, question and answer, presentation, and discovery learning. It meant that the students preferred to learn using those methods. About the activities in the classroom, both of the respondents said that most students liked to watch the video, play games, group discussion, role-play, or play quizzes. It proved by a statement of the respondents “*saya beri video, game, role- play, group discussion, dan lain sebagainya.....*”, the respondents agreed that showing video, giving game, role- playing, and group discussion were some activities which were appeal to the students.

About the materials/texts, the respondents agreed that Economics students should be given some texts oractivities which were closely related to their work, with no exception to English. They need to be given with text about reporting texts (Trade, Sale, Purchase, Order, Financial, Technology, Entrepreneurship, Business, Politics, Human resources, Education, etc.), how to make an advertisement, transaction for banking process, how to E-mail someone, daily conversation, and how to build a good interview with the respondent. It proved by a statement of the respondents how to write a financial statement/ report, “*seperti laporannya juga bisa macem- macem, bisa laporan keuangan, laporan kegiatan, laporan kerjasama, bisnis, dan lain sebagainya.....*”, they both agreed that Economics needed to write some kinds of reporting of business, etc. About the source of materials, the respondents said that they preferred the internet to book. They always find something new on the internet, like; video on youtube, online journal, online games, online quizzes, etc. They did not only use the internet but also use real work conditions to teach the students. This can be supported by a statement of the respondents “*...menggunakan quis atau game yang terkoneksi internet....*”, which meant that the students preferred to use an online quiz or online game which were connected to the internet. Therefore, in this research, the researchers develops communicative English syllabus-Based WEB, to make the students easier to learn.

The Result of Interview with Alumni and Stakeholders.

The researchers did not only distribute the interview to Economics“ lecturers, but also Economics“ alumni and the stakeholders. The respondents were four Economics alumni who work as employees and two stakeholders at Indonesia Port Corporation (IPC) in Indonesia,

PT Pelabuhan Indonesia (Pelindo II) Bengkulu and Mercure Hotel, Pawn Shop (Pegadaian), and Entrepreneurship.

The result showed that in Economics faculty, they need text about report/news (global market, business politics, education, health, etc.), text about an advertisement, role-playing to be seller/manager/entrepreneur, how to E-mail someone, Economics, Terminologies, and many more. The alumniees said “*berita pasar global, bisnis, ekonomi, pendidikan.....*”, which meant that they needed more texts about business, economics, and others. They did not agree about the current materials that they thought it was not fit for their needs.

Description of the Developed of Learning Objectives in Communicative and WEB Based English Syllabus: Learning Objectives in Communicative and WEB Based English Syllabus

After getting the data from the needs analysis using questionnaire, interview, and documentation, the researchers designed a communicative an WEB Based English Syllabus, for the firstdraft (see Appendix 4). Based WEB used in this syllabus because some reasons, first it was novelty and gap in this research to make different from previous studies. Second, Blendid Learning that were used in UNIHAZ, for online meeting the Students invite their own SPADA Account (spada.unihaz.ac.id). They can study from their mobilephone, gedget or laptop. This final syllabus (soft File) will be uploaded into spada.unihaz.ac.id by developed dashboard from personal lecturer account. Third, some developing English material sources from Website YouTube, online learning activities.

Product Characteristics

According to Richards (Cited by Trianto (2010) there are some steps in developing the syllabus, 1) Determining the Identity of Syllabus 1. The identity of syllabus), 2) Determining the Standards Competency, 3) Determining the Basic Competence, 4) Identifying LearningMaterials, 5) Determining the Indicators, 6) Determining Assessment, 7) Determining the Time Allocation 8) Determining Learning Sources.

Learning activities in the communicative English syllabus focused on ways in which language can be used to achieve communicative goals. The students were compelled to engage in more conversation throughout the day's activities. According to Nunan (1989), Syafryadin (2020), Syafryadin et al. (2020), and Noermanzah et al. (2020), communicative activity places an emphasis on communication and situations that are taken from real life. Richard and Rodgers both agreed with this assertion, as can be seen here (2001, p. 64–65). Students were better able to use the language as a tool for communication on all aspects of working conditions related to journalism as a result of this course. Students of journalism

would benefit from embracing their language skills in order to become more fluent and appropriate in their interactions with people no matter where they found themselves.

