

DEVELOPING INTEGRATED ENGLISH SYLLABUS FOR MARINE SCIENCE STUDENTS AT BENGKULU UNIVERSITY

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ABSTRACT

An Integrated English Syllabus is a syllabus that integrate one to several language skills of learning and teaching process. They cover elements of English skills, English materials, learning techniques, and so on. In this study, the researcher use Research and Development method by Sugiyono (2010). The purposes of this study are to find out the English skills and the English materials that really needed by Marine Science Students. In addition, focuses on developing an Integrated Syllabus with Marine Science context. In designing Integrated Syllabus the researcher use integrated model by Richard (2001). To collect the data the researcher use interview and questionnaire. The parcipants are 1 English lecturer, 1 Marine Science Lecturer, 2 stakeholders (Water and Marine Police at Pulau Baai Bengkulu and Employee at Marine Affairs and Fisheries at Bengkulu Province), and 8th semester Marine Science Students at Bengkulu University. The result of this study showed that the Marine Science students needs the four of English skills and English materials but the most needed are writing and reading. Therefore, the researcher designed an Integrated Syllabus that is suitable with Marine Science Study Program especially at Bengkulu University. From the research, it can be seen that the English needs of marine science students at Bengkulu University. Then, the syllabus developed in this study can be used as a reference in preparing English courses in the Marine Science study program.

KATA KUNCI

Silabus,
Pengembangan
Silabus, Silabus
Terpadu, ESP

ABSTRAK

Silabus Bahasa Inggris Terpadu adalah silabus yang mengintegrasikan satu hingga beberapa keterampilan bahasa dalam proses belajar mengajar. Mereka mencakup unsur-unsur keterampilan bahasa Inggris, materi bahasa Inggris, teknik belajar, dan sebagainya. Dalam penelitian ini, peneliti menggunakan metode Research and Development menurut Sugiyono (2010). Tujuan dari penelitian ini adalah untuk mengetahui kemampuan Bahasa Inggris dan materi Bahasa Inggris yang sangat dibutuhkan oleh Mahasiswa Ilmu Kelautan. Selain itu, fokus pada pengembangan Silabus Terpadu dengan konteks Ilmu Kelautan. Dalam merancang Silabus Terpadu peneliti menggunakan model terintegrasi oleh Richard (2001). Untuk mengumpulkan data peneliti menggunakan wawancara dan kuesioner. Peserta terdiri dari 1 orang dosen Bahasa Inggris, 1 orang Dosen Ilmu Kelautan, 2 orang stakeholder (Polisi Perairan dan Kelautan Pulau Baai Bengkulu dan Pegawai Bidang Kelautan dan Perikanan Provinsi Bengkulu), dan Mahasiswa semester 8 Ilmu Kelautan Universitas Bengkulu. Hasil penelitian ini menunjukkan bahwa mahasiswa Ilmu Kelautan membutuhkan empat keterampilan bahasa Inggris dan materi bahasa Inggris tetapi yang paling dibutuhkan adalah menulis dan membaca. Oleh karena itu, peneliti merancang Silabus Terpadu yang sesuai dengan Program Studi Ilmu Kelautan khususnya di Universitas Bengkulu. Dari hasil penelitian dapat diketahui bahwa kebutuhan bahasa Inggris mahasiswa ilmu kelautan di Universitas Bengkulu. Kemudian, silabus yang dikembangkan dalam penelitian ini dapat digunakan sebagai acuan dalam mempersiapkan mata kuliah Bahasa Inggris di prodi Ilmu Kelautan.

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INTRODUCTION

Reading According to Richard (2001:152), an integrated syllabus combines two or more different categories of knowledge, materials or skills in a syllabus design. Additionally, integrated learning takes place when students have a need for a wide understanding of several disciplines connected to their major (Humphreys, Post, and Ellis (1981). It is crucial to design a syllabus that suitable with the students before beginning an English course. This is due to the fact that in the university there are many majors, different majors have different English needs. It called ESP (English for Specific Purposes) that is learning English in non-language majors. Robinson (1990) states ESP is generally goal-oriented, the goal of ESP is for students to be able to learn English according to their field.

