

AN ENGLISH FOR GENERAL PURPOSES SYLLABUS DESIGN FOR INDONESIAN UNIVERSITY STUDENT-CANDIDATES

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ABSTRACT

The study focuses on designing a syllabus for Indonesian university student candidates based on the needs analysis of the target participants. To date, a syllabus addressing the needs of pre-university students has not received much attention. Hence, the need to conduct this study. Data are obtained through a survey, semi-structured interviews, and classroom observations. The needs analysis indicates the need for an English for General Purposes (EGP) syllabus design. Both the receptive and productive skills are integrated, with the emphasis on optimal input. An EGP syllabus that adopts a theme-based approach, focusing on two major themes—Campus Life and Student Life—is proposed. The former covers the learning system and various activities on campus, and the latter is about students' being and role as members of the campus community. The syllabus design is expected to meet the needs of the above-targeted participants in university preparation courses that cover English knowledge and skills, as well as general knowledge about campus learning systems.

Keywords: English for general purposes; needs analysis; syllabus design; campus life

ABSTRAK

Penelitian ini berfokus pada pembuatan silabus untuk calon mahasiswa Indonesia berdasarkan analisa kebutuhan kepada partisipan yang ditargetkan. Hingga kini, tampaknya silabus Bahasa Inggris untuk calon mahasiswa universitas di Indonesia belum banyak ditemui. Di situlah letak pentingnya penelitian ini. Data didapatkan melalui survei, wawancara semi-terstruktur, dan observasi kelas. Analisa kebutuhan menunjukkan kebutuhan akan silabus English for General Purposes (EGP). Terkait hal tersebut, silabus EGP ini mengadopsi silabus berbasis tema dan keterampilan, dengan mengintegrasikan keempat keterampilan dalam Bahasa Inggris dan penekanan pada input yang optimal. Dua tema besar yang dipilih ialah Campus Life dan Student Life. Turunan dari tema pertama meliputi sistem pembelajaran dan beragam aktivitas di kampus, dan tema kedua tentang keberadaan dan peran mahasiswa di komunitas kampus. Silabus ini diharapkan dapat memenuhi kebutuhan calon mahasiswa akan program Bahasa Inggris untuk persiapan kuliah yang meliputi tidak hanya pengetahuan dan keterampilan berbahasa Inggris, melainkan juga pengetahuan akan sistem pembelajaran di kampus secara umum.

Kata Kunci: English for general purposes; analisa kebutuhan; desain silabus; kehidupan kampus

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INTRODUCTION

In the Indonesian context, particularly in professional settings, English holds a crucial position alongside the Indonesian language (Zein, Sukyadi, Hamied, & Lengkanawati, 2020). Most jobs (particularly the white collar) always require proficiency in English, regardless of the use of Indonesian as the working language (Zein, 2020). However, this fact is not directly reflected in the policy of teaching English in schools. English is not a mandatory subject at the elementary level. Only in lower and higher secondary schools is English made one of the compulsory subjects, with fewer hours allocated compared to other core subjects, such as Natural and Social Sciences. In other words, the language education policy does not consider high investment in English as necessary as other core subjects (Muslim, Hamied, & Sukyadi, 2020) and that may explain why the Indonesian high school graduates in general do not possess high proficiency in English (Mustafa, 2018; Poedjiastutie & Oliver, 2017), for example in terms of the vocabulary size (Siregar, 2020) and (academic) reading comprehension skills (Chemir & Kitila, 2022; Poedjiastutie & Oliver, 2017) whereas previous studies have found that university students need to be able to deliver academic presentations in English, understand academic readings and write academic papers (see for example, Chemir & Kitila, 2022; Irshad & Anwar, 2018; Nergis, 2013; Uzun, 2018). Many Indonesian university students are predominantly high school graduates with relatively low English proficiency, largely due to the short period and non-intensive mode of English learning. Hence, in general, the students' learning experiences in the lower levels do not accommodate the English used at the university level. Therefore, for many Indonesian university students, learning to read, speak, write, and use vocabulary in an academic context can be problematic (Dardjito, Rolls, Setiawan, & Sumekto, 2023; Maswana & Yamada, 2021; Siregar, 2020; Winnie, Leong, Badiozama, & Yap, 2023). Despite the above findings, there has been little attention given to preparing Indonesian secondary school graduates to handle English courses and tasks that require exposure to English at the university level. Therefore, the study aims to fill the gap by conducting a needs analysis and proposing a syllabus design to address the needs, guided by the following research question: (1) What do Indonesian university students need English for? (2) What is the English syllabus designed to address the needs in the context of university preparation? It is important to highlight that although the first research question requires university students' responses, the syllabus will be designed for the pre-university students because we believe that knowledge of the needs for learning English at the tertiary level should come from those who have experienced learning English at the said level, and not from those who have not gained such experience.

