

The importance of expected learning outcomes in a lesson plan (a case study in Balinese and old Javanese departments)

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Abstract: This paper aims at finding out the role of Expected Learning Outcomes (ELO) in producing the Lesson Plan for English for Specific Purposes (ESP) Course taught in Balinese and Javanese Departments, Faculty of Arts, Udayana University. Theoretically, a lesson plan is created based on the needs of the students that in our situation is reflected in the Expected Learning Outcome (what the department wants its graduates to be). Since the students come from two different Departments – Balinese and Old Javanese Departments – and are taught in the same session, comparing the Expected Learning Outcome to find the language needed by the students is necessary to be conducted. A kind of compromising is important to be done to make the learning process useful for those two Departments. The data about the Expected Learning Outcome were taken from the Department document and the additional data were taken from the students to be put as consideration in deciding the teaching materials. The data collected were analyzed qualitatively to decide what teaching materials suitable for the students of both Departments so that the learning process can meet the learning outcomes. The theory of teaching ESP by Hutchinson and Waters (2010) will be used in this research. The results show that the Expected Learning Outcomes are very important to determine the teaching and learning materials and process of ESP. From the graduate profiles and the ELO, students in both Departments need to be given translation theory and practice course. The students in those two different Departments should study ESP in different classes and sessions because translation theory and practice dealing with many cultural terms in Balinese and Old Javanese are not as easy task to do.

Keywords: Expected Learning Outcome; ESP; need analysis; Balinese and Old Javanese students

Introduction

English as a foreign language in Indonesia is taught at all departments at Udayana University for one and/or two semesters as an obligatory course that the students have to take. The students' needs in learning English at each department are not the same, and lecturers of English usually teach English for Specific Purposes (ESP). In preparing materials and teaching methods/techniques for ESP, one of the important things that should be put into consideration is the Expected Learning Outcomes (ELO) in which it relates to what each department wants its graduates to be.

Suskie (2004) states that “expected learning outcome refers to specific knowledge, practical skills, areas of professional development, attitudes, higher order thinking skill, etc. that faculty members expect students to develop, learn, or master during a course”. It means that the expected learning outcome can be used to determine the teaching materials for specific purposes, not the general ones, so that students can focus on what they need to learn in order to obtain specific outcomes.

English course in Balinese and Old Javanese Departments at the Faculty of Arts, Udayana University is given in one semester (the first

semester) and the students in both Departments are grouped into one class. They study English at the same class and session with the consideration that both Departments have few students. The Old Javanese Department has the smallest number of students (about four up to fourteen students) in the Faculty of Arts, Udayana University, and it is considered as the scarce department not only in Indonesia but also in the world. That is the reason why the students in those two Departments are grouped into one class.

Apart from few students that both Departments have, the materials of English for specific purposes should be based on the expected learning outcomes of each Department. This paper aims at finding out how the Expected Learning Outcomes determines the teaching and learning materials and process of ESP and whether the students in those two different Departments can study ESP together in one class and at the same session.

Methodology

Data source

The Expected Learning Outcomes were taken from the Balinese and Old Javanese Departments latest documents. Besides, the questionnaire regards to the need analysis were give to the students to be put as consideration in deciding the teaching materials. English is taught in the odd (first) semester in those two Departments. The questionnaires were given to 20 students in Balinese Department and 14 students in the Old Javanese Departments on Monday, September 4th 2017, at the first meeting of the course. There are 10 questions in questionnaire related to the students' background knowledge about English and needs of studying English. The results of the questionnaire are necessary for the determining teaching materials besides the ELO that has been set by the Departments.

Data collection

The data were collected through note-taking techniques. First, the descriptions of the ELO on both Balinese and Old Javanese Departments documents were collected. Then, the questionnaires were given to the students, and the results were described descriptively.

Data analysis

The collected data were analyzed qualitatively to show the role of the ELO in deciding appropriate teaching materials for the students of both Departments so that the learning process can meet the learning outcomes. In order to decide English for Specific Purpose teaching materials in Balinese Departments and Old Javanese Departments, need analysis (Hutchinson and Waters, 2010) consists of four important parts are necessary to be conducted. The first one is to know *target needs*, that is the needs of learning English set by those two Departments and their students which include necessities, lacks, and wants; the second is *gathering information about target needs*, in this case the description of ELO published by the Departments, the third is *learning needs*, that is the students' needs in learning English taken from the questionnaires' results, and the last one is *analyzing learning needs*, in which the suitable learning materials can be chosen from analyzing those previous three parts.