A study was done by by Suharyono (2015) with the thesis title “Developing an Integrated English Syllabus for MTs in Pondok Pesantren Al-Amin Mojokerto” . This study also found that the English syllabus used in the school has not met the needs of students. Therefore, in this study the researcher conducted needs analysis then developing an Integrated English Syllabus. Another previous study conducted by Yuniar Ayu Hafita (2017) with title “*Developing Syllabus for Maritime English of Nautical Department at Merchant Marine Polytechnic of Makassar.*” The result of this study were: 1) The need of learning maritime English is for their job as professional seafarers and they need to learn English four skills especially speaking and listening, 2) students want to learn the topic discuss navigational routes and geographic location” and “ask and give direction on board and ashore, 3) the typical contents and proficiency standard of IMO Model Course 3.17 are in maritime context. From the previous studies, the researcher would like to find out th English needs by Marine Science Students and develop an integrated syllabus by combining skills and materials based on their needs.

Then the research questions are: 1) What are the English skills needed for Marine Science students at Bengkulu University? 2) What are the English materials needed for Marine Science students at Bengkulu University? 3) What is the syllabus that suitable for Marine Science students at Bengkulu University? Meanwhile, the research objectives are: 1. To find out the English skills that really needed for Marine Science students at Bengkulu University, 2. To find out the English materials needed for Marine Science students at Bengkulu University, 3. To design the model of Integrated English syllabus that suitable to the Marine Science Students at Bengkulu University. This research will be done at 3 (three) places, there are at Marine Science Study Program, at Marine and Sea Police Office at Pulau Baai Bengkulu and at Departement Marine Affairs and Fisheries at Bengkulu Province. The participants of this research are 8th (eight) semester students in marine science study program (about 58 students), 1 (one) Marine Science Lecturer, 1 (one) English Lecturer, and 2 Stakeholders they are 1 (one) stakeholders from Marine and Sea Police at Pulau Baai at Bengkulu and 1 (one) Employee from Departement Marine Affairs and Fisheries at Bengkulu Province. The research begins with needs analysis using interviews and questionnaire. After that tp design the syllabus the researcher following the steps of the R&D method by Sugiyono 2010.

METHODS

Participants / Subject / Population and Sample (Level 2)

In this research the researcher use Research and Development method with followed by Sugiyono (2010) model to develop an integrated English syllabus for Marine Science Students at Bengkulu University. The researcher use interview and questionnaire as the research instruments. The researcher used Research and Development method because the researcher described the findings of the data in qualitative and quantitative form. On the other hand, in this research the researcher described and showed the data about needs of English by Marine Science Students then designed syllabus that suitable for them.

Instruments (Level 2)

In collecting the data, the researchers used interview and questionnaire as the instrument to collect the data. The researcher use interview to find out the needs of English in the Marine Science Study Program and also find out the needs of English by stakeholders. This is useful for designed a syllabus that developed for Marine Science students, especially for Marine Science students. Then the researcher also used questionnaire to find out whether the wishes of Marine Science students regarding English needs are in accordance with the needs of English in marine science study programs that have been mentioned by previous research participants in interview activities.

Data Analysis Procedures (Level 2)

After collecting the data from interview and questionnaire the researcher analyze the data. The data from questionnaire were analyzed using the formula from Bungin (2010). Furthermore, data from interviews were analyzed using the model from Miles and Huberman (1992). Then, the researcher design the syllabus with followed the steps by Sugiyono (2010).

The steps of research and development method:

