Syllabus Design for PKN-STAN Entrance Test: A Need Analysis

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ABSTRACT

The aim of this study is to scrutinize the needs of the prospective students of Politeknik Keuangan Negara – Sekolah Tinggi Akuntansi Negara (PKN-STAN) as well as to design syllabus for preparation program of PKN-STAN entrance test. This research was a descriptive research in which questionnaires were distributed to prospective students and on-going students of PKN- STAN while interviews were administered to graduates of PKN-STAN, English teachers of senior high school and English lecture. To obtain more accurate information on prospective students' needs. The data were analysed in quantitative and qualitative method. The findings of this study revealed the needs for setting up the syllabus for preparation program of PKN-STAN entrance test. The proposed syllabus provided a set of topics/ materials on structure and written expressions and reading comprehension. The syllabus was implemented to prototype course materials completed with exercises. The syllabus was an integration of aims, objectives, and activities to bridge the gap on the prospective students' present knowledge and the required knowledge for PKN-STAN entrance test..
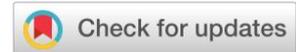
1. Introduction

Interpreting plays a significant role in facilitating communication between speakers of different languages. (Malau et al., 2021; Latief et al., 2020). It is an essential skill with numerous significant implications across various domains (Dina & Sparingga, 2022). In our increasingly interconnected world, interpreting allows individuals, businesses, governments, and organizations to communicate effectively across borders and language barriers (Afrina & Ardi, 2021; Rahman, 2018). This enables international collaboration, trade, diplomacy, and cultural exchange. Moreover, interpreting helps preserve the richness of linguistic and cultural diversity. It allows individuals to express themselves in their native language and fosters cross-cultural understanding and appreciation (Quoc, 2022).

Syllabus design can be seen as a kind of writing activity so that it can be studied as a process (Notion & Macalister, 2010). That process should take into account elements in syllabus design such as present knowledge, lacks, time, available resources, skills of the teachers and so forth in order to provide a good program. A successful course normally depends on the process that precedes it.

Dick (2005) provides some steps to identify before designing syllabus. 1) Syllabus designer needs to decide on what basis he/she is going to choose the items to be included in the syllabus and how those items will be organized. 2) The designer should be aware of available resources, potential problems, and external factors that might bother the implementation of the syllabus. 3) Syllabus designer should identify students' ability, learning preferences, and needs in order to stipulate course objective.

In English language teaching, syllabus design can be viewed in two particular types or version: syllabus design for English for Specific Purpose (ESP) and syllabus design for curriculum development. In Indonesia, English is the only language studied in formal school from elementary to secondary school, even in tertiary level of education. The development of English is in line with the development of the world of education and technology making the need for English is no longer limited to General English but also the ability to use English specifically, commonly known as English for Specific Purposes (ESP). So, it is essential to design proper syllabus for an effective English language program.

Politeknik Keuangan Negara – Sekolah Tinggi Akuntansi Negara (PKN-STAN) is one of higher educations (official schools) under the control of Ministry of Empowerment of State Apparaturs and Beaurocracy Reform of Indonesia. The others are Sekolah Tinggi Meteorologi Klimatologi dan Geofisika, Institut Pemerintahan Dalam Negeri, Politeknik Statistika - Sekolah Tinggi Ilmu Statistika, Akademi Teknik dan Keselamatan Penerbangan, Politeknik Imigrasi, Sekolah Tinggi Intelijen Negara, and Sekolah Tinggi Sandi Negara.

Among them, Politeknik Keuangan Negara – Sekolah Tinggi Akuntansi Negara (PKN-STAN) is the most favorite for secondary school students. It is stated in tribunnews.com (May 3rd, 2018) that there were 323.669 candidates enrolling those official schools in 2018 and 147.702 of them was enrolled as PKN-STAN candidates competing for only 7.301 available seats.

Mentoring Program, commonly known as Bimbingan Belajar (Bimbel), is a private institution in which students who want to enroll PKN- STAN can get additional subject. There are some mentoring programs in Makassar and they are present as an institution for students who want take additional subject. In general, the curriculum on the mentoring program refers to the curriculum used the schools, because the presence of the mentoring program is an additional learning place for students to support and assist their learning in school. Mentoring program exists to fulfill the needs of the students for various types of test or examination such as class-raising exams, national final exams, and universities entrance examination. This includes PKN-STAN entrance examination. From the observation of the researcher, however, it is found that teaching English for the purpose of PKN-STAN entrance examination in mentoring program is not yet sufficient. It is characterized by the teaching process that is so target-oriented, where the students are only taught tricks how to answer PKN-STAN entrance examination questions without deeply understanding about the concept of topic or material they are studying. This makes students difficult, if in the future, they get the same material with different forms of questions. This is the reason for the researcher to conduct need analysis as an effort to improve the quality of teaching process of English for PKN-STAN entrance examination preparation.