Result and discussion

Target needs

The needs of learning English can be determined from the graduate profiles of the Departments, in this case what the graduates are expected to be. The graduate profiles in both departments are based on the results of tracer study, employer survey and analysis of development of jobs in local, national, regional and global, and they are used in determining the graduate competences standard for each department. The graduate profiles taken from the documents in Balinese and Old Javanese Departments are the same, in which the graduates are expected to be:

- a. a. A scholar and researcher who develops Balinese/Old Javanese language, *aksara* (alphabet/characters), and literature
- b. b. A practitioner of Balinese/Old Javanese language, *aksara* (alphabet/characters), and literature
- c. c. An administrator in government or private institution
- d. d. An entrepreneur in the fields of translation, transliteration, and palm-leaf manuscript writer
- e. e. A communicator
- f. f. A literature critic
- g. g. A manuscript conservator

The graduate profiles in both Departments only differ in the languages – Balinese and old Javanese – that the students have to master. From seven types of jobs that the students can have after they graduate from the each Department, the one that requires the mastery of English, especially in the writing skill is being a translator and/or an interpreter.

The graduates might need to translate scripts from Balinese or Old Javanese into Indonesian, then into English, or from the source language into English directly as one of the efforts to help foreigners who are interested in understanding the scripts' contents. Another type of job that needs speaking skill of English is a communicator.

A communicator is “a person who is able to convey or exchange information, news, or ideas, especially one who is eloquent or skilled” (Oxford Dictionary). It is possibly that graduates who are willing to be communicators should have a competency in speaking a foreign language, especially English, so that it is beneficial for their future carrier in communicating Balinese or Old Javanese matters.

In relation with the graduate's profiles of both Departments, the English for Specific Purposes needed by the students are writing and speaking skills. To improve students' writing skill, they have to read articles in English in order to help them improve their vocabulary, grammar and the writing styles in English language. Moreover, to be able to speak fluently, students also need to listen to conversation more often to be familiar with English, because they will have two-way of communication, that is listen to and response utterances. Reading and listening practices can be learned by students as the additional activities, but the main skills in English lesson plan are writing and speaking.

Expected Learning Outcomes – Information about the Target Needs

Learning outcomes expected from the graduates in Balinese and Old Javanese Department consists of four parts, namely, Attitude, Knowledge, General Skill, and Specific Skill. Both Balinese and Old Javanese Departments have similar contents of Attitude. Below are the contents of the Attitude in the Balinese Departments that consists of fifteen descriptions.

- 1) Believe in God Almighty and show religious attitudes.
- 2) Uphold the value of humanity in carrying out duties based on religion, morals, and ethics.
- 3) Have the contribution in improving the quality of life of society, nation, state, and civilization based on *Pancasila* (The Five Basic Principles).
- 4) Have a role as a citizen who is proud and loves the country, with the sense of nationalism and responsibility to the state and nation.
- 5) Respect the diversity of cultures, religions, and beliefs, as well as the original findings and opinions of others.
- 6) Be able to work together and have social sensitivity and concern for society and environment.
- 7) Obey the law and be discipline in social life and state.
- 8) Internalize academic values, norms, and ethics.
- 9) Show responsibility in attitude towards the expertise.
- 10) Internalize the spirit of independence, hard work, and entrepreneurship.
- 11) Be communicative in the field of language, literature and culture in particular and community in general.
- 12) Be responsive to the impact of language, literature and socio-cultural issues on society and global environment.
- 13) Be sensitive to linguistic, literary and socio-cultural issues.
- 14) Be foresighted to the sustainable development.
- 15) Be co-operative in the team-work (multidisciplinary) and be accommodative in the environment.

Old Javanese Departments have the same contents of Attitude with the Balinese Departments, but with two additional contents as follows:

- 16) Being logical, critical, and analytical in solving problems.
- 17) Being adaptive to the development of science and technology intellectually and culturally.

The students study in those Departments are expected to have good attitude while they are still studying and after they graduate because Indonesia is a multi-ethnic country that has diversity in cultures and customs. They should

respect other ethnic's culture and all religions exists Indonesia, besides being communicative, cooperative, responsive to the dynamic changes of linguistics and literatures.

There is a slight difference between the Knowledge in both Departments. The graduates in Balinese Departments are expected to understand the:

- 1) Basic concepts in linguistics and literatures
- 2) Balinese Alphabet and its uses.
- 3) Basic concepts of philology.
- 4) Basic concepts of cultures.
- 5) Methodology in the fields of linguistics, literatures, and philology.
- 6) Concepts, theories and methods of translation.
- 7) Basic concepts of journalism.
- 8) Basic concepts of teaching linguistics and literature.

