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## Designing an English Syllabus for Architecture Students: Matching Students' English Skills and Future Jobs

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### Abstract

Designing an English Syllabus for architecture students is important to match what they are studying at the university and their future job later. Through the syllabus, lecturers are aware of the mapping between learning outcomes, materials, teaching methods, and assessment and most importantly what students need in the future. English instruction for architecture students is included as English for Specific Purposes. In this circumstance, the lecturers must provide students with the students needs in their field, as outlined in the syllabus. To meet these requirements, the researchers conducted a Research and Development to develop an English Syllabus for Architecture students adapted from Borg and Gall (2003) including (1) needs analysis, (2) writing the product, (3) validating the product, (4) revising the product and (5) final product. Meanwhile, Language Program Development (LPD) by Yalden (1987) is chosen as the model of syllabus development. Thirty three architecture students, three architecture lecturers, and three architecture professional workers as alumni and stakeholder were involved. They were given a questionnaire, an interview, and a validation sheet to collect and triangulate the data. Then, the syllabus was developed, validated, and revised. The results showed that the syllabus of English for Architecture Students has been developed as an integrated syllabus, and it is feasible to use.

**Keywords:** Designing English Syllabus, Architecture Students, English Skills, Future jobs.

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## 1. Introduction

A syllabus is a semester learning plan for students in a particular lesson or course which includes learning objectives, learning materials and activities, competency achievement indicators for assessment, assessment, time allocation, grading requirements, and learning resources. In addition, it may set constraints on the what, how, and why of learning, whether purposefully or not (Farrow & Leathem, 2020). As one of the lessons provided in university levels, English instruction also needs a syllabus to organize well-established teaching that sets expectations, requirements, and standard (Burton, 2022; Farrow & Leathem, 2020). A syllabus is a document which says what will be learnt (Hutchinson and Waters, 1987). In more detailed, Richards (2001) explained the syllabus is a specification of content of a course of instruction and includes what will be taught and tested. Thus, from the syllabus, it will be known what is going to be taught and tested at English classes. A syllabus also designs as class mapping program to learn. Thus, syllabus can influence how the teaching and learning will run, including English teaching.

The importance of having a syllabus in teaching is doubled when it comes to teaching English for Specific Purposes. English for Specific Purposes (ESP) is as English instruction through the fundamental of students' actual, immediate needs who must perform real life tasking (Peter, 2017; Wette, 2018; Smoak, 2003). English for Specific Purposes is not a new branch in English. It is an approach to language learning, which is based on learners' need (Hutchinson and Waters, 1987). Teaching ESP must meet with the specific needs of the students to learn English.

Designing a syllabus in an ESP class based on particular students' needs is as important as other fields to be done before teaching students in the classroom. Through the syllabus, lecturers are aware of the mapping between learning outcomes, materials, teaching methods, assessment, skills, and more importantly what the students would do later in the future. The demand of English as one of international languages must be fulfilled; thus, syllabus must be developed well since English is a global spread language (Rahimi & Ruzrokh, 2016; Wette, 2018; Lau, 2020). It is no doubt then that English plays a prominent role as a lingua franca in the world and is needed in the workplace. This condition obviously brings the needs of teaching English to students nowadays in this global era (the Act of the Republic of Indonesia Number 32 Article 77K Verse 2c Year 2013 on National Standards of Education). It is not only at schools but also at university levels. It is needed to developed the university students' English skill because they need to prepare their English skill for their future jobs (Evans, 2000 in Lau, 2020; Chiu et al., 2021). English is needed in some job fields including in Architecture field. However, International English language education was poorly provided by traditional literature-based or "general English" programs, and more precisely crafted curriculum were required to meet the needs of different types of learners in different fields (Bolton & Jenks, 2022).