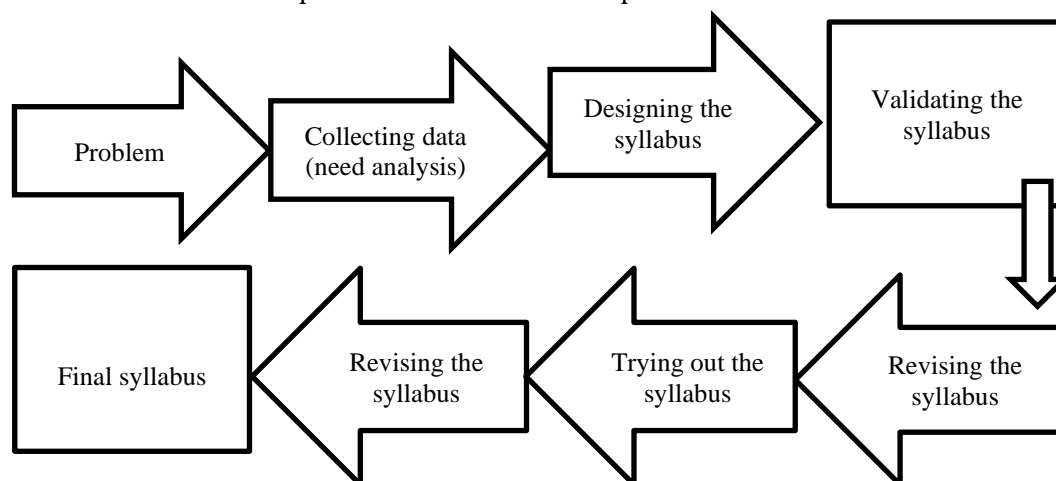


Diagram 1.1

FINDINGS

The Result of Needs Analysis

The Results of Interview

The interviews with English lecturer and Marine Science lecturer revealed that the Marine Science Study Program requires in English skills, English materials, and the previous syllabus. Then, the interviews with the stakeholders revealed the needs of English in their department and learning experiences in English course.

The result of interviews with the participants of the research are displayed in the following transcript. The transcript begins with participant 1, namely English lecturer, participant 2 lecturer in Marine Science, participant 3 employee at the Marine Affairs And Fisheries Department of Bengkulu province, and participant 4 water and marine police at Pulau Baai Bengkulu.

According to the interview result, the English lecturer believes that reading and writing skills are the most important English skills for Marine Science students. The transcript of the interview below demonstrates this.

Participant 1:

Secara umum keempat skill tersebut semuanya dibutuhkan. Namun, untuk lebih spesifiknya mereka lebih sering membutuhkan Bahasa Inggris dalam hal reading dan writing.

(These four skills are required in general. To be more specific, they frequently require English reading and writing skills.) (P-1)

Furthermore, the Marine Science lecturer stated that reading and writing skills are the most important skills in the Marine Science study program. According to the interview transcript displayed in the quote below, this is correct.

Participant 2:

Sebenarnya semua skill Bahasa Inggris dibutuhkan di Program Studi Ilmu Kelautan. Namun, skill yang paling dibutuhkan kalau untuk pembelajaran di kelas adalah reading skill dan skill writing.

(The Marine Science Study Program actually requires full English skills. Reading and writing skills, on the other hand, are the most essential for classroom learning.) (P-2).

Then, a stakeholder who works as an administrative officer in the Bengkulu province's marine and fisheries department said that writing and reading are the most important English skills in their job. The following is a transcript of an interview with an employee of the Bengkulu province's marine and fisheries department.

Participant 3:

Kalau itu tergantung tugas masing-masing, kebetulan saya bekerja dibagian administrasi. Jadi, Bahasa Inggris dibutuhkan dalam hal menulis dan juga membaca.

(If it is dependent on the job of the department, I work in the administration department. As a result, English is required for both writing and reading.) (P-3)

However, in the next interview transcript which is the result of interviews with stakeholders from one of the water and marine police on Baai Island at Bengkulu, they have different opinions. According to him, in their department the most needed English skills are listening skills and speaking skills.

Participant 4:

Kalau untuk secara umum semua skill Bahasa Inggris dibutuhkan, tapi untuk yang lebih spesifiknya skill yang paling dibutuhkan adalah listening skill dan speaking skill.

(All English skills are required in general, but listening and speaking abilities are particularly important.) (P-4)

In addition, the research participants have differing views on the need for English materials. This is explained further down.

Participant 1, an English lecturer, said that Marine Science students needed material related to Marine Science such as shipping, waters, marine ecosystems, and so on. This is supported by the transcript of the following interview.