Old Javanese Department divides the Knowledge mastery into seven parts, in which the graduates are expected to understand the:

- 1) Basic concepts in linguistics and literatures.
- 2) Old Javanese Alphabet and its uses.
- 3) Basic concepts of philology.
- 4) Basic concepts of conservation and manuscript writing.
- 5) Basic concepts of cultures.
- 6) Methodology in the fields of linguistics, literatures, and philology.
- 7) Concepts, theories and methods of translation.

Students in Balinese Department have to understand the eight concepts as stated previously, but not the concept of manuscript conservation as a part of the knowledge mastery in Old Javanese Department. It is because many authentic manuscripts written in Old Javanese language have been extinct. Meanwhile the mastery of basic concept of journalism in Balinese Department is not listed in Old Javanese Department because Balinese language is still used in communication, especially in Bali, but Old Javanese language is no longer used as a means of communication either by people in Java or in Bali. From the Knowledge mastery part, the one that has a relation with the English course is the translation

The third part of the ELO is the general skills. Both Balinese and Old Javanese Departments set

exactly the same general skills that students should have. The students are expected to be able to:

- 1) Apply logical, critical, and innovative thinking in the context of development or implementation of science and technology that concern in humanity appropriate to their expertise.
- 2) Demonstrate qualified, measurable and independent performance.
- 3) Study the implications of the development or implementation of science and technology by taking into account and implementing the sense of humanity in accordance with the expertise, rules and scientific ethics in order to have better solutions, ideas, design, or art criticism.
- 4) Produce a scientific description of the results of the study in the form of undergraduate theses or final project report, and upload them in the university website.
- 5) Make appropriate decision to solve the problem in the area of expertise based on the results of information and data analysis.
- 6) Build and maintain networks with counselors, colleagues, both internally and externally.
- 7) Take responsibilities for the group work and to supervise and evaluate the work under their responsibilities
- 8) Conduct a self-evaluation toward their responsibilities, and being able to manage self-learning.
- 9) Document, store, recover data to ensure validity and avoid plagiarism.

The general skills are likely related to the skills that students in every Department should have, among others: to be logical, creative, innovative, responsible, avoid plagiarism, etc. The English for specific purpose materials in accordance with those specific skills can be the up-to-date and dynamic ones.

If the general skills in the ELO of both Departments are the same, the specific skills are set differently. These are considered as the most important parts in the ELO because they show the certain skills that the students in different Departments are expected to be when they graduate. In terms of the specific skills that in Balinese Department, their students are expected to be able to:

- 1) Collect data related to language, literature, and manuscript.

- 2) Read and transliterate Balinese texts into Latin and vice versa.
- 3) Translate Balinese texts into Indonesian or other foreign languages.
- 4) Translate Indonesian/foreign language texts into Balinese using computer applications.
- 5) Edit Balinese scripts.
- 6) Write creative writings in Balinese.
- 7) Give explanations about the uses of language, *aksara*, and Balinese literature in various fields.
- 8) Become a Balinese language, *aksara*, and literature counselor.
- 9) Deliver Balinese news in media.
- 10) Be a presenter of Balinese language.
- 11) Present papers and share Balinese language and literature knowledge in various forums.
- 12) Re-write Balinese *aksara* texts.
- 13) Document and store scripts in digitally.
- 14) Write a dictionary.
- 15) Have a creative and innovative business based on the local genius related to Balinese language, *aksara*, and literature.
- 16) Become a Balinese language, *aksara*, and literature teacher.

The students in the Old Javanese Department are expected to be able to:

- 1) Apply four language skills (reading, listening, writing and speaking) of *pura*, *kidung*, and *kekawin*.
- 2) Collect, document, and save the original literature, and manuscripts.
- 3) Understand and apply methods and techniques of translating Old Javanese language.
- 4) Understand and apply Old Javanese language in literature groups.
- 5) Transliterate Old Javanese *aksara* and texts into Indonesian or foreign language with the help of information technology.
- 6) Document and store scripts digitally.
- 7) Produce creative and innovative works with classical nuance.
- 8) Master methods and techniques of *mewirama* and *kidung* (*sekar agung* and *sekar madya*), and also elaborate them with information technology.

Balinese language is still spoken nowadays as a means of communication, but Old Javanese language is not, that is why the description of specific skills that the Balinese Department are more various than the ones that the Old Javanese

Department have. In relation with those specific skills, English for specific purposes can be given with the topic to translation as stated in the specific skills of the ELO numbers 3, 4 and 14 (Balinese Department), and number 3 (Old Javanese Department).

Learning needs

The learning needs of the students are described from the answers of the questionnaires given. There are ten questions in the questionnaire, and the results are as follows.

1. English language ability consists of the mastery of reading, listening, speaking, writing, grammar, vocabulary and pronunciation. From 20 students in Balinese Department, 24% of the students answered that they are weak on those skills, 54% are average, 18% are good, and 4% are very good. It means that they realized that they still need to improve their English skills, especially writing, grammar and vocabulary that are directly related to translation.

