

DESIGNING ENGLISH FOR SPECIFIC PURPOSE SYLLABUS FOR EDITING COURSE

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Abstract

The objective of this research is to design an English for specific purposes syllabus for Editing Course. This research used Research and Development method. This research consists of two main activities: 1) need analysis and 2) designing an English for specific purposes syllabus for editing course. The data for this research were collected through an open-ended questionnaire consisting of 7 items, and study of literature. The open-ended questionnaire was used to collect data about students' understanding of Editing. The study of literature was used as supporting theories to design and develop Syllabus for Editing Course. The study showed that the syllabus of Editing Course need to be designed based on prerequisite knowledge and skills of an Editor, such as knowledge and skills in mechanical, content, and language editing.

Keywords: Syllabus Design, Need Analysis, ESP, and Editing.

INTRODUCTION

The vision of English Education Study Program is to produce graduates in the field of English education. However, cohort study revealed that many of the graduates also work in non-education field. In the field of education, the graduates can be a teacher, lecturer, language instructor, etc. While in the field of non-education, the graduates can be a language specialist, entrepreneur, banker, translator, editor, etc.

Based on the curriculum evaluation held in 2014, English Education curriculum in UNTIRTA needs to address one of the requirements of KKNi (National Qualification Framework of Indonesia) for S1 Language Graduates, i.e. to have skill in editing. By this consideration, English Department began to include Editing Course in the curriculum.

To introduce the students about profession as an editor and to inculcate the skills of an editor, English Education Study Program offered Editing Course as one of the optional courses of English for Specific Purposes in 2014 curriculum. Since Editing is a new course and the fact that there were some difficulties in designing the content of the syllabus, the researchers intended to redesign and develop English Specific Purposes Syllabus for Editing Course.

THEORETICAL FRAMEWORK

Syllabus Design

The success of teaching and learning process lies on a lot of crucial aspects involved in the process. One of the aspects is a well-designed syllabus. To Richards, (2002): “a syllabus is a specification of the content of a course instruction and lists what will be taught and tested”. The process of making the plan of the instruction, list, and the test for a course is called syllabus design (Richard, 2002). Moreover, according to Richard, (2002), Syllabus design involves several processes or dimensions, they are:

Course Rationale

The first dimension is course rationale. It provides short explanation and illustration of why the course is designed or made. It illustrates the targeted learners, competence, skills or things that the course wants the learners learn, and teaching learning method.

Describing entry and exit level

The second dimension is describing entry and exit level. In this dimension, the syllabus designer describes the level of the language mastery of the students and the expected level when the students finish the course or program.

Choosing the course content

The third dimension is choosing the course content. It provides lists of the possible topics, units, skills, material etc.

Determining the scope and sequence

The fourth dimension is determining scope and sequence. Scope explains the breath and the depth of materials, topics, units, and skills which have been selected.

Planning the course structure

The fifth dimension is planning the course structure. It involves two processes, they are: selecting a syllabus framework and developing instructional blocks. Syllabus frameworks are types of syllabus. The types of syllabus can be: situational, topical, functional, and task-based.

Need Analysis

Curriculum and syllabus are designed to meet the needs of learners. Each learner might have different needs to other learners. Thus, curriculum and syllabus need to be designed to address the needs of the learners. To know the needs of the learners, needs analysis has to be done. According to Richards, (2002: 51) needs analysis is procedure used to collect information about learners' needs. It involves the assessment of the needs of learners or group of learners. Moreover, need analysis serves several purposes: firstly, to find out what language skills a learner needs in order to perform a particular role. Secondly, to help determine if an existing course adequately addresses the needs of potential students. Thirdly, to determine which

students from a group are most in need of training in particular language skills. Fourthly, to identify a change of direction that people in a reference group feel is important. Fifthly, to identify a gap between what students are able to do and what they need to be able to do. Sixthly, to collect information about a particular problem of learners are experiencing.

