PROCEEDINGS

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Proceedings

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DECREASING THE GAP: LINKING AND MATCHING BETWEEN ESP CURRICULUM AND NATIONAL QUALIFICATION FRAMEWORK (KKNI)

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Abstract

Teaching and learning English process in vocational school is not easy as seen. It needs deep understanding to the goal of the material given. For years, there was gap between learning outcomes and the needs in the working scope area. Sometimes, the graduate could not compete with the competency or skill needed in working company or the material was overlapping that it was jump over too high to the basic needs. Overcoming the problem, there was national qualification framework which has standards for its level. The competency mandated was based on the needs in industrial scope, so that there will be decreasing gap between academic and industry. Based on the observation done last year, it was easier for lecturer and students to take new-designed material which complied with the national qualification framework. It was more focus and going deeper to an area of working competency.
Keywords: gap, vocational school, qualification framework

Background

Language is tool for communication with others. Since globalization soars, employees are criticized to be skilled in English, as it becomes international language. Nowadays, companies in Indonesia make it important for their workforce to achieve English as there is also ASEAN Economy Community. In this situation, Indonesian workers will compete with others coming from other countries.

Polytechnic, as one of institution engaged in vocational education, supply skillful workforce for companies. Thus, they are required to be able to complete the tasks at workplace professionally. And, they are also required to have good communication skill, moreover communicating in English. Students are emphasized to learn English for special purpose (ESP) since majoring in an area of work, such as marketing. To do so, it needs curriculum which is fit to demand of job at workplace.

In area of working, achieving English is potential for career advancement. As reported by Global English, 93% say that English in one requirement to get promotion (www.globalenglish.com). One whose English is better is seen as the right man to get promotion. It is prior to employee to complete the tasks which mostly need English.

Unfortunately, in Indonesia, acquiring English is something far beyond the hope. There is still a gap appears between learning process and performance at workplace. It is shown by its learning outcome which does not match with the needs of the companies. Frequently, the English performance of the employees can not fill in the gap when they take part at workplace. Overcoming the problem, government creates the framework of national qualification. It is for the purpose of standardized learning outcomes for the same level of education (www.kemenristekdikti.org).

Based on the situation, there is a need to make curriculum of English which provide students with communication skills predicted to be done at workplace in future. Thus, the research is aimed to analyze ESP curriculum which has been linking and matching with the National Qualification Framework (KKNI).

Research Method

The research was qualitatively done by observing and analyzing English class of Marketing Management for Electronics Industry at Polytechnic APP last year. There are four classes, consists of theory and practice class. The classes were observed through the curriculum, module, and classroom learning for the whole semester, which involve lecturer and students altogether. The research involves desktop research to gain more references or supporting data. The result of observation then transcribed into paragraphs and/or charts which enable the reader to understand.

Findings and Discussion
English for Special Purposes for Marketing

As foreign language, English is taught for years in Indonesia. It is recently taught since primary school to upper level of education. In many institutions, English becomes generic courses, although its major is not English. Thus, ESP has chosen to teach in order to embedding learning process to the situation at workplace.

Gatehouse (2001) cites Dudley-Evans (1997) in stating that ESP is defined to meet specific needs of the learner. Although ESP has often been divided into English for academic purposes (EAP) and English for occupational purposes (EOP), Knight, Lomperis, van Naerssen & Westerfield (2010) further clarify ESP when they divide language learners who need ESP into two categories:
1. Language learners who are in the process of developing expertise in their fields need English communication skills as tools in their training.
2. Language learners who are already experts in their fields need English communication skills as tools in their work.

To meet the needs of students gaining ESP, it requires to combine classroom performance, business content and communication, internship and careers (Knight, 2010). The ESP curriculum then embedded to each program at institution, for example marketing. As a marketer, it needs highly achievement in communication skills, since it has been front man in selling products, goods or service.

ESP for marketing will discuss all about things may happen during the selling period. Starting from how to take attention to people to take interest to the product, students are skilled with basic communication. Going through the process, it needs deep understanding to respond others in order to keep interaction. Thus, skills in selling are prior to teach, such as approaching customer, negotiating, and handling complaint.

Designing Curriculum of ESP for Marketing

Teaching English for university students brings different perspective than teaching at school. Students of upper level of education will look at themselves different from the previous level. The positive views seem to derive in part from the sense of being undergraduates in a prestigious institution, and taught by senior and well-qualified tutors.

These were particularly positive about these features of the university curriculum (Kiely, 2015):
• A focus on aspects of English other than grammar rules;
• The lack of memorization of texts;
• Knowledgeable, well-qualified teachers;
• Academic lectures rather than lessons in the classroom;
• The opportunity to study literature, such as Shakespeare.

Since it is ESP for marketing, there are several topics to discuss instead of grammar. The topics are more focus on aspect of marketing, which are derived from any related references, such as business media and insight from practitioners. Grammar is less to discuss, and inserted in some related topics.