The preliminary study indicated that 18 out of 35 students of Senior High School would like to continue their study to PKN-STAN. Thee reason is that the students will become civil servant after graduating from that institution. However, some problems then emerged; 1) Textbook that they use in their school is not representative to PKN-STAN entrance examination. There are only 8 topics that existed in the textbook out of 32 topics tested in PKN-STAN entrance examination. 2) Syllabus applied in the secondary schools did not match with the material tested in PKN-STAN entrance examination. While senior high school syllabus is mostly focused on communication competence, PKN-STAN entrance examination is evaluating students' reading comprehension and structure & written expression. 3) The students are not familiar with the topics or materials assessed in the PKN- STAN entrance examination.

This study offered a design of syllabus as additional syllabus from the school English syllabus which the students can use as their references in learning English for the purpose of PKN-STAN entrance examination. Moreover, developing course materials based on the students' needs and the examination requirement is also very crucial. If not, learning process will not focus on the goals and also students will be more difficult to learn because of the method as well as procedure of learning that is not completing their needs.

2. Methodology

2.1. Type of Research

Descriptive research is applied in this study. As Cohen et al, (2007) stated that descriptive methods organize to interpret data as it is. The research employed both qualitative and quantitative method. The responses of the participants were quantitatively analyzed by using frequency and percentage analysis while the result of the test, documents analysis, and interview are analyzed qualitatively.

This method describes the needs of the secondary schools students who wants to enroll to PKN-STAN which include target needs and learning needs as suggested by Hutchinson and Waters (1987) and those needs then are divided into the steps of Brown's (1995) theory of need analysis. The result were analyzed and put as reference in designing syllabus design and developing course material for candidates of PKN- STAN students.

2.2. Population and Sample

The population of this research was the 12th grade students of secondary schools in Makassar who want to enroll to PKN-STAN and they take additional course in Bimbingan Belajar Four J Operation. Referring to this population, this study employs random sampling which were selected from students in several branches of Bimbingan Belajar Four J

Operation. The result of random sampling is 30 students of senior high school from different schools. To support the data from the students, this research also involves other participants: 2 lectures of PKN-STAN, 2 English teachers of secondary school, 5 graduates of PKN-STAN, 5 students of PKN-STAN, and a textbook as document analysis.

2.3. Instrument of Collecting Data

In order to obtain information and data needed in conducting this research, the instruments offered by Richard (2001) is applied in this study. The categories of the instruments are questionnaire, self-rating, interviews, meetings, observations, collecting learners language samples, task analysis, case studies, and document. However, the researcher only works with four out of nine instrument above. This research applies the following instrument:

1) Questionnaire

The questionnaire was administered to the main participant in this study, that is, those who want to enrol to PKN-STAN. The questionnaire consists of three sections: personal information, target needs, and leaning needs. Personal information covers participants' phone number, sex, age, and their institution. Target needs provide about students' learning ability and their leaning priority. Learning needs include students' leaning problems and their learning preference. However, the questionnaire for graduates and on-going students of PKN-STAN covers their personal information and their experience in studying English for preparation of PKN-STAN entrance examination in their past.

2) Interview Checklist

English lecturers of STAN and English teachers in senior high school were interviewed to obtain data from the lecturers about how crucial English is in students' daily activity and classroom setting. Whereas, from the teachers, the researchers explores about what materials to teach and what textbook they use in teaching process.

3) Task analysis (Test)

There is a test for those who include in this research to present information about how suitable the materials they achieve in the school with the materials tested in PKN-STAN entrance examination. The test is taken from the exercise of PKN-STAN entrance test 2017. It includes 10 questions consisting of 8 questions of structure & written expression (5 grammar & 3 error recognition) and 2 questions of reading comprehension. In the part of structure and written expressions, the questions taken are the first few numbers of each section (grammar & error recognition) while in the part of reading comprehension, the questions is taken by considering which topics are mostly occur in the exercise (see appendix 9 and 10).

4) Document

Documents that are analysed in this study are textbook used by senior high schools students. At the end, the researcher selected a representative book to be examined their content and be compared to what to be tested PKN-STAN entrance examination.

2.4. Procedure of Collecting Data

In collecting the information, it was first administered the questionnaire to the candidates of PKN-STAN student. The questionnaire is to find out target needs and leaning needs of the participants. The participants were 30 students. Administering questionnaire took four to five times as the participants are from several branches of Bimbingan Belajar Four J Operation. So it cannot be administered in one time. Besides, data retrieval for questionnaire adjusts to participants' schedule of English class. In the end of this data-collection activity, the test was given to some students to see how far their English can meet the needs of PKN-STAN exercises. The result of the questionnaire is as the main data of this study.

Secondly, while administering questionnaire to the prospective students of PKN-STAN, it was conducted data-collection for supporting data needed. Questionnaire for on-going students of PKN- STAN was administered via email as they are studying in Bintaro - Jakarta where campus of PKN-STAN takes place. 5 students of PKN-STAN includes in this study.

The next procedure of data-collection is interview. The first interview was conducted for graduates of PKN-STAN who are now working at Kantor Pelayanan Pajak Madya Makassar under the control of Directorate General of Taxes, Ministry of Finance. This procedure is to find out participants' learning needs that refers to interest, methodologies,

techniques, strategies, and so fort and also to explore participants' experiences when studying for PKN-STAN entrance examination. The researcher came to their office for conducting this data-collection.