Editing

The main aims of editing are to remove any obstacles between readers and what the author wants to convey and to find and solve any problems before a book or a text goes to the typesetter. It is done in order the production can run smoothly without interruption or unnecessary expense. According to Butcher (2006: 2), there are several types of editing:

Substantive editing focuses on improving quality of a text or piece or writing on its content, scope, length, level, and organization. In this process, the editor.

Detail editing for sense focuses on the flow if idea written by the writer, choice of words, the punctuation, the use of abbreviations, relevant data presentation, illustration, etc.

Checking for consistency focuses on mechanical process. It covers process of checking spelling, checking the numbering of illustrations, tables and notes, and any cross-references to them, and also the consistency of bibliographical references.

Clear presentation of the material for the typesetter, this type of editing, an editor has to make sure that the text is complete and that each part in the text is clearly identified.

RESEARCH METHODOLOGY

The research question of this study is ‘How is the design of English for Specific Purposes Syllabus for Editing Course?’ To answer the research question, Design and Development Research method (Richey & Klein, 2007) was used. Design and Development Research method is a method which provides activities or processes of designing and developing an existing practice. Richey & Klein, (2007) states that: “Design and Development Research method is the systematic study to design and develop and evaluation process with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development.”

Furthermore, according to Richey & Klein, (2007) Design and Development Research is a term of design and development which cover methods and strategies both quantitative and qualitative. In other words, design and development research uses wide varieties of methodologies.

Table 1. Common Methods Employed in Design and Development Research

Type of Research	Project Emphasis	Research Methods Employed
Product & Tool Research	Comprehensive Design & Development Projects	Case Study, Content Analysis, Evaluation, Field Observation,

		In-Depth Interview
Product & Tool Research	Phases of Design & Development	Case Study, Content Analysis, Expert Review, Field Observation, In-Depth Interview Survey
Product & Tool Research	Tool Development & Use	Evaluation, Expert Review, In-Depth Interview, Survey
Model & Research	Model Development	Case Study, Delphi, in-Depth Interview, Literature Review, Survey, Think-Aloud Methods
Model & Research	Model Validation	Experimental, Expert Review, In-Depth Interview
Model & Research	Model Use	Case-Study, Content Analysis, Field Observation, In-Depth Interview, Survey, Think-Aloud Methods

In line with the research question of this research, Product & Tool Research Type was used in this study.

DATA COLLECTION

The participants of this study were 12 students of 7th semester of English Department of UNTIRTA. They were chosen purposefully because they were students who took Editing Course for one of their optional ESP Courses. The data for this research were collected through an open-ended questionnaire, and study of literature. The open-ended questionnaire was employed to collect data about what students know about Editing and what they have learnt in the course. Open-ended questionnaire is a type of questionnaire which gives participants of a research freedom to elaborate her/ his opinion regarding a particular issue (Miles & Huberman et al, 2014). The questionnaire was developed into seven items.

The study of literature was used as supporting theories and basis to design syllabus for Editing Course. In doing literature study, three references in Editing were used. They were Contemporary Editing, Third Edition, Cecilia Friend and Donald Challenger, 2014, The Butcher's Copy-Editing, Judith, Butcher, Caroline Drake, and Maureen Leach, 2006, and The Copyeditor's Handbook, Ammy Einsohn, 2000.

DATA ANALYSIS

In the data analysis, this research employed qualitative data analysis proposed by Miles & Huberman et al, 2014. It comprise of the process of data condensation, data display, and conclusion. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. In practice data condensation means writing summaries, coding, developing themes, generating categories, and writing analytic memos. Moreover, the data display is a process of displaying data in a table, so that the data can be easily understood by readers. (Miles & Huberman et al, 2014:12).

In analyzing qualitative data from the questionnaire, firstly the responses of the participants in each item were coded and categorized. Secondly, the categories then quantified to find out the value of each category. Thirdly, the value is put in order to find out the highest and the lowest category.

The procedure or flow of the study is as follow:

1. Reviewing related literature in Editing.
2. Administering open-ended questionnaire to do need analysis.
3. Redesigning the new syllabus.