English for General Purposes (henceforth, EGP) is appropriate for this study. Since EGP is not limited to focusing on a specific field of study, it can 'bridge' the gap between pre-university students and their future English classes. Through the EGP framework, students will learn integrated English skills and components that enable them to acquire more specific English related to their field of study (Khalil & Semono-Eke, 2020). However, due to its features, EGP may pose challenges for syllabus developers in terms of content selection, which should be flexible to meet students' future needs. The challenge can be answered through a needs analysis of the targeted participants. Previous studies have found that students require additional training in reading comprehension, an expansion of vocabulary, and a deeper understanding of grammar (Mehrdad, 2012). Students admitted that most, if not all, university courses require high reading comprehension skills. Another study (Messoudi, Benhadj, & Larouz, 2019) highlighted the importance of having fluent communication skills. In short, the needs of students may vary depending on the study context, and the syllabus design should be able to address those needs, i.e., by integrating the four skills of English, vocabulary, and grammar.

METHODS

In this section, we explain how the research problems were addressed through the research design, participant sampling, and data collection and analysis stages.

Research design

To answer the first research question, the study adopted Hutchinson and Waters' (1987) framework of the needs analysis as cited in Hyland (2006), i.e., the Present Situation Analysis (hereinafter referred to as PSA), which focuses on the participants' demographic background, self-assessed proficiency, and motivation to learn English, the Learning Situation Analysis (henceforth, LSA), that centres on the participants' problems in learning English and the solutions that they have taken to cope with the problems, their learning method, as well as the components of English that they need to improve, and the Target Situation Analysis (henceforward, TSA), which reveals the use of English at the university level, including the goal, the genre, the content, and the context of English learning. The PSA, LSA, and TSA were obtained through a survey, interview, and classroom observation. To answer the second research question (on the syllabus design as a response to the needs analysis above), the present study adapted the framework of the syllabus design procedure, which involves identifying the needs for English language learning and creating a syllabus in line with these needs.

Research participants

The present study involved 116 participants who had enrolled in an English course for at least one semester at their university. In Indonesian universities, the English course is offered once in the first or second year. It is important to note that the participants were those who had had an English learning experience at the university level only. They were from 13 universities in Indonesia (see Table 1) and had diverse majors (see Table 2). All participants completed the survey. Ten of the above participants agreed to participate in interviews conducted afterwards. Consent was obtained from each participant prior to the data collection.

Table 1. The participants' affiliation

No.	University	Participant
1	Trilogy University	4
2	Sanata Dharma University	24
3	Musi Charitas Catholic University	45
4	Panti Rapih Institute of Health Science	12
5	Atma Jaya Catholic University of Indonesia	21
6	Indraprasta University	1
7	Soegijapranata Catholic University	1
8	Amikom University	1
9	Indonesia Open University	2
10	Gadjah Mada University	1
11	PGRI University	1
12	Duta Wacana Christian University	2
13	Social Welfare Academy	1
TOTAL		116

Table 2. The participants' areas of study

NO	STUDY PROGRAM	TOTAL
1	Informatics Engineering	3
2	Guidance and Counselling	8
3	Nursing Sciences	33
4	Medical Laboratory Technology	12
5	Visual Communication Design	2
6	Early Childhood Education	1
7	Elementary Teacher Education	22
8	Industrial Engineering	1
9	Psychology	4
10	Catholic Religious Education	6
11	Law Science	4
12	Civil Engineering	1
13	Accounting	6
14	Theology	9
15	Performing Arts Education	1
16	Economic Education	1
17	Management Education	1
18	Culinary Arts	1
TOTAL		116