The next interview was for English lecturer of PKN-STAN. A lecturer of PKN-STAN was interview about students' performance in English class as well as to what extent students' background study of English influencing their performance in the class. Having conducted the interview for lecturers of PKN-STAN, the researcher conducted another interview for English teacher in senior high schools. This is to identify teaching materials and kind of textbooks the teacher use in teaching English. There are two English teachers involved in this interview.

The last procedure of data-collection is document analysis. Document in this study is English textbooks for senior high school. Document analysis is to find out the gap between English taught in schools from the textbook and English tested in PKN-STAN entrance examination.

Having collected the data, the researcher will analyze and formulate the students' needs. The result was used as a reference to design syllabus of PKN-STAN examination preparation. The syllabus was also used to arrange course materials based on the context and the purpose of learning.

2.5. Method of Analysing Data

1) Questionnaire

The participants' responses to the questionnaire (was analyzed into: 1) data obtained from the sample for example, 1, 3, 5, 6 and so on was analyzed based on the percentage in which the higher percentage indicates the higher needs, on the other hand, the lower one indicated the lower needs. In the end, the higher percentage of needs is the priority in designing syllabus and course materials.

$$P = \frac{F}{N} \text{ X } 100\%$$

P : Percentage

F : Cumulative frequency

N : Total respondent

2) data was analyzed using a Likert Scale which is commonly consist of five scales of rating where neutral or undecided is in the middle. However, this study will apply four scale by considering the most part of this research was decision making towards the students' needs. It is advisable not to include a neutral response when it is existed in the scale in cases where a decision should be applied based on the data then attention must be made (Lodico, 2010). Finally, the researcher employed the data scale from 1 (not important to 4 (very important) by adapting the interval for score interpretation formula to obtain a clear interval of each scale. Interval of score interpretation is as follows:

I = 100/ Max Score (Likert)

= 100/ 4 = 25

25 is as the interval of interpretation from the lowest 0% to the highest 100% (adapted from Riduan and Achmad, 2011). Data from questionnaire concerning on the English needs will be displayed, described, and interpreted based on the following scale table:

Table 1. Scale table

No	Scale	Importance Level	Frequency Level	Proficiency Level
1	0% - 25%	Not important	Never	Poor
2	26% - 50%	Less important	Seldom	Fair
3	51% - 75%	Important	Often	Good
4	76% - 100%	Very important	Always	Excellent

2) Interview

Data from interview was analyzed by three steps. 1) Data reduction: data was selected, limited, simplified and transformed by summarizing or paraphrasing the interview transcript. 2) Data displayed, data from transcript was displayed in the form of narrative. 3) Drawing conclusion: the conclusion of the data was used to support the information on students' learning needs.

3) Test

The result of the test was scored into 0 to 100 as the test consisted of ten item of test. From the test, it was displayed into the narrative form to draw a conclusion about how far is the present needs of the students and to the target needs.

4) Document Analysis

Document analysis is to list topics of the materials existing in the textbook and to compare to the materials in the PKN-STAN test. The result was then described into table and discussed with narrative form. This data was used to support students' target needs.

3. Result and Discussion

The researcher presented the participants' responses to the questionnaire in tabular form with symbol "F" as frequency representing the number of respondents who answered the questionnaire and "%" as percentage representing the percentage of the amount of respondents who answered the questionnaires. This research was also analysed by using three levels of categories: the importance level, the frequency level, and the proficiency level. The importance score, the frequency score, and the proficiency score of present needs, learning ability, learning priority, learning problems, and learning preferences are derived by giving each category scores from one to four as indicated below:

Table 2. Table score

Score	Importance Level	Frequency Level	Proficiency Level
1	Not Important	Hardly Ever	Poor
2	Less Important	Seldom	Fair
3	Important	Often	Good
4	Very Important	Always	Excellent

Source: Yassi and Kaharuddin (2018)

The mean score of the respondents' perceptions and expectations toward the questionnaire of PKN-STAN entrance test were described by using the following scale:

Score 1 refers to 0 – 1.50

Score 2 refers to 1.51 – 2.50

Score 3 refers to 2.51 – 3.50

Score 4 refers to 3.51 – 4.00

The overall data are then analysed to recognize the needs of the participants as the basis in formulating aims and objective in designing syllabus

3.1. Present Situation Analysis

1) Personal Information

The result specifically shows that the prospective student participants (N= 30) were composed of 7 males and 23 females. On the other hand, among the on-going student participants (N= 5) 3 of them are females and 2 are males. The graduate participants and the English teacher participants have the same percentage: 1 (50%) male and 1 (50%) female. In addition, the only lecture participant is female. In sum, the number of female participants is larger than male participants. Among them are 28 of 40 females and 12 of 40 are males.

2) Present Needs

Majority of the questions in PKN-STAN entrance test is question of structure & written expression. It is shown in the exercises of PKN-STAN entrance test from 2013 to 2017 (bit.ly/soalmasukpknstan). 40 of 60 questions in PKN-STAN entrance test are structure & written expression. The result indicates that the total average score is 1.8 which means that the frequency level of the prospective students in studying structure & written expression is "seldom". 24 candidates selected "seldom", even 6 candidates selected "hardly ever".