Thus, in order to answer this necessity, English lecturers who teach specific English for specific students in this case the students in Architecture field must use suitable syllabus to match the English skills and the future jobs. It aims to link what the students are studying in the classroom and what they will do later at their workplaces (Wette, 2018; Evans, 2000 in Lau, 2020). In other words, the specific needs is not only as the course in the classroom but also their needs at their future work later. Basturkmen (2010) stated that ESP courses set out to teach the language and communication skills that specific groups of language learners needs or will need to function effectively in their disciplines of study, professions or workplaces. When the researchers would like to develop a suitable syllabus for English for Architecture, they must know learners, lecturers, and other parties' target needs. According to Hutchinson and Waters (1987), target needs are the necessities, the lack and also the want of the learners' to learn English. Needs analysis is one of the process in gaining the identification of language and skills is used in determining and refining the content for the ESP course (Basturkmen, 2010). It is the learners' target, need and want comprehensively and relevantly (Day & Krzanowski, 2011). By having the process of unraveling what students, lecturers, and other parties need, lack and want to learn English and what they would get in the future, there will be a benefit for students to learn ESP now when they work later. It is also important to know the result of the needs analysis because it will guide the lecturers to the appropriate material that is really needed for students structured in a syllabus.

Answering those target needs, previous studies on designing instructional learning specifically for Architecture students were done by Kurnia and Sundayana (2017) focusing on needs analysis. They stated that students of Architecture field need Speaking and Reading skills (Kurnia and Sundayana, 2017). Meanwhile, in the international level, Ulum (2020) conducted a study on English for Architecture students showing the needs to focus on writing and speaking. Another researchers, Anjarwati (2020), developed reading materials that matched the materials of Architecture at National Institute of Technology Malang on and work fields. All of the previous studies covered in this study showed that the researchers tend to choose one or two English skills in teaching English to Architecture students since students' needs are different from one field to another.

Considering the importance and urgency of a syllabus in instructional learning and due to the research studies addressing students' needs particularly in the architecture field remains limited, this research study aims at designing an appropriate English Syllabus for Architecture Students. By having English syllabus for Architecture students, it is hoped to help the lecturers and students in teaching learning process that runs well and matches with the future jobs. Thus, the objective of this research study is to develop an English syllabus for the Architecture students of Universitas Muhammadiyah Banjarmasin to achieve their target needs in learning English and preparing their future jobs. The significance of this research is for the students of Architecture Department of UM Banjarmasin in learning

English that matches their future jobs. It means that there is a match between the Architecture students' needs, lack and want on the syllabus developed with their future jobs. This syllabus can be used to prepare the Architecture students' English skills for their future jobs since the themes written in this syllabus are concerning the English for Architecture.

## **2. Method**

This research employed a Research and Development (R&D). The researchers adapted the research and development model by Borg and Gall (2003). There are ten development steps described by Borg and Gall (2003) namely research and information collecting, planning, developing preliminary forms of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination, and implementation. However, the researchers adapted these ten steps into five main steps that are (1) needs analysis, (2) writing the product, (3) validating the product, (4) revising the product and (5) final product. Meanwhile, Language Program Development (LPD) by Yalden (1987) is chosen as the model of syllabus development (Yalden, 1987 in Gozali 2017). Then, in collecting the data, the researchers utilized a questionnaire, interview, and validation sheers for data triangulation from thirty-three architecture students, three architecture lecturers, and three architecture professional workers as alumni and stakeholder. This research study was conducted at Architecture Department, Universitas Muhammadiyah Banjarmasin (UM Banjarmasin), Indonesia. The participants were all parties who are involved in Architecture Department or those who have ever studied English for Architecture in Architecture Department of UM Banjarmasin.

### ***2.1 Needs Analysis***

Needs analysis was the first step in this research and development. From needs analysis, it aims to answer the needs, the lack and the want of Architecture students in studying English as ESP. Through the needs analysis, the lecturers get potential information data of the students (Yalden, 1983; Basturkmen, 2010). Meanwhile, Hutchinson and Walter (1994) explained that from the necessities, it shows the demands of target language in their field and their future jobs. From the lack, it shows what is the students' lack in learning English. Then, from want, it will tell what is the students expect as the result of learning English. The subject of this needs analysis as the research participants were thirty-three students of Architecture department of UM Banjarmasin. The questionnaire consisted of seventeen questions were distributed and responded by the students. Then, the researchers interview the head of the Architecture Department, two lecturers of ESP in Architecture Department, as well as three stakeholder and the alumni of Architecture Department.