Data collection and analysis

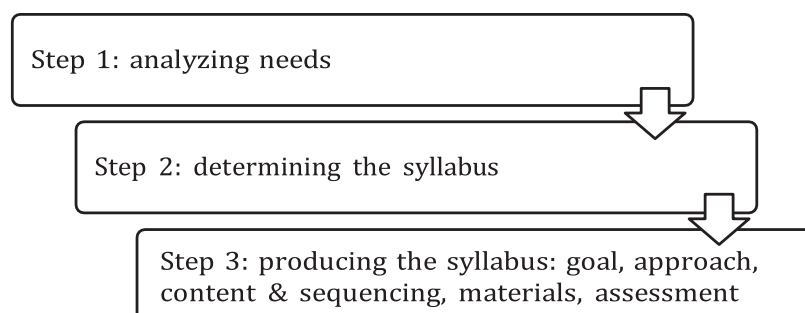
Data collection to answer the first research question was conducted in two stages by the first author. A pilot study was carried out in November 2023. The pilot study covered a survey, semi-structured interviews, and a syllabus examination. Twenty participants took part in the survey, and five of them were selected for an interview. The survey and interviews were conducted in the Indonesian language. The result of the survey indicated that the participants perceived English as very important for them, and they admitted to having low English proficiency. Hence, they desired to join an English course that would help them deal with problems in speaking and listening, as well as expand their vocabulary. In addition to the survey and interview, the researchers examined several English syllabi from various departments, including Accounting, Developmental Economics, Nursing Science, Catholic Religion Education, Guidance and Counselling, and Elementary Teachers' Education, to understand the learning goals of the English courses offered there. The combination of the pilot study results and syllabus examination helped the researchers adapt the needs analysis survey from Hutchinson and Waters (1987) as cited in Hyland (2006).

The final data collection, conducted in March and July 2024, consisted of an adapted survey (explained in the above paragraph), semi-structured interviews, and classroom observations, all of which focused on the PSA, LSA, and TSA. The classroom observations were conducted in Speaking classes only, with five sessions of 100 minutes each. The first author took the role of a non-participant observer in all of the sessions. The classroom activities included a lecture, a classroom discussion, students' presentations, and a role-play. Each set of data collection was preceded by permission from the head of the departments and/or consent from the research participants. The survey (see Appendix 1) was conducted in the Indonesian language and distributed through Google Forms to participants selected via convenience sampling. After the survey responses were obtained, they were coded in line with the Needs Analysis Framework. Based on the survey responses, open-ended interview questions were formulated, all of which were in the Indonesian language as well. Afterwards, two sets of classroom observations were conducted in English classes offered by non-English departments, specifically the Elementary Education Teachers' Department and the Guidance and Counselling Department. Each set of data (from the survey, interview, and

observation) was triangulated to identify the General English needs of the university students in the first two years of their study. Each stage of data collection was consulted with the second author.

The needs of the participants were then used as the basis for designing a syllabus to be offered to university student-candidates. The procedure for the syllabus design was adapted from Basturkmen (2010) and Christison and Murray's (2022) syllabus design procedures (see Figure 1). The first step involved a survey, interview, and classroom observation, which were then triangulated. The second step was choosing a syllabus, specifically the English for General Purpose, and a context for the syllabus, namely the pre-university context. The third step was to produce the complete syllabus, which includes the goal and objectives, type of syllabus approach, content (skills, functions, vocabulary, and tenses), sequencing the content, selecting materials, and assessing learners.

Figure 1. Syllabus design procedure adapted from Basturkmen (2010) and Christison & Murray (2022)



FINDINGS AND DISCUSSION

The findings of this study are presented in parallel to the two research problems: the university students' needs for learning English and the syllabus design to cater to these needs. Only major findings are presented here due to space limitations. After each presentation of the findings, the discussion is provided.