On the contrary, the response of the prospective students to the question of frequency level in learning reading comprehension is quite often. It can be seen in the result that 50% of the total prospective students selected "often". The total average score also shows us 2.6 which means that the frequency level the prospective students learning about reading comprehension is "often".

In sum, with the 2 models of the questions in PKN-STAN entrance test (structure & written expression and reading comprehension), it can be concluded that prospective students, in their school, study about reading comprehension more often than structure & written expression. In fact, more structure & written expression are tested than reading comprehension. The data above is also supported by the result of the interview from two English teachers below.

"If we take a look at the curriculum as well as the topics tested in national final examination, English material in schools is mostly about reading and conversation. As we know that there are 50 number of question of national exam exercise: 15 are question of listening and 35 are question of reading comprehension which includes short reading passage, long reading passage, and functional text" (Interview May 21, 2019)

"I not only took material from the textbook, But I also took from another sources. I think it is important to teach to the students even thought those materials are not in the textbook that we used. English material in school is not far from reading and speaking. From grammar itself, it is just a few, it may be because of grammar does not appear in the examination" (Interview May 21, 2019)

From the data above it can be concluded that the prospective students still have a very low ability and understanding on what are tested in PKN-STAN entrance test. The data above is also supported from the result of the test. The test consisted on 10 numbers of questions taken from the PKN-STAN entrance test 2017 (bit.ly/pilottestpknstan, question 121, 122, 123, 124, 125, 151, 152, 153, 161, and 167). The data resulted as follows:

Table 3. Result of present needs' prospective students of PKN-STAN

Student	Correct	Incorrect	Empty	Score
1	3, 5, 7	1, 2, 4, 6, 8, 9, 10	0	31.8
2	1, 4, 5, 9	2, 3, 6, 7, 8, 10	0	23.6
3	2, 3, 4, 5, 9	1, 7, 8, 10	6	23.6
4	5, 7, 9	1, 2, 3, 4, 6, 8, 10	0	19.9
5	2, 3, 5, 7	1, 4, 6, 8, 9, 10	0	19.8
6	5, 9, 10	1, 2, 3, 4, 6, 7, 8	0	19.6
7	9	1, 2, 3, 4, 5, 6, 7, 8, 10	0	19.5
8	3, 10	1, 2, 4, 5, 6, 7, 8, 9	0	15.4
9	3, 4	1, 2, 5, 6, 7, 8, 9, 10	0	15.4
10	1, 3, 4, 5, 9, 10	2, 6, 7, 8	0	15.4
11	1, 3, 4, 9	2, 5, 6, 7, 8, 10	0	15.4
12	1, 3, 4, 7, 10	2, 5, 6, 8, 9	0	11.6

13	1, 3, 4, 9	2, 5, 6, 7, 8, 10	0	11.6
14	1, 3, 5	2, 4, 9, 10	6, 7, 8	11.6
15	1, 3, 4, 5, 8	2	6, 7, 9, 10	11.5
16	2, 3, 8	1, 4, 6, 7	5, 9, 10	11.3
17	1, 2, 3, 4, 5, 7, 9, 10	6, 8	0	11.3
18	2, 4	1, 3, 5, 6, 7, 9, 10	8	11.3
19	2, 4, 5	1, 6, 7, 9, 10	3, 8	11.3
20	5, 8	1, 2, 3, 4, 6, 7, 9, 10	0	7.3
21	1, 3, 4, 6, 8, 9	2, 5, 7, 10	0	7.2
22	1, 3, 9	2, 4, 5, 6, 7, 8, 10	0	7.2
23	1, 2, 3, 4, 10	8, 9	5, 6, 7	7.2
24	2, 5	1, 3, 4, 6, 7, 8, 9, 10	0	7.2
25	2, 8	1, 3, 4, 5, 6, 7, 9, 10	0	7.2
26	4, 5	1, 2, 3, 6, 7, 8, 9, 10	0	7.2
27	1, 2	3, 4, 5, 6, 7, 8, 9, 10	0	7.2
28	3, 7	1, 2, 4, 5, 6, 8, 9, 10	0	7.2
29	2	1, 8, 9, 10	3, 4, 5, 6, 7	3.6
30	2, 4, 8	3, 5, 6, 7,	1, 9, 10	3.1

PKN-STAN entrance test consists of 60 questions (40 structure & written expression and 20 reading comprehension). The prospective students must have 60% correct answer to be selected to the next test. So, from the data above we can see that only 3 of 30 prospective students achieved the standard.

3.2. Target Situation Analysis

1) Learning Ability

The questions are about the component both in the structure & written expression and in reading comprehension.