### ***2.2 Writing the Product***

Writing the product content is the stage of including the needs analysis results into the syllabus. The content of this syllabus is: identity of the subject (name of the subject, subject

code, credit, name of lecturer, time and total meeting in a semester) as well as the description of the subject, the objective of the study, theme, English skills, competence, method, media, evaluation, and the last reference. Besides that, the researchers included the description of the purposes in writing the syllabus. In this stage, the researchers would decide what syllabus purpose that would be used for Architecture students of Universitas Muhammadiyah Banjarmasin. Then, the researchers would select the syllabus type based on the results of the needs analysis. There are some syllabus types in language teaching. The decision to use an appropriate syllabus for English class depends on the priorities in teaching rather than in absolute choices (Richards, 2001). He also mentions some syllabus types, namely: content based, competency based, task based, text-based approach, skill based, functional, grammatical, vocabulary and situational syllabuses. Furthermore, Donough (1984) introduced integrated syllabus. He argues that integrated syllabus is particularly relevant to ESL, where English is the medium of instruction and communication in other subject. His idea is in line with Brown (2007). He thinks that communicative syllabus is effective for ESP students. Having appropriate syllabus for the students is important because it will help the students to meet their needs and their expectations in learning English (Tokatli and Kesli, 2009). After choosing the type of the syllabus, the researchers wrote the syllabus in accordance with the obtained data in this study.

### ***2.3 Validating the Product to the Experts***

For this step, the researchers asked to the experts to validate the English for Architecture Students Syllabus. They are 2 experts here. First, the head of Architecture program and an English for Specific Purposes lecturers. The prototype of the syllabus would be given along with the blueprint and the validation sheet.

The validation sheet was employed to measure the validity of the teaching materials (Amelia & Chandra, 2021). The analysis of the validity of this teaching material is to find the percentage comparison between the total score given by the respondent ( $\Sigma R$ ) and the predetermined maximum score (N) (Arikunto, 2010). The product criteria used were adapted from Mardapi (2004) and can be seen in Table 1.

*Table 1. Product Validity Categories*

<b>No.</b>	<b>Percentage of Value</b>	<b>Category</b>	<b>Follow-up</b>
1	> 75 %	Very high	No need for revision
2	51 % - 75 %	High	Little revision
3	26 % - 50 %	Enough	Requires revision
4	<25 %	Less	Replaced

### ***2.4 Revising the Product***

Revising is needed in designing the syllabus to ensure its quality and change the prototype based on the experts' constructive feedback. The researchers gave the prototype of the syllabus and the experts evaluated the syllabus. The results were written in the validation sheet. The experts gave the validation sheet to the researchers, and the researchers revised the developed syllabus. The revised prototype were consulted to the experts of Architecture and the syllabus design as experts validation in this study.

### ***2.5 Finishing the Final Product***

After following all steps from the (1) needs analysis, (2) writing the product, (3) validating the product, and (4) revising the product and. The last step was developing the final product. The researchers developed the final product of this study namely the syllabus of English for Architecture to match their English skills and future jobs.

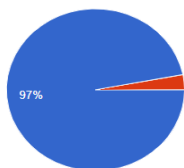
## **3. Finding and Discussion**

### ***3.1. Findings on the Needs Aalysis***

#### ***3.1.1. Findings of the Questionnaire of Architecture Students***

The researchers distributed a questionnaire to 33 students of Architecture Department. There were 17 questions to answer covering the aspects of the English skills, the necessity of English in the future jobs, the ways of improving English skills, strategy and materials in learning English. The data obtained from the questionnaire was then quantified. The results from the questionnaires are given below.

