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

by Malikhatul Lailiyah

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ABSTRACT

This research is intended to develop the existed syllabus or RPS-CL (RencanaPerkuliahan Student-Centered Learning) of Cross Cultural Understanding or CCU subject; which is based on the KerangkaKualifikasiNasional 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 leaned. The last, it is also hoped to develop teaching materials as the long term plan. As for this study, the appropriate designis Research and Development. The procedures of development are adapted from Borg (1981) development model withsome 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 thatoftenarisein daily encounters is misunderstanding.This misunderstandingis 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.

Table1.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: *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.*					

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 *KurikulumBerbasisKompetensi* 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 thatis*KerangkaKualifikasiNasional Indonesia*or KKNI Curriculum which is focused mainly on the *CapaianPembelajaran* 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* LPTK2011.

The Learning Outcomes itself is divided into for aspects as follows: 1) *Sikap* or Attitude, 2)*KeterampilanUmum* or General Skills, 3)*KeterampilanKhusus* or Specific Skills, and 4) *Pengetahuan* or Knowledge. As for the CCU subject it is includedin 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 languageknowledge. 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	Menguasaikonsep-konsepdasarpengetahuanBahasaInggrissecaraumum, antara lain di bidang*Linguistics*, *Literature*dan *Cross CulturalUnderstanding*danmampumenerapkannya di duniakerja; sertamengetahuikonsep-konsepdasar*Entrepreneurship*, *Applied Management*, *Public Relations*dan*Tourism*secaraumum.

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 subjectthatare 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 includesresearch 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 productstep was developingthe 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 researcherconducted 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, inlcuding 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 :

Minggu	Pokok Bahasan	Sub Kompetensi	Indikator Penilaian	Model Scl	Metode Scl	Aktivitas Pembelajaran		Estimasi Waktu	Soft Skills	Assesment	
						DOSEN	MAHA-SISWA			BENTUK	BOBOT

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.*

MINGGU	POKOK BAHASAN	SUB KOMPETENSI	INDIKATOR PENILAIAN	MODEL SCL	METODE SCL	AKTIVITAS PEMBELAJARAN		ESTIMASI WAKTU	SOFT SKILLS	ASSESMENT	
						DOSEN	MAHA-SISWA			BENTUK	BOBOT
1	Introduction to thecourse Names & Naming Customs	Memahamikonsep Namadari berbagaiBangsa di Dunia	TugasTertulis TugasInteraktif	SGD	Kuliah, Diskusi	Sebagai resource	Mendengarka. Membanding kan, Menyampaikanpendapat	100 menit			

2	American Informality Formal Introduction Making eye contact	Memahamikonsep Informality. Memahamikonsep berkenalansecara formal. Melakukan formal introduction & eye contact.	TugasInteraktif	RPS	Kuliah, danTugasinteraktif	Sebagaifasilitator, resource dan manager	Diskusi Mempraktekkan Berbicara/berkenalan dengan cara formal		Bekerja-samamembuatroleplay		

Notes:

SGD   : Small Group Discussion   Cbl   :   Collaborative Learning
RPS : Role Play and Simulation   CI   : Contextual Instruction
DL : Discovery Learning   PBL : Project Based Learning
SDL: Self-Directed Learning   PBL   : Problem Based Learning & Inquiry
CL : Cooperative Learning

a. The Teacher as Controller: The teacher must maintain some control simply to organize the class hour.
b. The Teacher as Director: The teacher is like a conductor or an orchestra or a director of a drama.
c. The Teacher as Manager: As a manager of the class, the teacher plans lessons, modules, and courses.
d. The Teacher as Facilitator: The teacher facilitates the process of learning, of making learning easier for students.
e. The Teacher as Resource: The teacher is available for advice and counsel when the students seek it.

CONCLUSION AND SUGGESTION

In accordance with the research purpose and the result of needs analysis showed that the developing of the existed syllabus of CCU D3 English program University of Merdeka Malang is needed. However, due to limited time some steps in developing the syllabus in this research are eliminated. Hence, future researchers are expected to have deep research and development in this field and other language-related areas so that more knowledge and understanding of the CCU subject can be documented for language learning purposes in this specific area.

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