Needs Analysis of University Student-Candidates

The PSA data indicate the following points. First, the majority of the participants speak Indonesian as their native language, and only around half of them can also speak indigenous languages and English (see Table 3).

Table 3. The participants' language background

Language	Total	Percentage
Indonesian	114	98,3
Indigenous languages	64	55,2
English	58	50,0
Mandarin	4	3,4
Arabic	2	1,7
Latin	2	1,7
Japanese	1	0,9
Italian	1	0,9
Hokkien	1	0,9
Greek	1	0,9
Korean	1	0,9

All of them learn English formally at school. Still, a slight majority did not attend any English courses, and almost half of them also participated in English courses, ranging from less than one year to between three and six years (see Table 4). The English course has helped them prepare themselves for doing the English examinations (see, for example, Excerpt 1).

Table 4. The participants' English learning experience

English Learning Experience	Never	%	Yes	%	< 1 year	%	1-3 years	%	3 - 6 years	%	> 6 years	%
School	0	0	116	100	8	6,9	17	14,7	19	16,4	72	62,1
English Course	65	56	51	44	24	20,7	20	17,2	10	8,6	0	0,0

Excerpt 1.

Lucy: "So, when I was in junior high school, I got help [for my English test] from an English course after school hours. I took the English course in the second grade of lower secondary level for around two years because there was an English subject in the National Examination. "

The majority of participants have read English academic sources, such as books and articles (see Excerpts 2 and 3, for example), as well as English novels. Approximately half of them have also read texts on general issues in the English language. Others read various texts written in English, such as the bible, magazine articles, books on religion, and newspapers (see Table 5).

Excerpt 2.

Mia: "Recently, I read more journal articles."

Excerpt 3.

Lily: "I am more interested in reading. Mostly, I read nursing articles."

Table 5. The English texts that the participants read

Texts	Total	Percentage
Book/article on education	73	62,9
Novel/comic	68	58,6
Texts on general issues	58	50,0
Bible/Divine Office Book	35	30,2
Magazine	32	27,6
Book on religion	32	27,6
Newspaper	16	13,8

Besides reading, the participants were assigned to write in English; the majority of them wrote worksheets in English language. Less than half of them produced short reflections in English, and few created other types of writing, such as personal journals and research papers (see Table 6).

Regarding English skills and components, the majority of participants perceived that they had sufficient vocabulary and grammar. In contrast, a slight majority believed they had sufficient skills in writing, listening, speaking, and reading. Less than half of them believed they had good reading skills, and even fewer admitted to having good speaking, writing, and listening skills. Only very few of them reported having excellent skills, vocabulary and grammar (see Table 7).

Table 6. The English texts that the participants write

Texts	TOTAL	Percentage
Classroom assignment	83	71,6
Reflection	40	34,5
Text messages, quotes	26	22,4
Personal journal	23	19,8
Research report	21	18,1
Magazine article	2	1,7
Poem	2	1,7
Drama Script	1	0,9
English Speech	1	0,9

Table 7. The participants' self-perception of English skills, vocabulary and grammar

Skills/Lang. Component	Low	%	Sufficient	%	Good	%	Excellent	%
Vocabulary	26	22,4	63	54,3	22	19,0	2	1,7
Grammar	35	30,2	63	54,3	11	9,5	0	0,0
Writing	23	19,8	59	50,9	29	25,0	2	1,7
Listening	29	25,0	58	50,0	26	22,4	2	1,7
Speaking	24	20,7	56	48,3	31	26,7	1	0,9
Reading	10	8,6	54	46,6	47	40,5	6	5,2

The LSA reveals the participants' English learning experience at the university, including the learning materials, problems encountered, and solutions found in learning English, as well as the English components they needed to improve. The majority of the participants learned English at the university for less than a year, and fewer within one to two years (see Table 8).

Table 8. The participants' period of English learning on campus

Period	Number	%
< 1 year	75	64,7
1-2 years	34	29,3
> 3 years	1	0,9
Never	6	5,2

Most of them learned English through social media or English texts such as books and research papers (see Table 9) and Excerpts 4 and 5.