#### **1. The important thing of English skill for Architecture students**

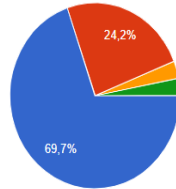


*Diagram 1. Students' Responses of Question 1*

Diagram 1 showed that 97% of the participants stated that English is really needed for them, and 3% of the participants stated that English is not needed for them. This result showed whether they study in Architecture Department and their subject doesn't have connection in language but they are really aware that English is important and really needed to support their field.

## 2. The most important English skill to support them at class

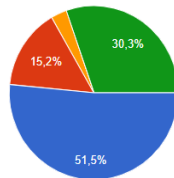
This question was asked to know what the major skill is important for them. When the lecturers know what the major skill is needed, they will develop it more in their teaching learning process. The result of this question shows that



*Diagram 2.* Students' Responses of Question 2

Diagram 2 showed 69,7% of the participant's stated speaking is important, 24,2% of the participants stated reading is important, and the rest participants stated writing and listening are important for them. From the result above, the researchers concluded that speaking is the most important skill based on their opinion. They are aware if speaking is important for them. It means that developing speaking skill is really needed in their subject. They need their speaking better to support their subject and even their future career at work.

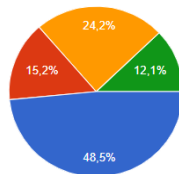
## 3. The difficult English skill for Architecture students



*Diagram 3.* Students' Responses of Question 3

Even though they stated that speaking is important and needed for them but the fact shows that 51,5% of the participants stated if speaking is difficult for them. There were 30,35% of the participants stated that listening is difficult, and the rest students stated that reading is difficult for them.

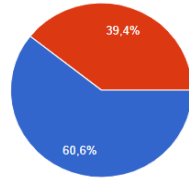
## 4. The difficult English component for Architecture students



*Diagram 4.* Students' Responses of Question 4

To know more detail what makes speaking is the most difficult skill for them, the researchers asked what English component makes them difficult in learning English. There were 48,55% of the participants stated it is grammar. 15,2% of the participants stated that it is vocabulary. 24,2% of the participants stated that it is pronunciation. 12,1% of the participants stated that others.

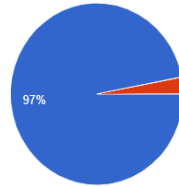
#### 5. Whether English lecturer has given their needs in Architecture field



*Diagram 5.* Students' Responses of Question 5

The results showed that 60,6% of participants stated that English lecture in their campus they have been given the needs in Architecture but 39,4% stated no. Teaching English for Architecture department must give what the students' needs to learn English. What the students' purpose in learning English must give at their class.

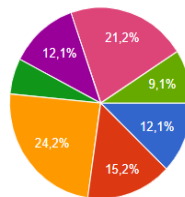
#### 6. Whether English is needed to support them in their future work



*Diagram 6.* Students' Responses of Question 6

The results of the response of question 1 showed that 97% of the participants stated yes but other stated no. There were more than half of the participants agree if English is important to support their future work.

#### 7. The effective way to increase their speaking skill



*Diagram 7.* Students' Responses of Question 7

There are some techniques to learn English. This question to ask for knowing the students' favorite technique to learn English and the answer showed that 24,2% of the participants stated role play and simulation. 15,2% of the participants stated discussion, 12,1% of the participants stated speech, 9,1% of the participants stated reading, 21,2% of the participants stated telling a story, 12,1% of the participants stated presentation, and the rest of the participants stated others.

#### 8. The effective way to increase their writing skill

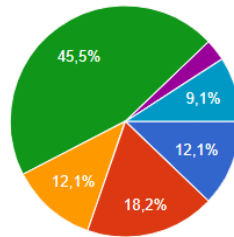


Diagram 8. Students' Responses of Question

Their answer are vary on this question. It seems that they have their own style how to develop their writing skill. In detail, it shows that 12,1% of the participants stated that writing architecture report, 18,2 participants stated that writing a story or short narration in architecture, 12,1% of the participants stated that writing the answer in architecture, 45,55 participants stated that learning grammar and implement it in written which has correlation in architecture, 9,1% of the participants stated others, and other participants stated that reordering some architecture words in architecture and others.