Participant 1:

Materi Bahasa Inggris yang dibutuhkan pastinya yang berhubungan dengan Ilmu Kelautan seperti tentang pelayaran, perairan, ekosistem laut, dan lain sebagainya. Selain itu, mereka juga membutuhkan materi mengenai kosa kata dan percakapan khusus tentang Ilmu Kelautan yang biasanya digunakan ketika mereka di kapal sewaktu mereka praktek dan magang.

(The required English material is obviously relevant to Marine Science, such as shipping, seas, and marine ecosystems. They also require language materials and specific dialogues about marine science, which are typically used on board during their practice and internship.) (P-1)

Furthermore, the next participant, namely the Marine Science lecturer, argued that the English materials needed in the Marine Science study program are all things related to the sea and its ecosystems such as seawater fisheries, coral reefs, shipping, GIS, Remote Sensing, and marine instruments.

Participant 2:

Materi yang dipelajari semua hal yang berhubungan dengan laut dan ekosistemnya seperti perikanan air laut, terumbu karang, perkapalan atau pelayaran, dan sebagainya. Namun, ada juga yang berhubungan dengan pengoperasian software dan hardware seperti pada SIG dan Penginderaan Jauh, dan juga ada yang di laboratorium yang sering berhubungan dengan instrumen kelautan.

(All aspects of the sea and its ecology are investigated, including seawater fishing, coral reefs, shipping and shipping, and so on. There are also those in laboratories who are typically associated to maritime instruments and are concerned with the operation of software and hardware such as GIS and Remote Sensing.) (P-2)

Additionally, based on the results of interviews with the third participant, a member of the Bengkulu province's Marine Affairs and Fisheries Department, they required English materials on journal reading techniques, techniques for drawing conclusions from journal contents, written communication in general, and presentations. The interview transcript below explains this in further depth.

Participant 3:

Materi yang dibutuhkan yang pastinya materi tentang kosa kata khusus yang berhubungan dengan kelautan dan perikanan salah satunya yang saya bilang tadi karena kita sering dikirim buku-buku ataupun jurnal khusus yang di dalamnya menggunakan Bahasa Inggris pada beberapa kosa kata tertentu. Selain itu kami

juga butuh percakapan-percakapan umum untuk berbicara dengan orang asing yang berkunjung ke sini. Kemudian mengenai cara meringkas jurnal dan juga cara melakukan presentasi berbahasa inggris yang baik terlebih pada pengucapan kosa kata Bahasa Inggris khusus kelautan dan perikanan.

(The materials required are, of course, materials on special vocabulary connected to marine and fisheries, one of which I mentioned before because we are frequently provided books or special journals with English in specific vocabularies. We also require general conversation in order to converse with foreign visitors. Then we talked about how to summarize articles and how to give good English presentations, with a focus on how to pronounce English words for marine and fisheries.) (P-3)

In contrast, the marine and water police department on Pulau Baai Bengkulu requires English materials. The fourth participant stated that they required English materials on maritime special vocabulary and maritime special conversation.

Participant 4:

Kalau untuk pekerjaan di bidang kemaritiman itu ada 2 pembagiannya, 1) bidang perairan, 2) bidang pelayaran atau perkapalan. Untuk bidang perairan dibutuhkan kosa kata khusus mengenai nama-nama ekosistem laut seperti nama-nama ikan, terumbu karang, dan jenis habitat lainnya. Kemudian, untuk bidang pelayaran sering berhubungan dengan perusahaan atau orang dari luar negeri karena biasanya ada aktivitas ekspor dan impor. Untuk itu, dibutuhkan Bahasa Inggris tentang percakapan umum dan percakapan tentang kemaritiman.