Table 9. The participants' English learning sources

Learning Sources	Total	%
Social media (e.g., YouTube, Instagram)	73	62,9
English books/texts	71	61,2
Research papers	61	52,6
English online courses	60	51,7
Others (learning material from the lecturer (PPT slides) and international legal documents.	2	1,7

Excerpt 4.

Abel: "For me, I found some vocabulary on social media, such as Instagram, that is used frequently in nursing. I sometimes read them."

Excerpt 5.

Amel: "Usually, we were given research articles and then asked to identify the main point of the research."

Majority of the students had difficulties with the English grammar (see Excerpt 6), listening (see Excerpt 7), and speaking skills (see Table 10), but most of them tried to solve the problems by listening to conversations in social media such as YouTube and Instagram, listening to English songs or watching English movies (see Table 11). However, the majority of them thought that the skills they needed to improve were speaking, followed by grammar, vocabulary, and listening skills (see Table 12), as supported by Excerpts 8 and 9.

Excerpt 6

Sophie: "When there is a conversation, I am still confused about the correct grammar. That is what I do not understand yet."

Excerpt 7

Lucy: "When listening [to people speaking in English], I must be more alert because some people speak fast, which makes it difficult [for me] to catch what they say."

Table 10. The participants' English learning problems

Problems	Total	%
Grammar	73	62,9
Listening	59	50,9
Speaking	53	45,7
Vocabulary	38	32,8
Writing	38	32,8
Reading	20	17,2

Table 11 The participants' solutions to the English learning problems

Solution to the problems	Total	%
Listening to the conversations on social media	100	86,2
Listening to English songs	86	74,1
Watching English movies	76	65,5
Reading English books	34	29,3
Doing English exercises	31	26,7

Table 12. The English skills and components the participants needed to improve

English skills & components	Total	%
Speaking	93	80,2
Grammar	78	67,2
Vocabulary	64	55,2
Listening	63	54,3
Writing	46	39,7
Reading	44	37,9

Excerpt 8

Agatha: “Currently, I need more speaking skills in the learning process. When we have practices, we must be able to present our written report based on the instructions given.”

Excerpt 9

Lucy: “For me, vocabulary and listening are very important. If I cannot understand what I hear, I cannot give a proper response.”

Finally, the TSA showed the participants’ needs for learning English, which include the skills, genres, tenses, and interlocutors. Table 13 shows that the majority of the participants need the listening skills to enable them understand the lectures (see Excerpt 10), and a slight majority of them need the skills to understand the conversation from [social media] audio or video, and the rest to comprehend speakers of the seminars they attended, news and podcasts, films and songs.

Table 13. The use of English listening skills for the participants

Use of English listening skills	Total	%
To understand the lectures	91	78,45
To understand conversations on social media	76	65,52
To understand seminars	68	58,62
To comprehend news from YouTube and podcasts	55	47,41
To understand movies	41	35,34
To understand song lyrics	35	30,17

Excerpt 10

Mia: “Most of our lecturers are fluent in English, so their materials [oral and written] are mixed with English. The texts are also in English. Almost all lecturers do this.”

The other skill they needed was reading. Table 14 presents the English reading skills they needed. The majority of the participants needed to understand what the text is about in general (see Excerpt 11). Slightly below the majority believed that they needed to be able to analyse texts and understand the texts’ main ideas. About half of the participants needed to be able to comprehend detailed information and written questions (given in the assignments or tasks). Less than half of the students felt the need to be able to make conclusions, to summarize, and to evaluate texts.

Table 14. The use of English reading skills for the participants

Use of English reading skills	Total	%
To read aloud	86	74,14
To analyse texts	70	60,34
To comprehend the main idea of texts	63	54,31
To comprehend detailed information	54	46,55
To understand the question about the text	52	44,83
To conclude texts	37	31,90
To summarize texts	23	19,83
To evaluate texts	16	13,79

Excerpt 11

Rara: "Reading [is what I need]. Recently, I have been working on my undergraduate thesis and have read numerous journal articles and papers in English. Hence, I need to improve my reading skills so that when I read English journals, I understand the content and can write my thesis."