#### 9. The effective way to increase their listening skill

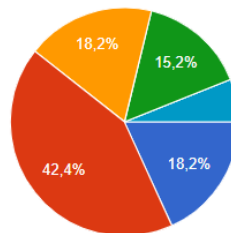


Diagram 9. Students' Responses of Question 9

The results showed that 42,4% of the participants stated that listening English song is the effective way, 18,2 % agree to listen English speech, 15,2 % love to watch and see English podcast, 18,2% love to listen English debate and the rest is others. Listening to the song is the most favorite technique for them to develop their listening skill.

### 10. The effective way to increase their reading skill

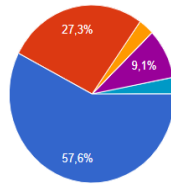


Diagram 10. Students' Responses of Question 10

The results showed 57,6% of the participants thinks that reading English text is effective. 27,3% of the participants stated that reading English short story is effective. 9,1% stated that reading English news is effective and other agreed through reading English report and other reading activity. This result showed that through reading text is still the most technique to develop their reading skill

### 11. The Architecture students' learning strategy to help them in increasing their English competency

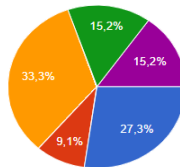


Diagram 11. Students' Responses of Question 11

Discussing learning strategies is interesting since it shows how the students' strategy to learn English and the result shows that 33,3% of the participants agreed if discussion is very helpful. 15,2% of the participants stated that simulation is good strategy. 15,25 students think that English presentation is best for them. 27,3% students mentioned that role play, and 9,1% of the participants agreed if debate works.

### 12. The suitable English for Architecture students

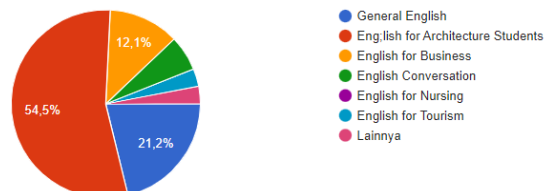


Diagram 12. Students' Responses of Question 12

The results of this question showed that 54,5% of the participants answered English for Architecture is needed and suitable for them. 21,2% of the participants answered General English. 12,1% of the participants answered English for Business. Other participants answered English Conversation, English for Tourism and others. It shows that they really understand that their need is English for Architecture.

### 13. The barrier factor to increase their English skills

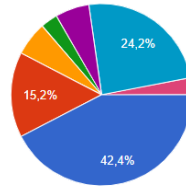


Diagram 13. Students' Responses of Question 13

The results showed that 42,4% of the participants stated that their self-confidence to use their English. 15,25 participants stated that they don't have enough time to practice their English. 24,2% of the participants stated that their environment doesn't support them to use English. The rest participants stated other reason. Self-confidence is still dominant for the student who wants to get better in English and it is natural because English is as foreign language and not their major.

### 14. How their motivation in developing their English skills

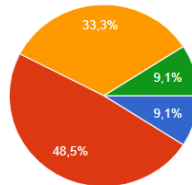
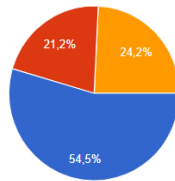


Diagram 14. Students' Responses of Question 14

The results revealed that 48,5% of the participants stated that it is high. 33,3% of the participants stated that it is middle. 9,1% of the participants stated that it is so-so. 9,1% of the participants stated that it is so high. It is quite surprising even English isn't their major, and they aware if English is still difficult for them to master but they still have motivation to learn English.