Expert Judgment toward the Syllabus Developed

Overall, the strength of the developed syllabus based on the expert judgment was the English for Economic covering the relevant students' topics. Invalidating the product, the researchers used the questionnaire to get the corrections and comments from the experts toward the first draft of the syllabus. The researchers also got feedback from the experts through discussion.

However, there were also some weaknesses found in the developed syllabus which should be improved in the first draft. Through the questionnaire, the second expert gave some comments. The comments were; time allocation for higher education 2 x 50 Minutes each meeting. The language structure of the syllabus, the topics of the syllabus should be more sequenced; the indicators should be written with the measurable word, and based on Taxonomy Bloom Level C1-C6, the level of the learner should be clear; the indicators should be accompanied by a framework of evaluation; the learning experiences should be more defined; the assessment should be more detailed with points of evaluation (rubric), and there should be wider sources on the syllabus.

In line with the Second expert, the third expert also gave some comments to improve the syllabus. The comments were; Web display (dashboard) in Lecturer account should be improved by modified style, revising the language structure of the syllabus; adding header of the table for every page of the syllabus; developing example on the syllabus, and developing the sources link Website of material in the syllabus. This fact supported Zhang's (2012) statement on utilizing WEB and mobile technology.

The Result of Designing the Syllabus for the Second Draft.

Based on those comments, the researchers revised the syllabus become the second draft of the syllabus. The researchers revised some spelling errors, grammatical errors, and language structure of the syllabus, i.e. "replaying" should be "replying" and many other more. The topics and indicators were also revised, the researchers put the topics orderly from the easiest to the hardest topic and changed the instructional words for indicators, i.e. 3.1. Reading a text became 3.1. Finding main idea of a text. Level of the syllabus was also added and it became "Pre-intermediate - Intermediate level".

The researchers repeated the header of the syllabus to make it clearer for the reader. The last, researchers also developed the materials of the syllabus, i.e. adding some example of

learning materials on the syllabus, the sources of the syllabus, i.e. adding wider sources and the references on the syllabus which was not only using the internet but also books, e-journals, e-books and the assessment or the evaluation of the syllabus. In line with the result of the first expert's judgment, the second expert (Economics lecturer) also said that the syllabus was almost in line with the vision and mission of the Economy Faculty, although there were should be some revisions of the syllabus to make it better. The researchers should add some learning materials in the syllabus; in topic no. 2. AEC (ASEAN Economics Community. there should be more explanation of the interview and in topic no 6. E-mail, the material that should be added was „writing a list of questions for interview by using E- mail“.

The Developed of Communicative and WEB Based English Syllabus for Economic Faculty

A Web - Based English Syllabus is a soft file form of syllabus and materials that use a set of digital media, internet, networking, account, and application or platform. There are several characteristics of WEB-based English syllabus utilizing the advantages of computers, Utilizing multimedia technology, utilizing electronic technology, using self- learning materials stored in computers and utilizing Exchange Data (Information sharing).

After following all steps in developmental research, the researchers finally came to the last step. This is the final stage of the syllabus development. As the result, the researchers had created a communicative Web Based English syllabus for Economics Faculty in UNHAZ Bengkulu. The syllabus is expected to be supplementary for English subject at Economics Faculty in UNHAZ Bengkulu with replacing the current existing syllabus.

Validating Feasibility of the Syllabus Developed

The feasibility of developed syllabus one expert strongly agrees the other agrees, this can be seen from the acquisition of an average score of 3,8 or 97,08%. This means that: (1) the lecturer can develop a syllabus using communicative an WEB Based English syllabus model, (2) the syllabus can help Lecturer interpret the curriculum and implement it, (3) this syllabus can be used by English lecturers in Higher education level.

The results of an expert's review of the Web-Based English syllabus model show that the syllabus model is theoretically feasible. Four basic ideas make up the developed syllabus, namely learning content obtained 3,86, Language and communication 3.86, usefulness 4.0, and optimizing using Web 3.86. This developed syllabus becomes a component that builds the syllabus. This syllabus is structured by taking into account the principles of syllabus preparation, namely learnability, frequency, coverage, and usefulness.