Besides listening and reading, the participants admitted that they needed English speaking skills for various tasks. The majority of participants required speaking skills to express their opinions, while a slight majority shared information and presented the main points of the group discussion. Half of the participants needed to be able to converse fluently with foreigners, and fewer than half needed to be able to introduce themselves, offer suggestions, explain procedures, and lead prayers (see Table 15).

Table 15. The use of English speaking skills for the participants

Use of English speaking skills	Total	%
To deliver an opinion	80	68,97
To deliver information	69	59,48
To present a summary of the discussion	69	59,48
To talk to foreigners	58	50,00
To introduce self/others	46	39,66
To give a suggestion	38	32,76
To explain a procedure	35	30,17
To lead prayers in English	15	12,93

Additionally, participants were required to have English writing skills for various tasks and assignments. The majority of them must write essays and summaries of texts (see Table 16). The slight majority of them needed to write and respond to emails or chats, as well as to post messages on social media. Less than half of the participants had to write paragraphs, stories, or personal reflections. Only very few of them had to write prayers in English.

The participants also reported being exposed to several genres. Table 17 presents that the majority of the participants learned the academic genre (see Excerpts 12 and 13). Slightly below the majority also had to be familiar with the journalistic genre, and around half of the participants had to deal with personal texts. Less than half learned about fictitious and business texts. Only a few had other genres, such as legal texts and those related to religion.

Table 16. The use of English writing skills for the participants

Use of English writing skills	Total	%
To write essays	69	59,48
To summarize texts	60	51,72
To write and respond to emails/chats	54	46,55
To post information/messages on social media	54	46,55
To write paragraphs	48	41,38
To write stories	42	36,21
To write personal reflections	40	34,48
To write prayers	13	11,21

Table 17. Genres the participants needed

Genre	Total	%
Academic essays, research articles/reports	95	81,90
News articles	79	68,10
Personal letters, journals, and blogs	52	44,83
Novels, short stories, poems, and other creative texts	46	39,66
Business emails, memos, presentations	40	34,48
Legal texts	4	3,45
Bible, prayer, and reflection.	3	2,59

Excerpt 12

Lucy: “[English] It is a must, especially since I am working on my undergraduate thesis, and it is required to read international journals written in English.”

Excerpt 13

Amel: “Usually, we are given research articles and then asked to understand the points of the articles.”

Concerning the English tenses, the majority of the participants needed to learn the Present Perfect and Present Continuous Tenses (see Table 18). Slightly below the majority, the Simple Present and Simple Past Tenses Were Required, and more than half were exposed to the Past Continuous Tense. Less than half had to deal with the Past Perfect Tense.

Table 18. Tenses the participants learned

Tenses	Total	%
Present Perfect Tense	86	74,14
Present Continuous Tense	81	69,83
Simple Present Tense	77	66,38
Simple Past Tense	73	62,93
Past Continuous Tense	67	57,76
Past Perfect Tense	47	40,52

Finally, the interlocutors that the majority of the participants had were their lecturers and fellow friends. Few reported speakers of the seminars and other interlocutors (See Table 19).

Table 19. The participants' interlocutors

Interlocutor	Total	%
Lecturer	80	68,97
Friends	77	66,38
Speakers of seminars	29	25,00
Others (relatives and online friends)	7	6,03

In general, the above findings from the needs analysis indicate the need for General English knowledge among Indonesian university students. Specifically, the PSA findings show that about half of the participants viewed themselves as having mediocre reading, speaking, listening, and writing skills, and fair vocabulary and grammatical knowledge (see Table 7), which is in line with the LSA findings on the challenges in learning English, i.e., grammar, listening, and speaking skills, as well as vocabulary and grammar (see Table 10), and TSA findings on the need to master the listening skills in order to comprehend the lectures and understand the seminars they attend or understand the news broadcasted on the social media (see Table 13). The LSA findings above are also parallel to the TSA findings on the need of good reading comprehension skills to understand the learning sources assigned to them in both in English and non-English courses (see Table 14), and the general speaking skills so that they can fluently express opinion, share information, and deliver presentations inside or outside the classrooms (see Table 15) as well as the basic writing skills to enable them making summaries, respond to emails and chats, and to write essays (see Table 16). It is also important to note that they have limited writing tasks (see Table 6), but they also view the need to learn several tenses, i.e., the Present and Past Tenses (see Table 17). The above TSA findings support Nergis' (2013) findings that reading comprehension at the tertiary level is needed as it can affect their academic success, as well as Uzun (2018), Elhadi (2022), and Irshad and Anwar's (2018) findings on the need to master the four skills, particularly the listening, reading, and speaking skills.