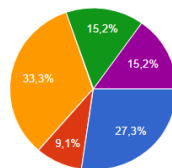
### 15. The suitable material for Architecture students

The results revealed that 54,55 participants stated that the lecture must relates to Architecture theme. 21,2% of the participants stated that the lecture must use general theme 24,25 participants stated that the lecture must relate to their future job in work place. They agree that the material must have link with their major, that is Architecture.



*Diagram 15.* Students' Responses of Question 15

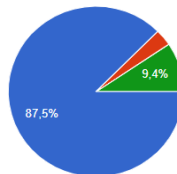
### 16. The useful teaching learning strategy in increasing their English skills



*Diagram 16.* Students' Responses of Question 16

The results showed that 33,3% of the participants stated that it is discussion. 15,2% of the participants stated that it is simulation. 15,2% of the participants stated that it is presentation. 27,3% of the participants stated that it is role play. 9,1% of the participants stated that it is debate. The discussion strategy is the most learning strategy that they think useful in learning English.

### 17. English skill that is the most using in their future job



*Diagram 17.* Students' Responses of Question 17

The results revealed that 87,5% of the participants stated it is speaking. 9,4% of the participants stated that it is listening. The rest participants stated it is reading. The result shows that more than 50% agree if speaking is the most used skill in their future jobs.

#### 3.1.2 Findings of the Interview with the Head of Architecture Department

The result of interview with the head of Architecture Department of Universitas Muhammadiyah Banjarmasin showed that English is important for Architecture students. It is in line with the result of the student's questionnaire which showed that there are 97% participants think that English is important for them. Indeed, the head of Architecture also

told that by having good English, it can help the Architecture students to enlarge their knowledge because there are a lot of Architecture references are written in English. They explained that the Architecture students really need English which has relationship with their subject, that is English for Architecture students. This necessity also answered by the Architecture students from the result of need analysis. It showed that 54,5% students agreed that they need English for Architecture.

Moreover, the head of Architecture also explained that the students need to be familiar with some English vocabulary in Architecture. It is because there are a lot of Architecture English vocabularies which is used at their subject so they need to be familiar with Architecture English vocabularies to support their class. The necessity of mastering Architecture vocabulary in their field also was shown the students in their questionnaire result. It showed that 15,2% students agreed if they need to be more familiar with Architecture vocabulary.

This interview result also showed that the Architecture students must have good command in English. By having good command in English, it can help them to have English communication in their work place, to enlarge their net working in international and also to help them to fulfill the standard communication design that can be understood internationally.

In short, speaking is one of language target skill for their subject. This idea also supported by the Architecture students. There were 69,7% students claimed that speaking skill is the most important skill to support their field. They need to master speaking not only at class but also in their future work. They think that speaking skill is the most using skill in their future job. This idea is supported by 87,5% respondents.

Based on those findings, the researchers wrote some Architecture themes in the developed syllabus. The themes are Architecture History, Psychology of Architecture, Communication in Architecture, Art and Design, Building Construction, Sustainable Building, Environmental Architecture, Architecture Science, Urban Design, Writing an Architecture Project and Architecture Project Presentation. These themes meet with their need in their class. They can get some English Architecture vocabulary through those themes and also develop their speaking skill.

### *3.1.3 Findings of the Interview with Architecture Lecturers*

In line with the head of Architecture Department of Universitas Muhammadiyah Banjarmasin, the lecturers of architecture agreed that English is really important for Architecture students. They stated that the Architecture students need to have good reading skill because through reading the students will get some Architecture English vocabulary which is they need familiar to support their lectures. In this case, they also gave some Architecture vocabularies, namely carport, symmetrical, light, building, plumbing, drop ceiling, interior, foyer, shape, brick, etc.

Beside that they also told that the students are hoped to understand some Architecture references which written in English. It is really hard and difficult for them. So, they need to have good English reading skill to comprehend the Architecture references. The necessity of having good reading skill also can support their Architecture lesson. This idea also supported by the participants. There were 24,2 participants agreed if reading skill is important to support their lesson at class. It is because there are some literature is written in English so they need to have good English skill.