There are 14 students in Old Javanese Department who filled in the questionnaire and it shows that 61% of the students are weak on those skills, 38% are average, 1% is good, and none of them answered to have very good ability on those skills. It seems that the students in this Department are weaker than the Balinese Department's students on the mastery of the English skills.

2. The second question on the questionnaire is about their experience in taking informal English course. It is found that 80% of Balinese Department's Students and 86 % of Old Javanese Department's students do not take English course. It can be assumed that they have very little knowledge about the use of English language.

3. The next question is about their experience in taking English exams, like TOEFL or IELTS. There is one student in Balinese Department who took IELTS test and one student in Old Javanese Department who took TOEFL test, and it shows that the rests have lack of experience in taking English competency tests.

4. In regards to the question about how often they use English as a means of daily communication, 5% of Balinese Department students always use

English, 85% seldom, and 10% never. Then, 7% of Old Javanese Department students always use it, 64% seldom, and 29% never. English is almost never used by the students in both Departments as a daily means of communication.

5. This next question is 'whom do they speak English with?' There are 15 students (65%) in Balinese Department speak English with friends, and the rests are with parents (5%), siblings (20%), and with no one (10%) because there are two students who never speak English (based on the answers to the question no. 4). Moreover, there are 9 students (64%) in Old Javanese Department speak English with friends and the others do not use English with anyone. It still shows high percentage of the little use of English as a means of communication.

6. This question is related to whether their English ability influences the learning process of Balinese or Old Javanese sciences. Based on the answers to the questionnaires, 35% of the Balinese Department students, and 29% of the Old Javanese students said English does not have a relation with the sciences. It seems because the most of the ELO criteria expected the graduates to deal with Balinese and Old Javanese languages.

7. The seventh question is that according to the students, whether it is necessary to learn English specific terms related to Balinese and Old Javanese science. The answers show that 80% and 79% of the Balinese and Old Javanese Departments students think that it is important. It relates with the translation activity that they want to know what are the translations of the specific terms into other foreign language, especially English.

8. This question is about whether the English course will be beneficial during the course is taken or after they graduate. It shows 65% of Balinese students and 79% of the Old Javanese students answered that it will be useful after they graduate or when they work.

9. This question is about what skills – among the seven skills – are mostly needed to be learned? The Balinese students answered that it is strongly needed to learn listening and speaking, moreover, it is necessary to learn vocabulary. Meanwhile, Old Javanese students said that they need to learn listening, grammar, vocabulary.

10. The last question asking about the obstacle or difficulty in learning English, in which there are five options: not interested, do not have financial support, not confident, lack of learning facilities, and other reason that can be added or written. Most students, (80% and 50% of Balinese and Old Javanese students) answered that they are not confident enough to use English. This reason might be based in the fact that they seldom use it as it is not the subject related to their main concerns.

Learning need analysis

From the graduate profiles and the Expected Learning Outcomes of both Balinese and Old Javanese Departments, it is clearly seen that translation and/or interpreting are the most related subjects to the English for Specific Purpose in both Departments that deal with specific skill of writing and speaking. Writing is one of the productive skills in English that needs at least upper-intermediate level of English, which covers the comprehension of vocabulary or lexical cohesion, grammar and tenses, coherence and cohesion. Speaking is another productive skill that needs fluency of the speaker with the appropriate use of grammar, tenses, vocabulary, as well as coherence and cohesion. Meanwhile, to be able to achieve the upper-intermediate level, the students have to improve themselves very hard because the English skills that they have seem below the expected criteria seen from the questionnaire's results.

The teaching materials of translation theory and practices from Balinese/Old Javanese-English Translation and vice versa are considered suitable for the lesson plans. They will be given more practices in translating the SL texts into the TL texts. Since translation is not an easy task to do, especially dealing with many cultural terms in Balinese and Old Javanese, the students cannot be grouped in one class with the same schedule of the course.

Conclusion

The Expected Learning Outcomes have very important roles in determining the materials of ESP. without having the ELO as the consideration, the learning materials will be difficult to be arranged to definitely meet the needs of students in learning ESP. Balinese and Old Javanese Department have similar Expected

Learning Outcomes, and the students need to be given translation practices. Since the source languages are different – Balinese and Old Javanese – the students should learn English in different classes so that they will focus on the certain languages involved in translation practices.

Acknowledgements

LPPM (Research and Community Service) Udayana University 2017 funded this research. We would like to express our gratitude to the Rector of Udayana University, Head of Research and Community Service Udayana University, Dean of Faculty of Arts Udayana University for the support and cooperation.

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