Meanwhile, the PSA findings on the texts read by the majority of participants, i.e., both academic and non-academic texts (Table 5), are largely in line with their learning sources, including social media (such as YouTube and Instagram), books, and papers. The findings align with Wang and Chen's (2020) study on the use of YouTube for self-regulated English language learning among Taiwanese university students. The students viewed YouTube as a more flexible source that could capture their attention and aid in learning English. In a similar vein, Sakkir, Dollah, and Ahmad (2020) also found that Indonesian university students have a positive perception of using YouTube to learn English, particularly to assist them with their course assignments. Some of the solutions to the above challenges, e.g., listening to conversations on social media, listening to English songs, and watching English movies may have helped them resolving the listening skills problem, but do not seem to link with the learning sources such as the academic books and papers that they are demanded to read, which have led us to propose a General English syllabus that functions as a transition from the General English at high school level to that of the tertiary level.

Syllabus Design for the University Student-Candidates

Based on the above findings, we propose a syllabus of English for General Purposes with the primary goal of comprehending both spoken and written texts related to the theme (see Table 20). Listening skills are deemed as necessary as reading skills because of the need to understand oral learning sources, such as lectures given by lecturers, public lectures, seminar presentations, and news broadcasts. In addition, some participants admitted to having problems with their listening skills, specifically understanding the specific information of their interlocutors and their accents,

which aligns with Ramadhianti and Somba's (2021) findings on Indonesian students' difficulties in comprehending oral texts. Thus, this syllabus integrates both receptive and productive skills, as well as language components, such as vocabulary and grammar (Harmer, 2015). He suggests that, "Receptive skills and productive skills feed off each other in a number of ways" (Harmer, 2015, p.17). However, emphasis will be placed on receptive skills so that participants can receive as much optimal input as possible (Long, 2020). Optimal input implies a simplified task, but elaborated input (Long, 2020, p.5). Elaborated input may be analogous to conversations between English native speakers and non-English native speakers in which difficult or new lexical items are not replaced with simpler ones, but are still used with additional explanatory information through words or multimodal sources. The syllabus is created on the assumption that input will help students produce output.

Table 20. The English for General Purposes syllabus for university student-candidates

Item	Description
Objective	To comprehend both spoken and written texts related to theme To converse about a given theme To give an oral presentation on a given theme
Theme	<div> <div>About Campus</div> <div> a. Learning System b. Organizations c. Scholarships d. Competitions e. Internship </div> </div> <div> <div>About Me</div> <div> a. Learning Styles b. Lifestyles c. Past Success d. Dreams and Ambitions e. Travel and Culture </div> </div>
Time	400 minutes per week, consisting of: a. 100 minutes of guided tasks inside the classroom, b. 150 minutes of guided tasks outside the classroom, c. 150 minutes of independent study outside the classroom
Type of texts	<div> a. Procedural text b. Narrative text c. Recount </div> <div> d. Information report e. Exposition f. Explanation </div>
Sources	<div> a. YouTube videos b. Podcast c. Instagram reels and posts </div> <div> d. Official websites e. Blogs f. Online worksheets </div>
Vocabulary	Related to the theme
Grammar	<div> a. Parts of speech b. Simple and complex sentences c. Phrases </div> <div> d. Present, Future, Past tenses e. Collocations </div>
Mode	<div> a. Synchronous offline and online b. Asynchronous </div>
Assessments	<div> a. Performing conversations about lifestyles b. Giving oral presentations about travel plans c. Writing an explanation about learning style d. Narrating past achievements and dreams </div>