FINDINGS AND DISCUSSION

Result of Literature Study

There are several references used for the literature study; Friend, Butcher, Judith, et al. (2006), Cecilia and Don Challenger, (2013), and Einshohn, Amy. (2000). Based on Study of the three references, it was found that there are several principles that need to be considered in Editing; Firstly, Editing deals with three types of editing; Mechanical Editing, Language Editing, and Content Editing.

Mechanical Editing deals with punctuation, spelling, hyphenations, capitalization, numbers, numerals, abbreviations, acronyms, symbols, table, graph and arts, quotation and reference. Therefore, in doing mechanical editing an editor need to pay attention to those elements.

Language Editing focus on first, part of speech, such as noun, verb, adjective, adverb. Second, it focuses on structure of the language, such as subject-verb agreement, infinitives, parallel form etc. and prepositions. Thus, in doing Language Editing, an Editor has to be a person who is fluent in the language used in the text.

Content Editing is concerned with organization of idea and expository style, bias free language, and publishing law. In doing the Content Editing, an Editor has to be able to check and correct the flow of idea in text, so that the organization is well-organized and can be easily understood by reader. Furthermore, the Editor has to be a person who knows and familiar with

the topic of the text.

Besides the three principles of editing that have been previously explained, an Editor needs also to know about and be able to do procedure in Editing. Editing procedure can be divided into two types; making changes on hard copy and making changes on soft copy. Making changes either on hard copy or soft copy basically the same with that of principles of Editing. However, on soft copy editing, an Editor has to be computer literate for s/he has to be able to operate at least Ms. Word program.

Finding and Discussion of open-ended Questionnaire

The analysis of open-ended questionnaire showed that firstly, the participants of this study have understanding about concept of Editing. They mostly think Editing is a process of correcting mechanical error in a text. As shown by result of analysis which shows that 81.25 % said that Editing deal with mechanical editing. Mechanical editing is a process of correcting punctuation, spelling, hyphenations, capitalization, numbers, numerals, abbreviations, acronyms, symbols, table, graph and arts, quotation and reference. There are only 12.50 % who said that editing deals with language editing. It is a process of correcting language error in a text. And, there are only 6.25 % who said that editing deals with content editing, in specific here it deals with the process of assessing quality of a text; whether a text is good enough to publish or not.

Secondly, the participants of said that there are 6 related jobs which require editing service. There are: article or news writer, book editor, journalist, redactor, comic maker, and the last is novelist. Thus, it can be assumed that all the jobs mentioned by the participants are related with the process of a text production.

Thirdly, the analysis showed that an Editor has responsibilities to check two aspects of a text; 58.36 % participants though that the responsibility of an Editor is to check content quality of text; s/he has to make sure that the text readers friendly and worth publishing. 41.66 % assumed that an Editor has to check mechanical quality of a text; s/he has to make sure that the text is mechanical error free.

Fourthly, in terms of the process of editing, editing is related 66.66 % with procedural editing; it is a process of doing hard copy and soft copy editing, 16.66 % the process of editing focuses on mechanical aspect in text; an editor has to check the suitability of words use, 8.33 % is related with the process of checking content and language aspect: assessing the context of the text and the language structure.

Fifthly, the analysis showed that the participants seemed to know the knowledge and skills required from an Editor. The analysis showed that 57.18 % knowledge and skill required from an Editor is language competence, 24.12 % is content competence, 6.89 % is technological

competence, and 3.44 % is mechanical competence.

Sixth, data revealed that the participants know components of a text that an Editor has to pay attention to 49.99% is related with language component, 36.66 % is related with content competence, and 9.99 % is mechanical component.

Seventh, from the analysis of item 7th, the participants expected that Editing Course could provide them with 45.45 % with knowledge and skills of an Editor, 27.27% Editing Course should teach them respectively skills and knowledge of an Editor.

From the findings, it can be assumed that basically the participants knew the coverage and principles of editing, such as mechanical editing, language editing, and content editing. As supported by Butcher (2006: 2), there are several types of editing: substantive editing, detail editing for sense, checking for consistency, clear presentation of the material for the typesetter. However, they did not have clear understanding of the type and their processes.