(There are two sections in the maritime sector: 1) the water sector, and 2) the shipping or shipping sector. The names of marine ecosystems, such as fish, coral reefs, and other forms of habitats, require specialized vocabulary in the water sector. Then, because there are usually export and import activities in the shipping sector, companies or people from other countries are frequently connected. English is required for general chats as well as maritime conversations.) (P-4)

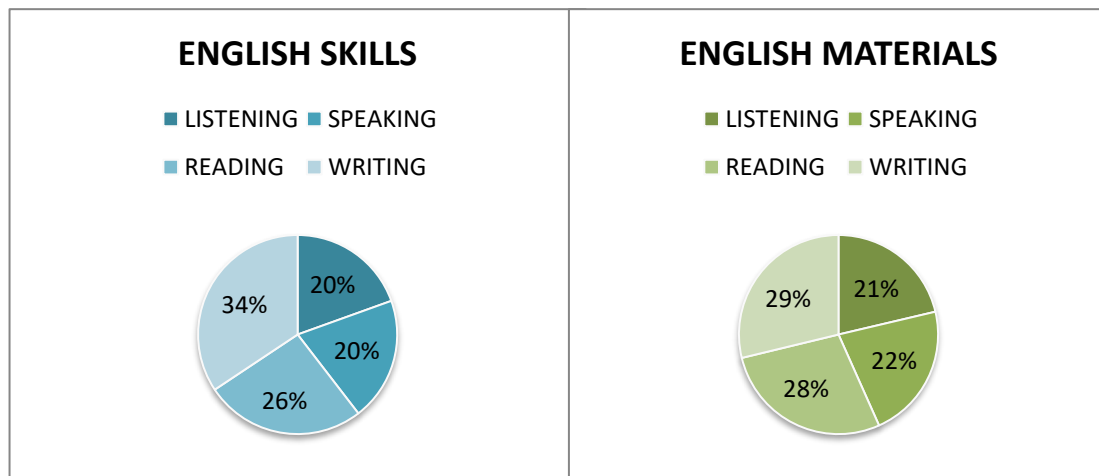
From the results of the interviews, the researchers concluded that the most needed skills were reading and writing. Meanwhile, the materials needed are marine ecosystem, shipping, marine instrument, navigation, GIS and remote sensing, maritime special communication (when on a ship or when diving).

The results of this interview become a reference in developing an English syllabus with the integrated syllabus type because in the integrated syllabus the four language skills are involved in activities in the course. However, this syllabus is focused on developing reading and writing skills, but still interspersed with listening skills and speaking skills. On the other hand, the material contained in the syllabus is obtained from the results of interviews and questionnaires.

The Results of the Questionnaire

Questionnaires are used to see the correlation between needs of English for Marine Science Study program that have been mentioned by previous research participants with the wants of Marine Science students. The following is a description of the results of the needs analysis of the second research instrument (questionnaire).

Diagram of Needs Analysis of English Skills and English Materials



The diagram above shows the percentage results of the four English skills and also shows English material needed by Marine Science students at Bengkulu University. The results of the questionnaire show that the highest percentage is writing skills with a total of 34%. Based on the percentage results, it can be seen that writing skill is the most needed skill by marine science students.

Then, the highest score in the second position is reading skills with a percentage of 26%. That means reading skills are also important for marine science students. Furthermore, listening skills and speaking skills are also quite needed by marine science students with a fairly high percentage, namely 20%.

On the other hand, in the English material diagram the percentage of the questionnaire results is quite significant. However, the first position with the highest percentage was writing materials with 29%. Then, in the second position is reading materials with a percentage of 28%. Next, speaking materials with a percentage of 22%. Then, the last one is listening materials with a percentage of 21%.

From the results of the questionnaire, it can be concluded that the English skills most needed by students of the marine science study program are writing skills and reading skills. Moreover, in English materials, similar to English skills, marine science students need materials related to writing and reading activities.

It can be concluded that the results of the needs analysis from interviews and questionnaires have many similarities, including the skills most needed when studying in class are reading skills and writing skills. This is in line with what was mentioned by previous research participants. That means needs and wants on needs analysis have a significant correlation.

The results of the needs analysis are used as a reference in developing the syllabus. In this study, the researcher chose the integrated English syllabus which the researcher thought was most suitable for marine science students. In the integrated syllabus, the four English skills are developed through in-class activities but still focus on the main skills that are really needed, namely reading skills and writing skills.

Therefore, in this syllabus, there is more material that can help develop reading skills and writing skills. However, listening skills and speaking skills are still included in

the learning syllabus. So that after learning English ends, students can master the four language skills according to the marine science context.

The results of the more detailed questionnaire are described in the diagram below. The diagram shows the results of each questionnaire items from English skills and English materials needed by Marine Science students at Bengkulu University.

