

CHAPTER I

INTRODUCTION

This chapter provides the information of introduction of the research. The discussions was divided into seven sections, namely research background, research questions, research objectives, scope of the research, product specification, research benefit, and definition of terms.

1.1 Research Background

Global competition increases specifically in economic field that gives impacts toward all of the countries in this world. Since Indonesia is part of ASEAN Economic Community (MEA), the challenges in facing MEA are quite hard because Indonesian economic system is still in the lowest rank from other State in ASEAN. Nurfitriani (2017) described that economical growth in Indonesia decreased from the result of International Monetary Fund (IMF) in January 2017 stated that economical growth in Indonesia around 5,2%, Filipina 6%, Cambodia 7,1%, Myanmar 8,2%, and Vietnam 5,9%. Therefore, Indonesia is supposed to prepare qualify human recourses in compete global competition.

To improve the nation's competitiveness in facing globalization, as stated in the law of the Republic of Indonesia number 12 of 2012 about higher education, a higher education or university needs to develop science, technology, intellectual, professional and cultured, creative, tolerant, democratic, tough character, and dare to defend the truth for the benefit of the nation. Therefore, Indonesian government obligated the new 2017 curriculum based on KKNI (Indonesian Qualification Framework) standard as a guideline in teaching and learning process in university to support the purposes to be achieved.

University of Mercu Buana Yogyakarta (UMBY) is one of university that concerns on the purposes of national education stated in the Republic of Indonesia with the vision “being the excellent, qualify, useful, and able to reach the international standard in 2021”. Seeing from UMBY's vision, mastering English language is one of the ways to become an international standard university. Thus, English becomes one of the most important things as a tool to communicate and to support the purpose to be achieved.

Therefore, University of Mercu Buana Yogyakarta, especially Faculty of Economics plays the important role to develop entrepreneurship value in global competition. Hence, to become a global university, UMBY demand English course as a compulsory subject that should be taken by students.

Accounting Department is one of the program studies in Faculty of Economic that puts English language course in the curriculum as a compulsory subject which requires students to take 4 credits: 2 credits in semester one and 2 credits in semester sixth. Due to the change of new 2017 curriculum, it is needed for Accounting Department to have the latest English teaching instructional instrument such as curriculum, syllabus, lesson plan and even text book as guidance to support teaching and learning process.

Furthermore, syllabus is one of the most important instructional materials that are used as the guideline. According to Dubin and Olshtain (1986.35) a syllabus is more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level. This is important to have guidelines, especially syllabus, to teach English for Accounting Department because on the long-term accounting will penetrate into the business world. Therefore, the materials which are used to teach English for accounting should be planned well in the syllabus.

Accounting Department still currently uses English syllabus based on the 2012 Curriculum in teaching and learning process. From this case, if the English lecturer was still uses the 2012 syllabus as the guidance, the vision cannot be achieved because it is not relevant with 2017 curriculum. The curriculum used should contain cognitive, affective, and psychomotor as the learning achievement. Therefore the new syllabus which is appropriate with the 2017 curriculum, the vision of university, and the vision of Accounting Department is much needed.

In accordance with the target knowledge of Accounting Department and its relation to English, this research would reveal the basic needs of the Accounting students in learning English. The students of Accounting Department learnt English in relation to their study program that could encourage them in learning it which is considered as ESP.

In this case, the students will focus in accounting field based on 2017 curriculum which should contain three aspects. There were about affective, cognitive, and psychomotor. Thus syllabus from this research will contain all of the basic knowledge of Accounting with the English skills in order to face the globalization challenges.

1.2 Research Questions:

Based on the research background above, the research questions can be formulated as follows:

- 1.2.1 What is the need analysis of redesigned English syllabus for Accounting Department?
- 1.2.2 What is the redesigned English syllabus for Accounting Department like?

1.3 Research Objectives:

This study aims at accomplishing the purpose as follows:

- 1.3.1 To find out the need analysis of redesigned English syllabus for Accounting Department;
- 1.3.2 To present the redesigned English syllabus for Accounting Department.

1.4 Scope of the Research

This study would be conducted in English for Business class of Accounting Department of UMBY in 2018. This research focused on redesigning an English syllabus for Accounting Department. The materials that would be made in syllabus consist of 7 topics for 14 meetings. Then to support the goals, it needed a syllabus to conduct the English teaching and learning process as a guide. To achieve this study, the researcher would use English for Accounting as the materials in the syllabus and would used research and development (R & D) as the method.

1.5 Product Specification

Referring to the research objectives written above, the research was intended to redesign an English syllabus for Accounting Department that would be used for teaching and learning process based on the 2017 curriculum. This syllabus would be designed by considering the need of the students and based on the implementation of new 2017 curriculum that was revised. It would be in the form of syllabus English for Business subject on semester sixth the academic years 2018/2019.

1.6. Research Benefit

This research was expected to give benefits both theoretically and practically for some parties. Theoretically, the result of this research may help other English researchers for their references in conducting the similar research; while, practically, it would be useful for Accounting Department and English for Accounting lecturers of Accounting Department of UMBY. They would have the new syllabus which is related to the vision of UMBY based on the new 2017 curriculum. By using the new syllabus, it was expected the students would get easily to study because the content of the materials would focus on English for Accounting.

1.7. Definition of Term

1.7.1. Syllabus

Syllabus was a set of plans which was created to ease the teacher to arrange the plans, strategies, and learning outcomes. Simply, the syllabus was like a guideline or master plan which shows the learning process for a certain period of time. Rabbini & Gakuen (2002) defines a syllabus as an expression of opinion on the nature of language and learning to be attained. In this study, the researcher would redesigned English syllabus for Accounting department of university of Mercu Buana Yogyakarta.

1.7.2. Redesigning

Redesigning in this research means that the researcher would input something based on the data to the original syllabus and only gives suggestion.

1.7.3. English for Accounting

English for Accounting is included as English for Specific Purpose (ESP). It was because the material that will provide in a syllabus was focus on Accounting Department. Dudley-Evans (2001) in Ramirez (2015) included three variables: ESP has to be related to specific disciplines, use a different methodology from the one used in General English, and be aimed at intermediate to advanced adult learners (p. 131).