

THE PROPOSED SYLLABUS OF CCU SUBJECT FOR THE FIFTH SEMESTER STUDENTS OF DIPLOMA THREE ENGLISH PROGRAM OF UNIVERSITY OF MERDEKA MALANG

Yasmin Farani

yasmin.farani@unmer.ac.id
University of Merdeka Malang

Malikhatul Lailiyah

lailiyah.malikh@gmail.com
University of Merdeka Malang

Tedjaningtyas

tedjawigny@gmail.com
University of Merdeka Malang

ABSTRACT

This research is intended to develop the existed syllabus or RPS-CL (Rencana Perkuliahan Student-Centered Learning) of Cross Cultural Understanding or CCU subject; which is based on the Kerangka Kualifikasi Nasional Indonesia or KKNi curriculum applied at D3 English Program of University of Merdeka Malang. The CCU subject is 2 credits subject, which is taught once a week for one semester that equals to 16 meetings, including the mid-term and final tests. The objective of this research is to propose culturally rich syllabus for teaching CCU subject to the fifth semester students of D3 English Program. This objective, first, is made due to the needs of giving the fifth semester students sufficient provision of cultural understanding, before they conduct their apprenticeship for 3 months in the sixth semester. Second, as students of vocational program, they are hoped to be able to apply the cultural knowledge they have learned. The last, it is also hoped to develop teaching materials as the long term plan. As for this study, the appropriate design is Research and Development. The procedures of development are adapted from Borg (1981) development model with some eliminated steps. The adaptation of the steps is based on considerations of the objective of the study and the problems found in the field. The adapted model includes research and information collecting, develop primarily from product, preliminary field testing, expert validation, product revision, try out, and final product. The research instruments used include questionnaires, observation, and interview. There are three different kinds of collected data, first is the data which is related to the preliminary study; the second is from expert validation; and the last is the data that will be taken from the result of the try out. The information collected during the research is in the form of comments, explanation, and suggestion.

Keywords: *Syllabus or RPS-CL, CCU subject, R & D*

INTRODUCTION

Understanding its culture, while learning a foreign language, is a must to do. Apart from learning the skills (listening, speaking, reading & writing), components (vocabulary & grammar) and other linguistics aspects, understanding the culture of the target language is compulsory for the main problem that often arises in daily encounters is misunderstanding. This misunderstanding is usually concerning with wrong diction, pronunciation, language structure and habits. Therefore, cross cultural understanding or CCU subject is essential to be given. The following is the position of CCU subject in the curriculum grouping with its subject code (Kode MK), number of credits (SKS), and the semester when it is taught or given at D3 English Program University of Merdeka Malang.

Table 1. Curriculum Grouping

MBB (MATAKULIAH BERKEHIDUPAN BERMASYARAKAT)					
NO.	KODE MK	MATAKULIAH	SKS	SEMESTER	PRASYARAT
48.	630322	Cross Cultural Understanding	2	Ganjil / V	Grammar 3, Reading 3, and Writing 2
DESKRIPSI MATA KULIAH:					
<i>Cross Culture Understanding is intended to help the students understand the different culture of English Speaking people so that there will be no misunderstanding during their interaction with multicultural people in their work place or their environment in this globalized era.</i>					

The Program had reformed its curriculum a few times since it was established in 2000. The last time was in 2014 when it still applied KBK, the *Kurikulum Berbasis Kompetensi* or Competence Based Curriculum. The last changes mostly were regarding with the numbers of the credits of some subjects and the semesters when they were taught. In the following year, in 2015, the Program started to apply the new one that is *Kerangka Kualifikasi Nasional Indonesia* or KKKNI Curriculum which is focused mainly on the *Capaian Pembelajaran* or Learning Outcomes of the students. This was done based on the *Kebijakan Ditjen Pendidikan Tinggi tentang Kerangka Kualifikasi Nasional* (Indonesian Qualification Framework) dan *Arah Kurikulum LPTK 2011*.

The Learning Outcomes itself is divided into for aspects as follows: 1) *Sikap* or Attitude, 2) *Keterampilan Umum* or General Skills, 3) *Keterampilan Khusus* or Specific Skills, and 4) *Pengetahuan* or Knowledge. As for the CCU subject it is included in the fourth aspects, that is Knowledge with other six subjects, such as Introduction of Literature; Entrepreneurship; and Public Relations. The Knowledge aspect is intended to require students to master the basic concepts of English language knowledge. Besides that, students are expected to be able to apply them in the working world (as it is shown in Table 2).

Table 2. Learning Outcomes: Knowledge Aspect

Pengetahuan	Menguasai konsep-konsep dasar pengetahuan Bahasa Inggris secara umum, antara lain di bidang <i>Linguistics</i> , <i>Literature</i> dan <i>Cross Cultural Understanding</i> dan mampu menerapkannya di dunia kerja; serta mengetahui konsep-konsep dasar <i>Entrepreneurship</i> , <i>Applied Management</i> , <i>Public Relations</i> dan <i>Tourism</i> secara umum.
--------------------	---

The fifth semester is the right time to give subjects that will be useful for students whom are prepared to conduct their On the Job Training in various companies or institutions in the next semester. The following Table 3 shows five subjects (highlighted), including CCU subject that are hoped they will sufficiently provide the last semester students to do their field work.