The Steps of Developing Syllabus

The Result of Designing the Syllabus for the First Draft

After getting the data from the needs analysis using interview and questionnaire, the researcher designed a integrated English syllabus for the first draft. The syllabus was set for English subject for Marine Science students especially for Marine Science students at Bengkulu University. It was designed for ESP course to the 7th semester students which consisted of fourteen topics about the Marine Science context. The type of syllabus was notional-functional syllabus which used communicative approach and some compilation of language function that were performed and expressed during the learning and teaching process. The examples of language functions to master special English vocabulary with Marine Science context, master basic grammar, fluent in communication when sailing, and so on.

The design of the syllabus consisted of course identity, learning outcomes for study programs, learning outcomes for courses, course descriptions, materials, learning resources, learning media, indicators, criteria and assessments, learning models, time allocation, and assessment weights. Before designing the first draft of the syllabus, the researcher determined the topics, skills, and indicators based on the result of need analysis and library research. The topics, skills, and indicators were designed as guideline for researcher to make the researcher easier to design the syllabus.

The Result of Validating the Syllabus

The researcher submitted the first draft of the syllabus to the expert (Marine Science lecturer at Bengkulu University) to validate the syllabus. The researcher used questionnaire to get the corrections and comments from the expert toward first draft of syllabus. The researcher also got a feedback from the expert through discussion.

The expert suggested that the learning objective at the attitude and the knowledge be adjusted to the academic English syllabus which was specially made by the Faculty of Agriculture because it had been determined by the competent authorities on campus. Meanwhile, the learning objective on the skills to be achieved is quite good according to him.

In addition, in learning materials the expert suggested to multiply exercises or activities that are able to develop students' abilities in analyzing language elements and their function. The most important language element is grammar such as present tense and past tense because both types of tenses are needed by marine science students to write research reports and also to write abstracts for their journals.

On the other hand, in on the learning model, the expert said that types of learning models were presented in the syllabus should to reduced. It could make the English lecturers difficult to determine activities in the course. Then, on the assessment, the expert provides suggestion for using appropriate vocabulary, for example, in speaking skill the assessment indicator should be fluency, not accuracy. After getting suggestions,

comments, and criticism from the validator, the researcher corrected the syllabus according to the input given.

The Result of Revising the Syllabus for the Second Draft

Based on input from the expert or validator, the next step taken by the researcher is to improve the syllabus and make a syllabus for the second draft. The result of syllabus for second draft can be seen at appendix 8.

Here are some improvements based on feedback by expert or syllabus validators:

- 1) He suggested that the achievement of the course be adjusted to the vision and mission of Marine Science Study program because it has been determined by the stakeholders or the authorities in the syllabus preparation section so it cannot be changed. There for, the researcher asked for an example of the learning syllabus applied in the marine science study program as a reference for researchers in determining the achievement of English courses in this syllabus. One of the missions of the marine science study program which is the focus of guidance for researchers in developing this syllabus is to create competent and highly competitive graduates. From this sentence, the researcher concluded that Marine Science students must master all of English skills, because this can be used as a provision for them when working in the marine sector.
- 2) Additionally, based on expert input, the learning materials presented in the syllabus does not only focus on developing English skills but also developing students' understanding and mastery of English elements, especially basic grammar such as present tense and past tense.
- 3) Furthermore, some of the learning models contained in the first draft syllabus were omitted by the researcher. This is in line with expert comments or validators who suggest showing only some urgent learning models in the syllabus. So that it is easier for English lecturers to determine learning methods or learning activities in the classroom.

Those are some of the improvements made by researchers in the development of the syllabus in this study. Next, the researcher tested how good the second draft syllabus was by trying out the syllabus.

The Result of Try Out the Syllabus

Try out the syllabus by researchers to test how appropriate the syllabus is to be used. In this study, researchers could not try out the syllabus because learning English in the Marine Science Study Program was applied in the uneven semester, namely in semester 7. Therefore, the researcher replaced the try out part of the syllabus with a syllabus discussion session. In the syllabus discussion, the researcher asked the opinion of two lecturers, one from a marine science lecturer and the other from an English lecturer.