Table 4. Level of the proficiency of the prospective students on components of structure & written expression

Component	Level of Proficiency				N	Total
	Poor	Fair	Good	Excellent		
Punctuation	23	7	0	0	30	1.2
Vocabulary	3	11	16	0	30	2.4
Word Order	22	7	1	0	30	1.3
Phrase	26	3	1	0	30	1.1
Part of Speech	7	7	10	6	30	2.5
Clause	26	4	0	0	30	1.1

The above table shows the element of grammar. The data indicates that majority of the prospective students lack about those components. Part of speech is the component reaching the highest percentage score that is 2.5 meaning that it is categorized as "fair". In addition, vocabulary follows by its score 2.4 that is also "fair". Word order, punctuation,

phrase and clause reached the average score 1.3, 1.2, 1.1, and 1.1 in a row. From the data above, it can be concluded that the prospective students still have a problem on component of grammar or structure and written expression.

Table 5. Level of the proficiency of the prospective students on component of reading comprehension

Component	Level of Proficiency				N	Total
	Poor	Fair	Good	Excellent		
Vocabulary	2	11	17	0	30	2.5
Grammar	15	12	3	0	30	1.6
Phonemic	15	10	4	1	30	1.7
Fluency	7	15	8	0	30	2.1

Table 5 presented above shows the proficiency of the prospective students on component of reading. The lowest percentage score is grammar that is only 1.6. 15 of 30 prospective students selected "poor", 12 of 30 prospective students selected "fair", and only 3 of 30 selected "good" on grammar component of reading comprehension. The highest score is vocabulary that reached 2.5. Over all, the proficiency of the prospective students on reading component is categorized "fair".

Based on the data, it can be seen that the competent of the prospective students on both structure & written expression and reading comprehension are still lacking. Since the ability of the prospective students in reading comprehension is slightly better than in structure & written expression, the percentage of grammar on the syllabus will be much more than reading.

Table 6. Level of proficiency of the prospective students on types of question in reading comprehension session

Component	Level of Proficiency				N	Total
	Poor	Fair	Good	Excellent		
Identifying Main Idea	2	15	13	0	30	2.4
Unstated Detailed	15	13	2	0	30	1.5
Stated Detailed	9	9	7	5	30	2.2
Implied Detailed	11	17	1	1	30	1.7
Pronoun Reference	6	11	11	2	30	2.3
Structural Clues	11	13	5	1	30	1.8

It can be seen from the table 6 above that there are six components of reading comprehension exercises. Those components are taken from exercises of PKN-STAN entrance test from 2013 to 2017. The data above illustrates that majority of the prospective students still lack on the types of exercise on reading comprehension session on PKN-STAN entrance test.

In designing syllabus and developing course materials, all the above components should be included since they are considered important for prospective students. Moreover, the total score of the prospective students which only reached 2.4 (fair) as highest score indicates the higher need of those materials.

Table 7. Level of proficiency of the prospective on topics in structure and written expressions

No	Component	Level of Proficiency				N	Total
		P	F	G	E		
1	Inversion	30	0	0	0	30	0
2	Participles	28	2	0	0	30	1
3	Concord	29	1	0	0	30	1

4	Gerund and Infinitive	28	2	0	0	30	1
5	Causative	28	2	0	0	30	1
6	Redundancy	28	2	0	0	30	1
7	Phrasal Verb	29	1	0	0	30	1
8	Clauses	27	3	0	0	30	1,1
9	Appositive	25	5	0	0	30	1,1
10	Derivation	26	3	1	0	30	1,1
11	The Use of Such and Other	27	3	0	0	30	1,1
12	Relative Pronoun	24	5	1	0	30	1,2
13	Elliptical Sentence	25	3	2	0	30	1,2
14	Subjunctive	24	5	1	0	30	1,2
15	Preferences	19	11	0	0	30	1,3
16	Word Order	19	9	2	0	30	1,4
17	Modals	16	10	4	0	30	1,6
18	Question Tag	8	22	0	0	30	1,7
19	Direct/ Indirect Speech	14	11	5	0	30	1,7
20	Degree of Comparison	11	13	6	0	30	1,8
21	Conjunction and Preposition	8	18	4	0	30	1,8
22	Passive Voice	6	18	6	0	30	2
23	Conditional Sentences	6	17	7	0	30	2
24	Tenses	2	15	12	1	30	2,2
25	Nouns	1	15	13	1	30	2,4

Table 7 is listed based on the lowest score to the higher score. The lower the score is, the higher needs are indicated. The table above contains the materials or topics tested in the structure & written expression session in PKN-STAN entrance test. The data was taken from exercises of PKN-STAN entrance test from 2013 to 2017. From 25 questions above, 9 questions are categorized as "fair" and the rests are categorized as "poor". It can be stated that most of the materials or topics have not been mastered by the prospective students. The data should be taken into consideration as the PKN-STAN entrance test covers all the above topics. So, all should be included in designing syllabus and developing prototype materials. The smaller total average score indicates the more important the topic.

2) Learning Priority

The materials or topics in PKN-STAN only contain reading comprehension and structure & written expression. The component of topics in structure and written expression was not included, as the prospective students need to understand the whole topics given in that test.