Table 3. List of Subjects in the 5th Semester

NO.	KODE MK	MATAKULIAH	SKS	PRASYARAT
1.	630314	Speaking IV	2	SPK III
2.	630321	Writing III	2	WRT II
3.	630324	Translation II	2	TRANS I
4.	630325	Business Correspondence	2	-
5.	630406	Computer Applications	2	-
6.	630404	Tourism	2	-
7.	630408	Office Administration	2	-
8.	630337	Listening Comprehension IV	2	LC III
9.	630309	Reading Comprehension IV	2	RC III
10.	630331	English for Specific Purposes II (ESP II)	2	-
11.	630322	Cross Cultural Understanding (CCU)	2	Grammar 3, Reading 3, and Writing 2
		Total SKS	22	

METHOD

The design of the study was Research and Development (R&D). Educational research and development is a research design aimed at developing educational products, like curriculum, syllabus, text books, instructional media, modules, assessments, etc (Latief, 2011: 171). While according to Borg (1981: 221) the objective of educational R&D is a finished product that can be used effectively in educational programs.

The stages adapted from Borg (1981) development model with some steps eliminated. The adaptation of the steps was made based on the problems that found in the field and the objective of the study. Another reason was time limited so that the researcher only adapted some steps. The adapted model includes research and information collecting, develop primarily from product, preliminary field testing, expert validation, product revision, try out, and final product.

In the research and information collecting steps, the data were collected through field observation by personal interview with the lecture and direct observation in the teaching learning process to find out method and teaching technique used by the lecture. The developing primarily from product step was developing the product through information collecting in the research and information collecting step. And the researcher designed a mapping to match the syllabus that provides general ideas about the proposed material development.

The purpose of the expert validation step was in order to validate the language, proficiency level, content, the assessment, etc. After revised the product based on the inputs, comments, and suggestions that given from the validation, the researcher conducted try out of the final product.

FINDINGS AND INTREPRETATION

Through the field observation analysis, there have obtained a competency that divided into fourteen basic competences. Table 1 shows the basic competence of CCU syllabus.

No	Basic competence item
1	Understanding American Informality concepts
2	Having the knowledge of Formal Introduction And Making eye contact
3	Understanding the concept of Polite Custom of 3 Magic words: please, thank you & sorry
4	Understanding the concept of yes or no
5	Having the knowledge of how to giving criticism
6	Having the knowledge of non-verbal communication
7	Understanding the concept of Relationship
8	Understanding the concept of time
9	Understanding the space difference
10	Having the knowledge of the differences of eating and drinking manner
11	Understanding educational system
12	Understanding American family life
13	Having the knowledge of the differences of wedding ceremonies
14	Having the knowledge of American holiday tradition

Based on the observation analysis result above those competences are very important and valuable for the university students regarding cross culture understanding.

As it is previously explained, this CCU subject is taught once a week for one semester (16 meetings, including the mid-term and final tests) so there are 14 proposed topics for each meeting. Fourteen meetings with 100 minutes for each meeting are actually a short time for teaching and equipping the students with cross cultural understanding materials before they conduct their OJT Program and graduate. That is why, the choice of topics should be wisely considered and here are some of them: 1) Names & Naming Customs; 2) American Informality,

Formal Introduction&Making eye contact; 3) Polite Custom, Three Magic Words: please, thank you and sorry&Saying Yes/No; and 4) Understanding the Concept of Time.

The RPSCL model used was suggested by BP2M or *Badan Penjaminan dan Pengendalian Mutu* at University of Merdeka Malang. The following is the example of RPSCLformat applied at D3 English Program and as well as the proposed syllabus:

RPSCL FORMAT

Subject :
 Code :
 Credit :
 Semester :
 Pre-requisite Subjects :
 Course Description :

Min ngu	Pokok Bahasan	Sub Kompe tensi	Indikat or Penilai an	Mode l Scl	Metode Scl	Aktivitas Pembelajaran		Estimasi Waktu	Soft Skills	Assesment	
						DOS EN	MAHA- SISWA			BEN TUK	BOB OT

EXAMPLE: THE PROPOSED SYLLABUS

Subject : Cross Cultural Understanding
 Code : 630322
 Credit : 2 SKS
 Semester : V (Five)
 Pre-requisite Subjects : Grammar 3, Reading 3, and Writing 2

Course Description : *Cross Culture Understanding is intended to help the students understand the different culture of English Speaking people so that there will be no misunderstanding during their interaction with multicultural people in their work place or their environment in this globalized era.*

MIN GGU	POKOK BAHASAN	SUB KOMPET ENSI	INDIK ATOR PENIL AIAN	MOD EL SCL	METO DE SCL	AKTIVITAS PEMBELAJAR AN		ESTIM ASI WAKT U	SOFT SKILL S	ASSESSMENT	
						DOSE N	MAH A- SISW A			BENT UK	BOB OT
1	Introd uction to thecou rse Names & Namin g Custo ms	Memaha mikonse p Namadari berbagaiB angsa di Dunia	TugasT ertulis TugasIn teraktif	SGD	Kuliah , Diskus i	Sebag ai resour ce	Mende ngarka. Memb anding kan, Menya mpaika npenda pat	100 menit			

