

INTRODUCTION

The growth of global economy across nations is doubtless nowadays. The need of qualified human resources has become the main issue of global organization. It has proven by the ratification of some global agreements and commitments such as *ASEAN Free Trade Area (AFTA)*, *World Trade Organization (WTO)*, and *General Agreement on Trade in Service (GATS)* by Indonesian governance. Therefore, in 2010, the government of Indonesia and other countries of ASEAN agreed on *Mutual Recognition Agreement (MRA)* for some jobs and professions. Some professions that have recognized by MRA are: (1) *engineers*; (2) *architect*; (3) *accountant*; (4) *land surveyors*; (5) *medical doctor*; (6) *dentist*; (7) *nurses*, and (8) *labor in tourism* (DIKTI, 2014). As a result, there is a new paradigm about qualification parameter based on the quality equality principal and understanding of qualification from many work fields and professions in global era.

Those recent issues then affect the design of curriculums in educational institution in Indonesia. Recently, the ministry of education and culture has socialized the new regulation about higher education curriculum in some institutions in Indonesia. The new regulation is called Indonesian Qualification Framework (Kerangka Kualifikasi Nasional Indonesia). IQF is a reference of grading competence qualification for acknowledgment of work. IQF is arranged due to the basic consideration proposed by Mendikbud (2010, p. 4) who states: *kebutuhan Indonesia untuk segera memiliki KKNI sudah sangat mendesak mengingat tantangan dan persaingan global pasar tenaga kerja nasional maupun internasional semakin terbuka. Pergerakan tenaga kerja dari dan ke Indonesia tidak lagi dapat dibendung dengan peraturan atau regulasi yang bersifat protektif*. Additionally, IQF is designed in response to ratification done by Indonesia on December 16th 1983 that is updated on January 30th 2008 toward UNESCO convention about *The International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pasific*). As a result, higher educational institutions in Indonesia are challenged to produce qualified

and productive human resources as the basic aim of IQF. The qualified human resources are reflected in qualification description that is categorized into nine levels. Level 1-3 are categorized as operator position, level 4-6 as technicians or analyst position, and level 7-9 as expert position (Sujanarko, 2014).

In response to this, directorate general of higher education socializes the regulation of IQF both in form of reference book and workshops in some institution. The concern of socialization is the re-arrangement and development of curriculum in higher education that is based on Indonesian Qualification Framework and National Standard of Higher Education. Hence, educational institutions should reflect the qualification description based on degree level to their institutional documents such as curriculum, semester learning matrix, syllabus and etc. Each level is expected to create standard graduates that can compete in global challenges based on their educational background.

The advent of IQF that underline the acknowledgement of work in global areas as stated before strengthen more the need of English as a tool of communication. Even though English has become a compulsory course in higher educational institution which is stated in *pasal 37 Undang-Undang No. 30 Tahun 2003* about National Education System: "*kurikulum pendidikan tinggi wajib memuat: 1) pendidikan agama, 2) pendidikan kewarganegaraan dan 3) bahasa*". (section 2), but at this point, English is not only seen as a compulsory course anymore in all departments in universities. Since the principal of IQF integrates between field of education and field of professional work, English should be taught contextually according to students' background knowledge and situation in their work field later on, and it deals with the basic principle of ESP. The basic learning goal of ESP is how the 'English learners would practice the language in specific occupations and situations they face' (Richards, 2001). The situation here is connected with real communication that learners will use, such as 'basic skills, communicative competence, intercultural competence, vocabulary awareness', etc (Fauziati, 2011). In line with the above statement, Day & Krzanowski (2011, p. 24) add that 'Modern workplace communication expects well-rounded professionals who not only have an excellent command of their subject area, but also

who can communicate well both with colleagues and general public'. Additionally, Nunan (2004; 7) underlines the principle of ESP through these statements:

...The basic insight that language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized led to the notion of developing learning programs to reflect the different communicative needs of disparate groups of learners. No longer was it necessary to teach an item simply because it is 'there' in the language. A potential tourist to England should not have to take the same course as an air traffic controller in Singapore or a Columbian engineer preparing for graduate study in the United States. This insight led to the emergence of English for Specific Purposes (ESP) as an important subcomponent of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research.

From those explanations, it can be inferred that ESP is not about the knowledge of English but rather to what learners can do with the language. In other words, ESP concerns more to communicative skills that the learners need to acquire. Considering those situations, therefore, the learning curriculum, materials, and practices in ESP should reflect the learners' practical situations in the future.

Sekolah Tinggi Ilmu Ekonomi (STIE) Putra Bangsa as the only one Economic Institution located in Kebumen is one of institutions that is informed about the advent of IQF by *Koordinasi Perguruan Tinggi Swasta (Kopertis)*. STIE Putra Bangsa consists of two departments; Accounting department (diploma program) and Management (undergraduate program). According to informal observation, the researcher found that the lecturer who has designed the ESP syllabus designed the syllabus only according to the institutional learning goals and the background of Business English before any IQF socialization. The content of the syllabus covered all skills. For accounting department, the syllabus focuses more on practical activities while in Management, it focuses more on theory of English. Since the educational background belongs to English for Economic and Business (EBE), the lecturer should determines learning outcomes, choses appropriate learning approach, material, task, etc., defines learning activities, and so on in syllabus that represents the background knowledge of the students and reflects the regulation of IQF. This belief is in line with Cohen, Millis, and O'Bryan (2008, p. 13) who states as follows:

...The process requires next that you establish what skills, knowledge, and attitudes you believe are of most worth, how they can be built into your course, and how they will be appropriately assessed. It requires that you create a learning environment for your students using teaching and learning strategies that are consistent with those beliefs. And finally, it requires that you compose a syllabus that will communicate your expectations and intentions to your students.

Based on this statement, therefore, it is important to analyze to what extents the content of existing syllabus accomplish the IQF standard.