Table 8. Level of the importance of topics in reading passages

Components	Level of Importance				N	Total
	NI	LS	I	VI		
Health (Disease)	2	7	14	7	30	2.8
Language & Culture	0	8	20	2	30	2.8
Animals	0	7	20	3	30	2.8
Energy Resource	1	16	9	4	30	2.5
Technology	0	6	18	6	30	3
Economics	1	14	10	5	30	2.6
History	2	5	10	13	30	3.1
Scientific Findings	0	10	14	6	30	2.8

Based on the data above, it can be concluded that all the components of the reading passage topic are in the important level, except "energy resources" (2.5) which means "less important". So, the topics above will be prioritized in the course materials for PKN-STAN entrance test preparation.

3.3. Learning Situation Analysis

1) Learning Problem

In the part of learning problems, there are 5 reading problems highlighted. The purpose is to find out prospective students' difficulties and later it becomes an address to design syllabus and to choose appropriate course material.

Table 9. Level of frequency of the prospective students in encountering reading problems

Components	Level of Frequency				N	Total
	HE	S	O	A		
Background Knowledge	1	14	12	3	30	2.5
Vocabulary	0	9	14	7	30	2.9
Decoding	1	13	14	2	30	2.5
Identifying Main Idea	0	14	13	3	30	2.6
Comparing Texts	0	13	14	3	30	2.6

The result of the table 7 shows that the main problem that the prospective students encounter in reading comprehension is vocabulary with the average score 2.9 which means "often". There are also two components of problems in reading comprehension achieve "often" level: identifying main idea and comparing text, while background knowledge and decoding reach "seldom". The table above indicates the importance of the syllabus and course material designer to help the prospective students reduce the effect of those problems and improve prospective students' learning ability by selecting appropriate strategies and methodologies in learning for PKN-STAN entrance test.

2) Learning Preference

In learning preferences, there are three information to be collected. They are strategies in learning, methodologies, and procedure of the study. It is to find out the prospective students' preference in learning. Moreover, semi-structure interview was also registered for on-going students to perceive what strategies they applied when learning for PKN-STAN entrance test (question 9). It is shown that 3 of 5 on-going students took a course for PKN-STAN entrance test and the others studied alone at home. One gave a statement as follows:

"Biasa saya belajar sendiri dari buku-buku latihan, kalau bisa dari soal-soal tahun sebelumnya juga dipelajari. Terus, kalau mau lebih banyak kosa kata (untuk reading comprehension) saya mencari novel bahasa inggris di internet terus sering juga menonton pakai subtitle bahasa inggris"

"I used to study using modul of PKN-STAN. I studied the collection of previous questions (material) from the last years. Then, to have more English vocabularies, I downloaded English novels from internet and watched English subtitle movies" (Interview: May 22nd, 2019).

Table 10. Level of the importance of the learning strategies

Components	Level of Importance				N	Total
	NI	LS	I	VI		
Skimming	0	0	12	18	30	3
Scanning	2	4	14	10	30	3
Using Dictionary	0	1	22	7	30	3.2
Predicting & Guessing Meaning	0	5	19	6	30	3
Using Prior Knowledge	0	2	19	9	30	3.2
Identifying Main Idea and Summarizing	0	3	14	13	30	3.3
Making Inferences	0	1	12	17	30	3.5
Visualizing	0	2	21	7	30	3.1

All of the activities in table 8 receive positive responses from the prospective students. The whole total average score is 3.16 which means that all the strategies are "important" to apply by the prospective students in their learning process. Hutchinson and Waters (1987) suggested to apply a wide range of techniques to trigger students' motivation in learning.

Table 11. Level of the importance of the learning methodologies. (respondent: prospective students)

Components	Level of Importance				N	Total
	NI	LS	I	VI		
Games	0	2	18	10	30	3.2
Picture and Video	0	1	16	13	30	3.4
Pairing with Friend	0	3	21	6	30	3.1
Role Play	3	14	10	3	30	2.4
Studying Alone	1	4	17	8	30	3
Doing tasks	0	4	8	18	30	3.4
Small Group	0	2	14	14	30	3.4
Large Group	2	0	9	19	30	3.5

From the data above, it can be seen that there eight methods in learning English for the purpose of PKN-STAN entrance test given to the respondents in order to provide their perceptions which among of the eight is the most preferred ways for the prospective students. The table indicates that all the methods suggested are categorized as "important". There is only one that is "less important". That is "role play" which achieves 2.4 average score. So, the researcher include all the methods in the process of learning when designing syllabus and prototype course materials except the "role play"

Table 12. Level of the importance of the learning methodologies. (respondent: on-going students)

Components	Level of Importance				N	Total
	NI	LS	I	VI		
Games	1	4	0	0	5	1.8

Picture and Video	0	3	2	0	5	2.4
Pairing with Friend	0	2	1	2	5	3
Role Play	2	2	1	0	5	1.8
Studying Alone	0	0	2	3	5	3.6
Doing tasks	0	0	0	5	5	4
Small Group	0	0	3	2	5	3.4
Large Group	0	2	2	1	5	2.8

From the perspective of the students of PKN-STAN when they were preparing themselves for the purpose of PKN-STAN entrance test, it is shown from table above that "doing tasks" achieved the highest score (4) which means "very important". In addition, "studying alone" also reached the very important level with the average score (3.6). In the level of "important, there are three activities which achieved that level: small group (3.4), pairing with friend (3), and large group (2.8). The result should be considered by the teachers in learning process as well as by the researcher in designing syllabus and develop prototype course materials.