This course will be conducted intensively over 16 weeks. Each week, there will be 400 minutes of learning, divided into three sessions. The first period is a 100 minute-guided task in the classroom. The second is a 150-minute structured task outside the classroom, and the last is a 150-minute independent study. It is expected that participants will spend at least 60 minutes a day completing tasks and engaging in independent learning. Both synchronous (offline and online) and asynchronous modes of learning will be adopted. Assessments will be conducted in the 8th and 16th weeks, during which participants will engage in conversations about their lifestyles, give

oral presentations about their cultural background and travel plans, write explanations of their learning habits, and narrate their past achievements and future plans.

The syllabus will cover two major themes: About Campus and About Me (the participants). The first theme is divided into five more specific themes, i.e., general information about the campus, which comprises majors (what major will they choose in line with today's demand?), learning system (how is learning at campus conducted?), students' organizations (what organizations can they join and for what purpose?), scholarships (what scholarship offered by the government and campus in general and what are the requirements?), competitions (what is the importance of competitions?), internship (what type of internship and collaboration is available and how to choose the relevant ones?). It is considered essential to learn English by understanding the life of a university student, which the participants are about to experience. The second theme comprises smaller themes about the participants individually and reflectively, i.e., learning styles, lifestyle (how do the participants find their own eating, exercise, and sleeping habits?), past success (what have they achieved both academic and non-academically?), dreams and ambitions (what is their bucket list in 5 and ten years from now?), travel (where do they plan to go and how will they do it?), and culture (what do they understand of their and others' cultural background?). Those themes are selected based on an adaptation of Siegel's (2014) work on the authenticity of textbook topics, in which she found that academic life, culture, and travel destinations were the most popular topics that her research participants discussed. In addition, the learning of the soft-skills is viewed as important to prepare the participants for what lies ahead in their campus life.

In line with the goals and themes, the syllabus will utilise both spoken and written texts, including procedural, narrative, recount, information report, exposition, and explanation genres. The former can take various forms, from the teacher's explanation and instruction to audio and visual texts, such as YouTube videos, Podcasts, and Instagram reels, which can present short lectures, videos, and talk shows. In addition, texts from Instagram posts, official websites, blogs, and worksheets related to the themes (see, for example, Hustarna & Masbirorotni, 2023) are considered, as well as printed and online texts, such as Instagram posts, website content, and popular online magazine articles and blogs. The latter can take various forms, such as students' production of loose sentences, responses, questions, answers, short oral explanations, brief presentations, and concise written paragraphs. The general procedure for teaching receptive skills will be followed (Harmer, 2015), which includes lead-in activities, comprehension tasks, and relevant classroom and home assignments. Meanwhile, the language components, such as vocabulary and grammar, will be taught within the view of grammar not only as knowledge, but also as an ability (Renandya, 2021), which will be tailored to the lesson contexts and the needs of the students. Teaching grammar as a skill is not sequential and explicit, but rather somewhat flexible and implicit, because the primary goal is to enable learners to acquire the language through exposure to input. Similarly, vocabulary will be introduced implicitly, with the help of the text's context, with the primary goal of comprehending the words in their respective contexts. Productive skills will be taught after receptive skills are learned.

CONCLUSION AND SUGGESTIONS

To sum up, our findings suggest that university student candidates require adequate English knowledge and skills for their future as university students. Thus, we propose an English for General Purpose syllabus that integrates both receptive and productive skills on the ground of giving optimal input. The syllabus is designed in the context of the campus as a system and community in which the student-candidates will be members. To the best of the writers' knowledge, there is a scarcity of providing pre-university students in Indonesia with such preparation. Hence, the findings of this study can be applied to university course preparation in Indonesia. The study has two limitations related to the participants. The first is the mediocre number of participants,

and the second is the homogeneity of both the classroom observed (most is related to Education), and the syllabus examined. Therefore, we suggest that future studies should include a higher number of participants and a mixture of courses from education and other fields of study.

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