The following are suggestions and comments from marine science lecturers regarding the syllabus for second draft:

- 1) Choose the appropriate topic to develop writing and reading skills because based on needs analysis, these two skills are the skills most needed by marine science students at Bengkulu University.

- 2) The achievements of the study program are adjusted to the existing provisions in the marine science study program, which can be seen in the previous English syllabus applied to marine science.
- 3) Increase student-centered learning activities such as discussions, presentations, and others.
- 4) Sort the material from easy to difficult material.
- 5) Ensure that the learning model can develop the English skills needed by students.

In addition, there are some suggestion from English lecturer about syllabus for second draft:

- 1) Integrate the skills needed by marine science students, especially in reading and writing because the syllabus does not yet display learning activities oriented to the development of reading skills and writing skills.
- 2) Come up with learning activities that can support students in mastering skills and materials in reading and writing.
- 3) Make sure the material is sorted from the easiest to the most difficult levels.
- 4) Re-select the learning model according to the learning needs and make sure to choose the learning model which is student-centred.

The researcher recorded all the suggestions and comments from the two lecturers, then made improvements to the syllabus for the second draft. After that, the researcher designed the syllabus for the final syllabus.

The Result of the Syllabus for the Final Draft

To revise the syllabus for the final draft, the researcher gave a questionnaire to the lecturer from Marine Science study program. In this study, the researcher only asked for advice from one lecturer, it was suggested by an English lecturer that the end of the syllabus be discussed with the lecturer from the study program that was the object of research because he understood better the needs of English in the study program.

From the discussion, the Marine Science lecturer suggested that activities in the classroom should involve students more than the teacher. In addition, activities in the classroom must also be able to make students more active or in other words the activities in the classroom are more of a practice than an explanation from a lecturer who teaches English. So that, it's okay to use only a few learning models because the most important thing is the development of students in mastering English skills.

Moreover, the lecturer suggested to repeat the skills and elements of the language so that marine science students can maximize their mastery of English. After attending the English course, students should be able to apply their skills or at least be able to write simple texts or reports and what they need most is to write abstracts for their journals. So, it can be said that this English course is a provision for students to write internship reports and also to write abstracts on the research they are doing for their final project (thesis).

Not only that, the lecturer also suggested to convey the materials in a simple way because the English language skills of Marine Science students at Bengkulu University were not sufficient or on average they were still at the beginner level. It is possible that the English course will use a mixed language, namely English and interspersed with the

mother tongue. From the suggestions above, the researcher revised the syllabus. In the learning model, researchers only use Contextual Teaching and Learning (CTL).

Furthermore, in the syllabus materials on language elements is also presented repeatedly from one meeting to another the following week. In addition, to develop students' English skills in the syllabus, the same test is also presented repeatedly and several activities in class are also presented which are expected to be able to help marine science students to master the four English skills, especially reading skills and writing skills. Then, the materials in the syllabus is also presented in a simple form with several examples in order to optimize the achievement of learning objectives. The results of the syllabus for the final draft can be seen in this below.

Items	Old Syllabus	Final Syllabus
Learning outcomes	Students can comprehend textbooks, articles, and journals written in English. Then students can create papers and present in English.	Attitude, Knowledge, General Skills, Special skills
Skills	All of skills but focus on Reading & Writing skills	All of skills but focus on Reading & Writing skills (appropriate to the result of needs analysis)
Materials	<ol style="list-style-type: none"> 1. Basic Grammar (Present Tense & Past Tense) 2. Active & Passive voice 3. Adjective & Adverb Clause 4. Identify controlling idea in essay 5. Able to recognize the relationship of thoughts in English essays 6. systematic writing of articles and scientific journals 7. reading textbook effectively 8. write articles and scientific journals in English language 	<ol style="list-style-type: none"> 10. Types of fish 11. Types of coral reefs 12. Fishing method 13. Marine instruments 14. Geographic information system 15. Remote sensing 16. Navigation 17. Ship construction 18. Communications on board 19. Communications at sea.