Table 13. Level of the importance of the procedure in learning process

Procedure	Respondents			
	Prospective Students	%	On-Going Students	%
Pretest - Intervention - Post Test	5	16.6	1	20
Exercise - Intervention - Correction	5	16.6	0	0
Intervention - Exercise - Correction	18	60	3	60
Exercise - Correction - Intervention	2	6.6	1	20
Total	30		5	

The above data in table 11 presents the information on how the prospective students and the on-going students prefer to in learning procedure. The terms of the learning procedure above is described as follows:

Pre-test: A preliminary test administered to determine a prospective students' baseline knowledge.

Post-test: A test given to the prospective students after completion of instructional program or segment.

Intervention: The process of giving learning material by the teacher to the students as well as a full explanation of a certain topic.

Exercise: A process of working on the exercises about learning material that has already been taught.

Correction: A process of examining the exercises and correction for the answer.

The data above indicates that majority of the participants selected "Intervention – Exercise – Correction" as the learning procedure. It can be seen that 60% (18) of the prospective students and 60% (3) of the on-going students

responded it. The total of participants selected "Intervention – Exercise – Correction" is 21 out of 35. In sum, the data resulted from this question should be taken into account by the teacher in providing learning procedure in the class.

To conclude the whole part of need analysis, the information on prospective students' present needs is a stepping-stone in designing syllabus and developing course materials. It is very important to ensure the language input is properly available for the students neither too easy nor too difficult as Krashen (2009) said that learners acquire by understanding language a that contains structure a bit beyond their current level of competence (i + 1).

Information about prospective students' learning abilities become a basis consideration in designing syllabus and developing course materials as understanding candidates' knowledge or ability to the topics or materials tested in PKN-STAN entrance test as well as components in the two skills (reading comprehension and structure & written expressions) help the researcher determine which topics/ materials need to be prioritized. In the part of learning priority, there are several topics on reading passages suggested to be taught to the prospective students, those topics were taken from the exercise of PKN-STAN entrance test from 2013 to 2017. The purpose of the question is to provide prospective students with background topics on reading passages that they enjoy but the topics are still that often appearing on the exam, so that prospective students are expected to be more enjoyable in learning with the topics they enjoy.

In the part of learning needs, the information on learning problems will works for the teachers in the class. By understanding those problems about components in structure & written expression, they understand which to teach before coming to topics in structure & written expressions.

Finally, information on candidates' preferences (strategies, methods, and learning procedures) is important to find out solution to the prospective students' difficulties in learning and provide both attractive and enjoyable activities in the class. Moreover, how the teachers manage the class depends on which strategies and methodologies preferences of the candidates.

4. Discussion

4.1. Needs Inventory

Identifying linguistics needs is carried out by analyzing the students' learning ability and learning priorities. The results of this analysis are used for prioritizing the components of reading comprehension as well as structure & written expressions and selecting appropriate teaching materials which are required to design the syllabus for the purpose of PKN-STAN entrance test. Moreover, finding out perceptions on the obstacles and solution in learning process derived from two aspects; 1) Identifying prospective students' learning needs and 2) analyzing their learning problems and preferences. The words written in bold indicates that those aspects are important and should be taken into consideration to be included in proposed syllabus.

Present situation analysis (prospective students' personal information and present needs)

It is considered as a problem when paying heed on the point of the frequency level of skills that are tested in PKN-STAN entrance test (structure & written expressions and reading comprehension), the total score shows apprehension. (Structure & Written Expression = 1.8/ Seldom) On the contrary, the data on reading comprehension shows a better result that the prospective students in average score selected "often". (Reading comprehension = 2.6/ Often)

So, in designing syllabus and developing prototype course materials, it is important to prioritize more on structure & written expression than on reading comprehension with two reasons: the low frequency level of prospective students in learning it and the number of the questions on structure & written expressions tested in PKN-STAN entrance test.

Target situation analysis (prospective students' learning ability and learning priority)

Determining learning ability in designing syllabus for the purpose of PKN-STAN entrance test is carried out to measure prospective students' proficiency level in the area of reading comprehension components, structure and written expression components, reading comprehension types of questions, and structure & written expression topics. The data shown from the component of structure & written expression indicates that 4 of 6 components are categorized as "poor" (phrase, clause, punctuation, word order) and the rests are "fair" (vocabulary and part of speech). While the component of reading comprehension is shown as fair (grammar, phonemic, fluency, vocabulary). Grammar component of reading comprehension that resulted the lowest score meaning that it should be prioritized to learn will be studied in the part of structure & written expression. The finding in the data of prospective students' proficiency level on reading

comprehension type of questions shows that only one component which is categorized as poor that is "unstated detailed". Another five questions are categorized as "fair".