More often, the Architecture lecturers also argued that reading is important for the Architect at their workplace. This idea is also supported by 6% students as the respondents. So there is a connection of reading necessity for this recent time and the future. For bridging this necessity, reading text will be given for their class. It will be given by attending some Architecture themes in their reading text as the researchers mentioned above. By having reading section for their class, it is expected to develop their reading skill.

The Architecture lecturers also answered that speaking is important skill for the students. They explained that there is a competition in free trading area. It happens not only in Indonesia but also aboard. So by having good oral communication in English, it will help them to compete in global area even present their Architecture project aboard.

#### *3.1.4 Findings of the Interview with Alumni and Stakeholder*

The result of interview with alumni showed that English is important for them in work place. There are some English vocabulary that sometime is used when they do Architecture communication design. It means that they need to master some English vocabulary in Architecture. This idea is also in line with the findings of Architecture students' questionnaire and the finding of Interview with Architecture Lecturers.

The researchers included the needs analysis data from all participants in this section. There were some points that the researchers got from the data (Anjarwati, 2020; Amelia & Chandra, 2021; Santoso et al., 2021). First the useful of English for the students. The students realized that English is not only useful for them in supporting their study at class but also at their workplace next. They know if they will need English to support their work later. It is because there are some English term is used in their field, so they must be familiar it. They need English that has correlation with Architecture field. Shortly, they need English for Specific Purposes (ESP), specifically English for Architecture. Beside that they also understand that speaking is the most important skill used in their future job. They need to master speaking for communication, especially in Architecture business in this global area, they need to enlarge their networking globally. Thus, having good communication in English is helpful for them. This idea is in line with the result of the lecturers of Architecture.

Second English skill, even though English is important and support their activity in Architecture field but they realize also that English is still difficult for them, especially

speaking skill. Speaking is the most difficult skill for them (69% of the participants) then reading (24,2%) next writing and listening (6,8%). As we know they really need speaking to communicate with the client but speaking is the most English skill that really need to develop for them. The fact also described that grammar and vocabulary are difficult for them. They need more understanding in those components to master not only in speaking but also in other skills.

Third about the preferences strategy to learn for each skill. It showed that every student has different opinion how to master in each skill (Rahimi & Ruzrokh, 2016). It showed that there were some variety ways to achieve the outcome for learning English for them. They are role play, simulation, discussion (for speaking skill), writing Architecture report, developing short story in Architecture (for writing skill), listening English song, listening to the speech (for listening skill), reading English text, reading short story (reading skill). Beside that the researchers also asked what useful learning strategies to help them in learning English. It showed that discussion is on the first strategies that they think is useful for them. It means that they realized if having good communication skill is important in learning language. Those learning strategies will be reflected in syllabus. So, it will make the teaching learning process more effective.

Fourthly, it is surprise to know that they are motivated in English. As we know by having good motivation, it can drive them to get success in learning English. It will be easy for us to guide them and to take down the barrier factor when they learn English.

### ***3.2 Writing the Syllabus***

The researchers found integrated syllabus is particularly relevant to ESL where English is the medium of instruction and communication in another subject. Meanwhile, Waddington (2010) used a content-based nature syllabus and Petraki & Khat (2020) utilized a negotiated syllabus in their syllabus design since they emphasized the involvement of the students in the course design process, which assisted in the design of a relevant and engaging curriculum. In this study, English is as the facilitators to study another subject or as the communication. Thus, in the integrated syllabus is focused on integrated English skills in communication. Having appropriate syllabus for the students is important and would be suitable to what students' needs.

In this step, the researchers wrote the syllabus content for Architecture students. The results of needs analysis need to be implemented in teaching learning process. Thus, having an appropriate syllabus is important. The goal of learning English for ESP students is supposed to meet with their necessities in English. They want to learn English which has correlation with their field, not only at class but also in their future workplace and it must be developed integrally in four language skills. ESP syllabus for Architecture students must show communicative competence in applying four language skills. In this case the ESP

syllabus should give the need and the want why the Architecture students learn English. It means that the syllabus should give some themes that have correlation with their field and their future workplace that is Architecture.