	9. presentation in English	
Learning Activities	Lecture method, video show, speaking practice and writing practice	Contextual Teaching and Learning (group discussion, presentation)
Indicators	Mastery the knowledge; participation and attitude	Accuracy, Fluency and mastery of the materials
Assessment	Activity level, English practice, ability writing in English	Written test & Spoken test

Discussion

Students Needs of English

Based on the concept of ESP, each study program has different needs. This is because the focus of learning is also different. For example in the Marine Science Study Program, it is certain that the learning focuses on the marine context which requires English in the marine context as well as in the maritime field.

After conducting a needs analysis of the English language needs in the Marine Science study, the researchers found several results. Based on the results of the needs analysis that has been carried out, it is known that the Marine Science Study Program at Bengkulu University requires all English skills but the skills that are most needed are reading and writing skills. This can be seen from the results of interviews with English lecturers, Marine Science lecturers, and stakeholders who are employees at the Bengkulu Marine Affairs and Fisheries Department, the three participants said that the skills that are needed are writing skills and reading skills.

In addition, the findings of a questionnaire of 58 participants were 8th semester Marine Science students revealed that the skills they most desire to improve are writing and reading skills. This is evidenced by the fact that the percentage of the two abilities (writing and reading skills) is substantially higher than the percentage of listening and speaking skills.

Even while writing and reading skills are the most important, the Marine Sciences study program also requires listening and speaking skills. They will require writing and reading skills in college, but the objective of establishing this syllabus is not only to assist Marine Science students in mastering English skills and materials suited to their needs and preferences. It does, however, aid in the preparation of Marine Science graduates who are ready to work in the maritime sector, whether in the office or in the maritime department. As a result of the analysis with water and marine police on Baai Island Bengkulu who are field workers or part of the maritime department, the skills they require the most are listening and speaking. As a result, the English skills and materials offered in this syllabus include not only writing and reading, but also listening and speaking English skills and materials. However, learning is still primarily focused on writing and reading, with listening and speaking as addition.

On the other hand, the Marine Science major which requires English to understand marine science, the hotel department as in the previous study by Ayu Anisa, students in the hotel department actually need English to be able to communicate with customers. Then, in the ESP research by Suharyono who found out the English needs

of the MTS Al-Amin Islamic Boarding School in Al-Amin Islamic Boarding School there were also differences. In his research, Suharyono combined the English material needed by MTS Al-Amin Islamic Boarding School students. Because the focus of the study is on junior high school students, the English material designed is much simpler or basic English material.

The difference in English language requirements above shows that ESP learning cannot be equated between departments because each department has a different focus of study which makes their English needs different. From this it can be seen that in designing learning for the ESP course, it is necessary to conduct a needs analysis of students so that the ongoing learning can achieve the goals set by each department.

Integrated English Syllabus

The integrated syllabus was designed based on the result from needs analysis above (from interview and questionnaire) by looking at the needs of English skills and the English material needs of marine science students' at Bengkulu University.

Based on the analysis of the data above, it can be concluded that the English skills and English materials most needed by marine science students at Bengkulu University are writing and reading. Additionally, marine science students also need to develop listening skills and speaking skills because these two skills are needed when they practice in the field, such as when learning about ship construction or special communication for shipping. On the other hand, these two skills are a provision for students after graduated at work in marine sector. That means listening materials and speaking materials are also needed in the process of learning English in the marine science study program.

Therefore, the researcher chosen to develop integrated English syllabus for marine science students, because based on the researcher opinion the suitable English syllabus for Marine Science students is integrated syllabus. In designing the syllabus, the researchers were guided by the integrated syllabus by Richard (2001) by combining several types of syllabus such as skill-based syllabus, content-based syllabus, and grammatical-based syllabus. Therefore, in this syllabus, the learning process does not only focus on developing English skills but also requires students to understand English materials (vocabulary in the marine context), and elements of English (grammar, clause, and so on).

CONCLUSIONS

Based on the finding and data analysis, this research has answered the research questions presented in the previous chapter, and it can be concluded that:

First, it was found that the English needs by Marine Science students at Bengkulu University are reading and writing. Moreover, from the data in this researcher, the English syllabus that suitable for the is integrated English syllabus.

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