TABLE OF CONTENTS

	Page
TITLE PAGE	i
DECLARATION	ii
APPROVAL PAGE	iii
ABSTRACT	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF GRAPHS	xiii
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Research Questions	9
1.3 Research Purposes	10
1.4 Research Significance	11
CHAPTER II THEORETICAL FRAMEWORK	13
2.1 English for Specific Purposes	13
2.1.1 Basic Concept of English for Specific Purposes	14
2.1.2 Needs Analysis	19
2.1.3 ESP Syllabus and Curriculum	27
2.1.4 ESP Materials	30
2.1.5 ESP Methodology	36
2.1.6 Evaluation in ESP	42
2.2 Course Design	46
2.2.1 Concept of Course Design	46
2.2.2 Approaches to Course Design	48
2.3 Previous Related Studies	77
CHAPTER III RESEARCH METHODOLOGY	82
3.1 Research Design	82
3.2 Methods of Data Collection	88

3.2.1 Questionnaire
3.2.2 Interview
3.2.3 Observation
3.2.4 Review of Documents
3.3 Methods of Data Analysis
3.4 Limitations of the Study
CHAPTER IV RESEARCH FINDINGS AND A PROPOSED COURSE DESIGN
4.1 A Portrait of the English Course
4.1.1 Institutional Goals
4.1.2 Class Management
4.1.3 Instructional Materials
4.1.4 Instructors
4.1.5 Teaching Methodology
4.1.6 Evaluation
4.1.7 Interpretation of the Findings
4.2 Students' Need Analysis
4.2.1 Present Situation Analysis
4.2.2 Target Situation Analysis
4.2.3 Strategy Analysis
4.2.4 Deficiency Analysis
4.2.5 Interpretation of the Findings
4.3 A Proposed Course Design
CHAPTER V CONCLUSIONS AND SUGGESTIONS
5.1 Conclusions
5.2 Suggestions
REFERENCES
APPENDICES
Appendix 3.1 Questionnaire for the Students (in Indonesian)
Appendix 3.2 Guide for Interview with the Instructors (in Indonesian)
Appendix 3.3 Guide for Interview with the Faculty's Management (in Indonesian)
Appendix 3.4 Samples of the Results of Interview with the Instructors

Appendix 3.5 Samples of the Results of Interview with the Faculty's	
Management	229
Appendix 3.6 Samples of the Fieldnotes (Observation in the Classroom)	239
CURRICULUM VITAE	248



LIST OF TABLES

	Page
Table 2.1 Twenty Principles of Language Teaching (Nation & Macalister, 2010)	61
Table 2.2 Content and Sequencing Guidelines (Nation & Macalister, 2010)	65
Table 2.3 Format and Presentation Guidelines (Nation & Macalister, 2010)	68
Table 2.4 Conditions and Activities for the Four Strands (Nation & Macalister, 2010)	71
Table 2.5 Monitoring and Assessment Guidelines (Nation & Macalister, 2010)	74
Table 3.1 Number of Classes and Students	86

Table 3.2 Distribution of Instructor's Teaching Load	87
Table 3.3 Structure of the Questionnaire	93
Table 4.1 Students' Responses on the Syllabus	112
Table 4.2 Students' Responses on the Instructional Materials	119
Table 4.3 Instructors' Academic Qualifications	121
Table 4.4 Students' Responses on the Teaching and Learning Activities	124
Table 4.5 Final Grade Conversion	126
Table 4.6 Objective Profile of the Students	162
Table 4.7 Subjective Profile of the Students	162
Table 4.8 Wants of the Students	165
Table 4.9 Necessities of the Course	166
Table 4.10 Learning Preferences of the Students	167
Table 4.11 Lacks of the Students	168
Table 4.12 Environment Constraints and Effects	169
Table 4.13 Target Needs	170
Table 4.14 Learning Needs	171
Table 4.15 Syllabus of the Proposed English Course	175
LIST OF FIGURES	D
	Page
Figure 2.1 ESP Classification by Experience (Robinson, 1991: 3-4)	16
Figure 2.2 Simplified Tree of ELT (cf. Hutchinson & Waters, 1987: 17)	17
Figure 2.3 A Synthesized Tree of ELT	19
Figure 2.4 Materials Design Model (Hutchinson & Waters, 1987: 109)	35
Figure 2.5 Factors Affecting ESP Course Design (Hutchinson & Waters, 1987: 22)	47
Figure 2.6 Connection between Curriculum and Syllabus (Dubin & Olshtain (1986: 43)	50
Figure 2.7 Components of an Audiolingual Curriculum (Dubin & Olshtain (1986: 36)	51

Figure 2.8 Components of a Communicative Curriculum	
(Dubin & Olshtain (1986: 68)	52
Figure 2.9 Nation & Macalister's (2010) Curriculum Design Model	55
Figure 4.1 Classroom Setting (Reece & Walker, 2003)	115
Figure 4.2 A Summary of the Course Design Process	180



	Page
Graph 4.1 Age Distribution	137
Graph 4.2 Students' Proficiency Levels	138
Graph 4.3 Students' Motivation to Learn English	138
Graph 4.4 Students' Assessment of their Language Skills	139
Graph 4.5 Students' Assessment of their Language Aspects	140
Graph 4.6 Students' Assessment of their Reading Sub-skills	141
Graph 4.7 Students' Perception of Important Language Skills	142
Graph 4.8 Students' Interest to the Course	142
Graph 4.9 Students' Assessment of Instructional Materials	143
Graph 4.10 Students' Perception of the Course	143
Graph 4.11 Students' Reasons to Study English at Present	144
Graph 4.12 Students' Reasons to Study English for the Future	146
Graph 4.13 Students' Perception of the Importance of English	147

Graph 4.14 Importance of Oral Accuracy	148
Graph 4.15 Frequency of Writing Tasks	148
Graph 4.16 Students' Immediate Future Needs	149
Graph 4.17 Students' Learning Places Preference	150
Graph 4.18 Students' Learning Styles Preference	151
Graph 4.19 Students' Learning Activities Preference	152
Graph 4.20 Students' Preference of Instructors	153
Graph 4.21 Students' Language Skills Preference	154
Graph 4.22 Students' Correction Preference	154
Graph 4.23 Students' Learning Media Preference	155
Graph 4.24 Learning Media Accessibility	156
Graph 4.25 Students' Learning Time	156
Graph 4.26 Students' Use of Supplementary Materials	157
Graph 4.27 Students' Learning Difficulties	159
Graph 4.28 Students' Needs for Practice	160