Discussion

The ability to read and write was regarded as being equally important by those who participated in the survey as the ability to listen and speak. These abilities were also playing an important part in the work that they were doing. Therefore, having strong skills in listening, speaking, reading, and writing was essential to achieving the desired level of communication. As a consequence of this, a communicative English curriculum was developed as a result. It is essential for the students to comprehend the differences between the communicative and task-based syllabi, as this will help them succeed.

The result of this research was different from those previous researches in context and the result. This research found out the English skills, English sub-skills, and topics and themes for Economics while the research from Sartika (2017) only found the English skills from the students. The Communicative and Web Based English syllabus model designed and developed has been reviewed by experts. Expert analysis is intended to test the theoretical feasibility of the model. The questionnaire data shows that this syllabus was already used for English at the Higher Education level. Some similar opinions from the second previous studies Sartika (2017) and Prastika (2018), Xie (2016) the description is as follows, four points were netted through a questionnaire, namely those related to the rationale for Communicative activities in the syllabus, the principles of syllabus preparation, and the feasibility of the syllabus for economic faculties. Based on the results of the questionnaire, it can be explained that the syllabus has been prepared by taking into account the rationale for Communicative competence is the ability to use the language correctly and appropriately to accomplish communication goals. Communicative activities should highlight the following: interaction, negotiating meaning, information exchange, information gap, role-playing, and group work.

The topics were helpful in determining the fundamental competence, the indicator, the learning materials, the learning activities, and the learning source. Because of this, all of the findings regarding English sub-skills, as well as English topics and themes, were arranged into the following eight topics: 1.) Let's Get in Touch!, 2) What is AEC (ASEAN Economy Community)? 3) Are you, Entrepreneur? 4) What is news? 5) Let's Write Report! 6) E-mail 7) That's A Good Advertisement 8) Marketing Process.

The topics above were designed with different language expressions and vocabularies related to Economics context. From those topics, the students did not only learn about grammar but they also implicated the language in the real-life situation by doing communicative activities like role play, group discussion, as well as question and answer.

The learning activities for the communicative English syllabus centered on ways in which language can be used to accomplish communicative goals. The students were compelled to engage in more conversation throughout the day's activities. According to Nunan (1989), communicative activity places an emphasis on communication and situations that are taken from real life. Richard and Rodgers both agreed with this assertion, as can be seen here (2001).

Based on a study conducted by three experts on the syllabus model, input was obtained in the form of suggestions and questionnaire results. The results of the questionnaire show that the syllabus model made is very suitable for use by the lecturer in preparing their plans. This can be seen from the results of the average score, which is 3.8, which when converted into a value range of 0-100 is in the range of 97.08%, which means that it is in the very good or very feasible or very suitable category. Meanwhile, suggestions for the communicative and Web Based English syllabus model are given to the syllabus model design and products of the syllabus. It was supported from result of interview from Chief of of Economic Faculty “...*Dan sebaiknya memang setiap dosen sudah siap tuh silabusnya dan lebih baik lagi kalau dikembangkan masukkan vocabulary untuk Ekonominya.*” The same opinion with the Alumnus who works as Director in PT. Asian Agro Investama, (<https://id.linkedin.com/in/mas-karyadi-64888a1b7>.)

Further he said that “...*Kalau kita tidak tau bahasa Inggrisnya “permintaan” dalam ekonomi, kita gak nyambung. Kalau dalam ekonomi permintaan “Demand” nah kalau bidang SDM menyebutkannya “Offering” misalnya lagi, istilah “interest” kalau di kami itu berarti bunga laba sedangkan dipendidikan itu berarti “Minat” nah sepertiitu.*”

Based on the results of the theoretical and empirical feasibility test, it can be concluded that this syllabus model is feasible and can be used by English lecturers in preparing syllabus planning. This can be seen from the suggestions and responses given by the experts to the syllabus model.

CONCLUSION

The product of the research could hopefully be used by students to improve their English proficiency and could optimally solve the problems of non- existent syllabus of English course for economics students“ qualification to compete for jobs, global market and ASEAN Economics Community. This research is later expected to give contribution related to syllabus development and material development in ESP for high education level. In conclusion, the economic students need English learning materials that ralated to their disciplines and the developed communicative and Web-based syllabus has been suitable with the economic students' needs in improving their English proficiency.

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