In designing syllabus for the purpose of PKN-STAN entrance test, the research includes 5 components based on the level of proficiency. However, this research did not apply all the component by considering time allocation. "Identifying main idea" which resulted the highest score of all is considered to be included since that type of question appears most in the reading comprehension in PKN-STAN entrance test.

The last information of prospective students' learning ability is the data of the proficiency level of structure & written expression topics or materials. From 25 components, nine components are recognized as "fair" and most of the components are categorized as "poor" (inversion, participle, concord, gerund & infinitive, causative, redundancy phrasal verb, clause, appositive, derivation, such & others, relative pronoun, elliptical sentence, subjunctive, preferences, word order). It is not surprising anymore as it was shown before that the candidates are considered "hardly ever" learning structure & written expression.

This syllabus is designed for there-month program of preparation for PKN-STAN entrance test. There will be 2 meetings in a week with total 24 meetings. Considering time allocations and meetings, not all of the topics on structure & written expressions above are the researcher included in the proposed syllabus. The lower the score of a topic indicates the higher needs. The important level of the topics, as they appear most in the test, is the reason to include tenses, conditional sentence, and passive voice. Relative pronoun and phrasal verbs are excluded as relative pronoun has been explained in the "clause part" and phrasal verb deals more with vocabulary than structure.

4.2. Designing Syllabus Procedure

Having gathered the data from the questionnaire as well as interview and put that data into tables, the researcher has shown that the need analysis conducted for the purpose of PKN-STAN entrance test has identified prospective students' present needs, learning ability, language components mostly required to learn as priority, obstacles or problems in learning, and learning preferences.

Another crucial element of syllabus design is to determine the aims and the objectives of language program. Richard (2001) suggests that aims have four main purposes: 1) to provide a reason for the program, 2) to provide guidelines for teachers and learners, 3) to provide a focus for learning, and 4) to describe important and realizable changes in learning.

Moreover, objectives are more specific than aims. Objective is a specific explanation about goals of the program. Richard (2001) states that objective generally have the following characteristics: 1) Describing what the aims seek to achieve in terms of smaller units of learnin, 2) Providing a basis for the organization of teaching activities, 3) Describing learning in terms of observable behavior of performance, 4) Facilitating planning: once objective have been agreed on, course planning, materials preparation, textbook selection, and related process can begin, 5) Providing measurable outcomes: the success or failure of a program to teach the objective can be measured, 6) Being prescriptive: they describe how planning should proceed and do away with subjective interpretations and personal opinions.

4.3. Developing Prototype Course Material Procedure

Another important thing to do in this research is something dealing with materials. Having designed proposed syllabus for PKN-STAN entrance test, the researcher developed several prototype course materials and explain the steps in making them. Following the procedure of developing course materials, Yassi & Kaharuddin (2018) suggests three main steps: 1) Mapping out the course in terms of sections or instructional blocks. Instructional block represents the instructional focus of the course which may be very specific in a single lesson or more general in a unit of work consisting of several lessons. The representation of the instructional block can be initially made by making a lesson plan as a road map for a class session. A lesson plan in a language program functions to identify the learning destination (objective of a lesson) and to mark out the route (activities for each stage of the lesson). It is an aid for the teachers to plan his teaching strategies effectively.

Therefore, a well-prepared teacher should write down the detail of each activity in a form of lesson plans. Brown (1995) proposes six essential elements of a lesson plan: Goals, Objectives, Materials & equipment, Procedures, Evaluation, and Extra-class work. The proposed syllabus produced earlier is then used as a guideline to write lesson plans for PKN-STAN entrance test.

5. Conclusion

This study found that prospective students encounter problems in answering the items of English section of PKN-STAN entrance test. It is shown in the data collected from the simulation test that only three of 30 prospective students pass the minimum score. The finding happens for some reasons. Firstly, the prospective students are not familiar with the items tested in PKN-STAN as majority of the items is not taught in their schools. Secondly, textbook that the prospective students use in their school in not representative to the entrance test. Lastly, syllabus applied in senior high school did not match with materials tested in PKN-STAN entrance examination. While senior high school syllabus is mostly focused on communication competence, PKN-STAN entrance examination is evaluating students' reading comprehension and structure & written expression. Based on the result of this study, prospective students need course materials for the entrance test, especially for the section of structure and written expression as those materials are limited in their schools.

The novelty of this study is that it provides a systematic procedure in conducting need analysis and shows how to implement those needs into syllabus as well as course materials. So that, this study can lead English teachers to conduct similar process of syllabus design and prototype course materials in another courses or programs. In addition, this research also distributes products: proposed syllabus and prototype course materials for PKN-STAN entrance test.

There are pedagogical implications of this study. First, identification of students' needs is very important to determine the teaching materials and the teaching activities in the process of learning. Second, the teacher should be aware that students have different needs in terms of learning preferences and learning problems. It is important to regularly do need analysis to understand and recognize students' ability.

Further studies on similar topic of this research should explore more on the procedure of evaluation both to procedure a better syllabus and to develop effective teaching materials. This study is limited to produce syllabus and prototype course material and it does not examine the effectiveness of proposed syllabus and prototype course materials.

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