Syllabus Design

In line with the result of the study of literature and the need analysis, the design of the syllabus for Editing course; its course rational, entry and exit level, course content, scope and sequence, and course structure (Richard, 2000) need to be developed based on skills and knowledge that need to be mastered by an Editor. The points of the materials in editing course have to cover; mechanical editing, language editing, and content editing (Friend, Butcher, Judith, et al, 2006, Cecilia and Don Challenger, 2013, and Einshohn, Amy, 2000. The design of the syllabus is shown below.

SYLLABUS OF EDITING

Course Rationale: This course is intended to equip students of English with knowledge and skills of Editing. In this course the students will be firstly introduced to the basic concept of Editing, then types of Editing which will be enriched with exercises to strengthen their understanding and skills in Editing.

No	Meeting	Topic	Description
1	1st	What is Editing?	<ul style="list-style-type: none">• What is Editing?• Principal task of Editing: Mechanical Editing, Language Editing, and Content Editing.• Level of Editing• Reference Books and Resources for Editing
2	2nd	Editing Procedure: Making	<ul style="list-style-type: none">• Learn how to correct, delete, give space, period, comma, hyphen, dash, and

		Changes on Hard Copy	spell out, italic, bold etc on hard copy.
3	3rd	Editing Procedure: Making Changes of Soft Copy	<ul style="list-style-type: none"> Learn how to edit on soft copy or on screen by using tools in Ms Word Program REVIEW, TRACK CHANGES and COMMENT
4	4th	Mechanical Editing: 1. Punctuation 2. Spelling and Hyphenations	<ul style="list-style-type: none"> Punctuation: period, question mark, exclamation point, comma, semicolon, colon, dashes, slash, bracket, apostrophe, quotation mark: single and double, italic, etc. Spelling and Hyphenations: British and American spelling, foreign word and phrase, proper nouns and adjective, plural, prefixes and suffixes, etc.
5	5th	Mechanical Editing: 3. Capitalization 4. Numbers and Numerals	<ul style="list-style-type: none"> Capitalization: Personal names and titles, geographical names, racial and ethnic groups, company names, trademarks and brand names, Cyber jargon, Titlea of Works, Names of Plants and Animals. Numbers and Numerals: words or numerals, punctuation of numerals, money, time, street number and phone number, unit of measurement, roman numerals, inclusive numerals, mathematical sign and symbols.
6	6th	Mechanical Editing: 5. Abbreviations, Acronyms, and Symbols 6. Table, Graphs and Arts	<ul style="list-style-type: none"> Abbreviations, Acronyms, and Symbols: common latin abbreviations, abbreviations for states, time, units of measurement, documentation, acronyms, symbol and sign. Tables, Graphs and Arts: Relationship between text and table, numbering and placing table, odd-size tables, good size columns, graphs, and arts.
7	7th	Mechanical Editing: 7. Quotation and Reference 8. Consistency	<ul style="list-style-type: none"> Quotation and Reference: author date system, format for intext citation, reference list, reference notes, citation sequence system Consistency
8	8th	Mid Test	What is Editing? Mechanical Editing Making Changes on Hard Copy
9	9th	Language Editing	Noun, subject – verb agreement

10	10th	Language Editing	Verbs and infinitives
11	11th	Language Editing	Pronouns and parallel form
12	12th	Language Editing	Adjective and Adverbs
13	13th	Language Editing	Prepositions
14	14th	Content Editing	Organization and Expository Style
15	15th	Content Editing	Bias Free Language and Publishing Law
16	16th	Final Test	Language Editing and Content Editing Making Changes on Hard Copy

CONCLUSIONS AND SUGGESTIONS

This study concludes that the participants of this study have inconsistent view of the responsibility of an Editor, and the skills and knowledge that have to be possessed by her/him. Therefore, this study provides a syllabus which has been designed based on the study of literature which has been done as a part of phases in this research design. It is expected that the syllabus will provide students with more comprehensive topics, materials about Editing, and can train skills required from an editor.

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