Curriculum of ESP is alongside the main study, so that there are many marketing items to know. As it wishes that by the process, there are good learning outcomes. As the input in teaching and learning process, curriculum becomes very crucial. Lecturer encourages students who reluctantly learn ESP as it is only supporting lesson. Curriculum will impact the process and learning outcomes, without denying that method of teaching will also gaining a role in achievement. Here is the matrix of teaching and learning process of ESP:

input
•curriculum

process
•method
•media

output
•learning outcomes
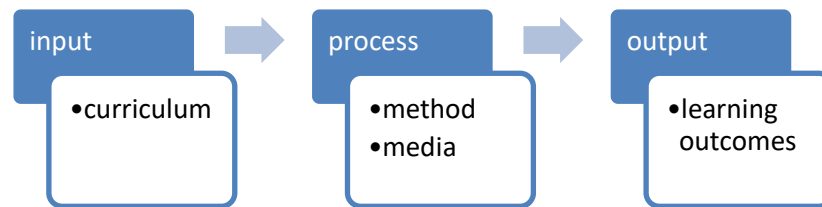
Figure 1. Matrix of Process of Teaching and Learning

The four basic elements become certain concern prior to be checked when they are at workplace. The approaches are based on its goal. Thus, it will in line with the learning outcomes. The goal is simply focus on an aspect to make easier to achieve. It covers business area, especially in marketing scope.

Table 1. Approaches of Language Elements

Elements	Goal	Approach
Reading	Understanding documents at work	Business document
Writing	Respond to letter, correspondence with client or customer	
Listening	Able to understand others' say	Business presentation
Speaking	Respond to others, promote, communicating brand	

Table 2. Scheme of Marketing Certification

Operational Marketer		
Identifying elements of company's marketing (1)		
Doing active communication (2)		
Doing business writing (3)		
Selling area	Service area	Brand area
Approaching to potential buyer (4)	Pursuit customer satisfaction (7)	Planning for a research (9)
Doing selling skill (5)	Handling complain (8)	Processing data execution (10)
Arranging selling activities plan (6)		Holding an event (11)

Source: www.lsppemasaran.com

The scheme is produced after reconciling stakeholders, such as academician, marketer, government, and representative of industry. Thus, it is basic skill to gain as operational workers. The skill will always be used at workplace so that it is important to achieve.

Since preparing for qualified marketer, the graduate is directed to seize all skills in the scheme, which consists of area of selling, service, and brand. It will complete the skill holistically. Breaking down the scheme, there are some topics served in the module: 1) company, 2) customer, 3) selling process, 4) market research. The topics will be spread sequentially since the beginning of semester. All topics will ends in whole semester meetings. The topics above then interpreted into units. These units will lead the lecturer and the students to pass meeting by meeting. Here is the table to show it links to each other:

Table 3. Links between Curriculum and Criteria

	Unit	Learning focus		Related criteria
		theory	practice	
A	WHO AM I?	Elements of marketing	Self recognition	1
B	WHERE DO I WORK	Company	Marketing communication	1,2
C	WHAT WILL I SELL?	Product knowledge	Promoting	1,2
D	WHO IS MY CUSTOMER?	Customer	Welcoming guest	2,7
E	HOW TO SELL IT?	Selling process	Personal selling	4,5,6
F	CAN WE HAVE FURTHER DISCUSSION?	documents correspondence	Negotiating reporting	3
G	WHAT SHOULD I DO?	Customer satisfaction	Handling complain	7,8
H	HOW DO I KNOW CUSTOMERS'	market research	Doing research	9,10

	NEEDS AND WANTS?			
I	WHAT SHOULD I PROPOSE?	Business writing	Arranging business proposal	3
J	HOW CAN I COMMUNICATE THE BRAND?	Brand communication	Presenting	11

A unit in the curriculum covers at least a criteria on its standard of qualification. Basically, criteria (1), (2), and (3) become major criteria for professional marketing operational workers. Without passing it, the graduate can not take further criteria on its standard. So that is why these criteria link to several units. Criteria (1) is discussed in unit (A), (B), and (C), while the second criteria to be discussed in unit (B), (C), and (D). Criteria of business writing are discussed in the unit of correspondence and writing business proposal. The remaining criteria spread to the rest units.

Looking over the curriculum, it will go deeper to focus on the criteria, so that the students will be accustomed to talk about marketing items and inhabit to act professionally as marketing operational workers. By this grand design, it is a hope that it will cover all knowledge and skill that is officially needed by graduate to take part in industry. It is also to anticipate the needs of gaining certification which is held globally.

Benefit of Linking ESP Curriculum and National Qualification Framework

Linkage between ESP for marketing curriculum and national qualification framework (KKNI) give more benefit to apply:
a. Eliminating the gap between learning outcomes and performance at workplace;
   Student will be able to complete the task, although they are asked to finish it in English. The students will only take a look at the task may happen at workplace, not going so far to memorize grammar rules, for instance. They will also not discussing other part, limited to marketing and business scope.
b. The students is more focus in learning;
   By giving certain area to discuss, it may easier to students to achieve. The students are also accustomed to marketing items, so that they will not get lost in global era;
c. The lecturer takes more time to see the students.
   This means that lecturer will have more consideration about the advancement of all students. Slow learner will be given more attention. Thus he/she will take more attention to the student advancement.
d. The academic situation is not full of fear of grammar rules;
   Making less grammar rules to discuss will eliminate the fear to students. Majority fear of learning English is about grammar. This also becomes major shortage of the graduate in the country.
e. Bringing new idea of material that complies with the need in industry.
   Bringing new design of curriculum will improve the creativity for lecturer to arrange new material also. The material should discuss about something about marketing phenomena which may occur in the real situation.

Conclusion

Jumping to the conclusion of the research, it needs more consideration to all lecturers of ESP to link the learning outcomes to performance at workplace, which interpreted into criteria of working scheme. If it is applied, there is no doubt that learning outcomes will fit to criteria based on the standard of working qualification in the country.

The design will bring new phenomena to the academic situation that everyone involved will feel more engaged to the real situation at workplace. It emphasized to all parts to gain more working competitiveness by equipping them with good qualification of working.

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