Those themes are given to them by having some Architecture materials which is developed integrally in four English skills. They are Architecture History, Psychology of Architecture, Communication in Architecture, Art and Design, Building Construction, Sustainable Building, Environmental Architecture, Architecture Science, Urban Design, Writing an Architecture Project and Architecture Project Presentation. In this syllabus also gives some tasks which are familiar in their future workplace, for example answering the question based on the text, fill in the blanks with some Architecture vocabulary given in the box, matching English Architecture vocabulary with the Indonesian, developing a paragraph based on Architecture picture given, developing short dialogue based on daily conversation in Architecture work place, discussing with the theme of Architecture, fill the blanks based on audio exercises.

The strategies to achieve the learning outcome must match with the effective strategies that the students prefer. When there is a meet between the students' need and syllabus given, teaching ESP for Architecture students will be optimum (Murtiningsih & Kailani, 2019; Santoso, Yonantha, and Serly, 2021). More detail, the researchers included the content of this syllabus namely identity of the subject (name of the subject, subject code, credit, name of lecturer, time and total meeting in a semester), the description of the subject, the objective of the study, theme, English skills, competence, method, media, evaluation, and the last reference. The contents are adjusted with the needs analysis results to match the English skills and students' future jobs.

### ***3.3 Validating the Syllabus to the Experts***

The experts in the Architecture field validated the English for Architecture student's syllabus. There are two experts that validated the product. Validating the product that is being developed would make the product better to gain more input from the experts (Murtiningsih & Kailani, 2019; Amelia & Chandra, 2021). The first is the head of Architecture program and the second is the English for Specific Purposes lecturer. They gave comments for the betterment of the syllabus. The comments were given on the content of the syllabus, sustainable building, and content of future jobs of Architecture students as well as comments on technical mistakes in syllabus writing such as format and mechanics.

### ***3.4 Revising the Syllabus***

The researchers evaluated and revised the syllabus based on the comments from the experts. The constructive comments given to the researchers were taken into account. Finally, the syllabus of English for Architecture students has been developed and is feasible to use. However, due to the time constraints, trying out level could not be done in this present study.

This limitation is anticipated by having thorough and complete data on the needs analysis. Likewise, the try out should be done if possible on further study to make the syllabus better (Amelia & Chandra, 2021; Santoso et al., 2021).

### **3.5 Finishing the Final Product/ Syllabus**

The results of this present research study proposed the syllabus that would be used for Architecture students in preparing their English skill for their future jobs. This developed syllabus has been adjusted to the students' needs to learn English in matching the English skills in the classroom and their future jobs. This English for Architecture syllabus covered the themes of Architecture History, Psychology of Architecture, Communication in Architecture, Art and Design, Building Construction, Sustainable Building, Environmental Architecture, Architecture Science, Urban Design, Writing an Architecture Project and Architecture Project Presentation.

## **4. Conclusion**

Teaching English for Architecture students is as English for Specific Purposes (ESP) which need analysis before. Through the needs analysis, reasons why the ESP students learn English, their needs, lack and wants in learning English are established. All of them should be given in their syllabus. ESP syllabus should show four language skills to get their English competence better. There are some learning strategies to reflect four English skill into syllabus. As a syllabus developer, the researchers have combined all of them by giving some tasks which relevant in Architecture students at class and also at their future workplace in this developed syllabus. After following all stages in the development of this Research & Development (R&D), the integrated syllabus that has been developed by the researchers is feasible to use, and it is expected to be able to match the students' English skills and their future jobs in Architecture field. However, more improvements are needed particularly on the trying out step since try out can provide more feedback to the develop syllabus as the product to find the effectiveness of the syllabus.

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