

## A CONTENT ANALYSIS ON AN ESP SYLLABUS OF ACCOUNTING PROGRAM

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### Abstract

Economic expansion across nations leads 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. As a result, there is a new paradigm about qualification parameter based on quality equality principle and concepts of IQF from many work fields and professions in global era. Those issues then influence the design of curriculum in educational institution in Indonesia, especially in higher education institution. The new regulation is called Indonesian Qualification Framework (Kerangka Kualifikasi Nasional Indonesia). IQF is a reference of grading competence that integrates between education and work training and experience. IQF is basically designed to equalize national and international qualification so that Indonesian human resources are able to encounter world-wide economic competition. The study aims to analyze the content of an instructional syllabus in relation with the qualification of IQF.

The study was carried out at Sekolah Tinggi Ilmu Ekonomi (STIE) Putra Bangsa which is located on Jl. Ronggowarsito no.88, Kebumen. This study used the framework of qualitative research. The primary data in this study is the content of ESP syllabus of Accounting department. Other data are the result of interview, the statements made by the lecturer, the head of institution, and the students of 3<sup>rd</sup> semester.

The finding of the study shows that the syllabus has conformed IQF regulation in terms of elements of syllabus and some general competences of Diploma 3 program. Nonetheless, the syllabus has some drawbacks in relation to the qualifications of IQF. First, the activities found in the syllabus dominantly reflect TCL than SCL. Second, the time allocation in a week is insufficient. Third, the compositions of program and course learning outcomes are insufficient. It is hoped that the result of the study provide an insight in designing a syllabus.

**Keywords:** *Content analysis, English for Specific Purposes, syllabus, Indonesian Qualification Framework*

### INTRODUCTION

The growth of global economy across nations is borderless nowadays. The need of qualified human resources has become the main issue of global organization. It is 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 government. 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 been 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 principle 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 (2010:4) 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 16<sup>th</sup> 1983 that is updated on January 30<sup>th</sup> 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 education institutions in Indonesia are challenged to produce qualify 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 institutions. 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 the degree of their institutional documents such as curriculum, semester learning matrix, syllabus, etc. Each level is expected to create standard graduates

that can compete in global challenges based on their educational backgrounds.

## REVIEW OF RELATED LITERATURE

### The Nature of ESP

The worldwide interest in the study of English has led the development of English Specific Purpose (ESP). The need of English is demanded as 'it continues to dominate as the lingua franca of business, media, technology, medicine, education, and research. The demand for ESP is growing rapidly, particularly EFL countries where English is mainly used for instrumental purposes' (Bracaj, 2014). Different from General English learners, ESP learners have their own particular focus of learning according to their 'needs and interests which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning' (Hutchinson & Waters, 1987: 8). Day & Krzanowski (2011, p. 5) assumes that (English for Specific Purposes) involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. The P in ESP is always a professional purpose – a set of skills that learners currently need in their work or will need in their professional careers. Some characteristic words such as real communication, particular occupation, specific learners, etc that conceptualizes ESP establish an understanding that 'ESP is based on designing course to meet students' need' (Hutchinson & Waters, 1987, p. 3). Based on discussions about ESP defined by some experts, it can be concluded that ESP emphasizes more on the communicative competence based on the context or situation that learners will use. The context and situation that conceptualize ESP then deal with the particular needs of the learner in the context of more effective English use.

### The Nature of Syllabus

#### Definition

By syllabus is meant a formulation of linguistic content that is arranged into teachable and learnable units as well as arranged in a rational sequence (Richards, 2013). Additionally, Ur (1991, p. 177) states that 'a syllabus is a

document which consists essentially, of a list. This list specifies all the things that are to be taught in the course(s) for which the syllabus was designed'. It means, the target learners consider the content selection of the syllabus. Syllabus design is seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the selection of learning tasks and activities (Nunan, 1988: p. 5). In addition, Sujanarko (2014) states that 'syllabus is a document that presents learning outcomes into material substation enclosed in a form of course and practicum. From those definitions, it can be concluded that syllabus is an organized components of teaching-learning matrix of a certain course.

### Types of Syllabus

Richards (1990, p. 9) defines seven types of syllabus that are commonly found in English course materials: a) Structural, b) Functional, c) Notional, d) Topical, e) Situational, f) Skills, g) Task or activity-based. In addition, Ur (1991, p. 178) defines one type of syllabus called Mixed or 'multi-strand' syllabus. It is the combination of 'some different aspects such as task, functions and notions, topics, grammar and vocabularies and so on in order to be maximally comprehensive and helpful to teachers and learners'. It is considered as a modern syllabus that is commonly found nowadays.

### Components of Syllabus

In designing syllabus for higher education, there are five components that a designer should include in general. According to Cohen, Millis, & O'Brien (2008), they are; 1) course description and its goals and objectives, 2) the structure of the course, 3) learning outcomes, learning activities, 4) assessment and evaluation practices, and 5) information of activities and assignments. Similarly, Ur (1991, p. 177) defines six characteristics of a syllabus such as; 1) Content items (words, structures, topics), 2) Process items (tasks, methods), 3) explicit objectives, 4) time schedule, 5) methodology or approach, 6) materials.

In Indonesia, the term syllabus is actually mentioned in Peraturan Pemerintah Republik Indonesia Nomor 13 Tahun 2015 Pasal 1 ayat 18 about Education National Standard as a lesson plan of a certain course or theme that covers core competence, basic competence, material, learning activities, assessment, time allotment and sources. However, there is no obvious guideline and format from government in designing learning documents such as syllabus, learning matrix, lesson plan, etc. in higher education (Sujanarko, 2014). Each institution has its own guideline in designing syllabus format, but based on the references of experts as stated before, it can be inferred that the core components of syllabus are; a) course description, b) learning outcomes, c) learning material, d) activities or tasks, e) sources, f) assessment, g) time allotment.

### Indonesian Qualification Framework

According to *Perpres No.8 Tahun 2012 Pasal 1 Ayat (1)*, A. The definition of Indonesian Qualification Framework (IQF) is *penjenjangan kualifikasi kompetensi yang dapat menyandingkan, menyelaraskan, dan mengintegrasikan antara bidang pendidikan dan bidang pelatihan kerja sesuai dengan struktur pekerjaan di berbagai sektor*. The advent of IQF mainly focuses the purposes on the recognition of competence in a workplace. The focus of IQF is how to produce productive and qualify human resources of Indonesia. The productive and qualified human resources are described in nine levels of qualification description designed by IQF. Qualification level is the stages which consider comprehensively learning outcomes as a result of formal, non-formal and informal education learning process or independent experience to have a qualify work ability.

The advent of IQF changes the concept of curriculum from *competency outcomes* (CO) into *learning outcomes* (LO). The learning outcomes (LO) that become the concept of IQF set Outcomes-Based Curriculum. Outcomes-Based Curriculum set by IQF requires that the achieved competences should be correlated with its achievement in



society, workplace, and equivalence of certain qualification (Solikhah, 2015). Even though the basic formation of curriculum design of the university level is still Competences-Based Curriculum, there are some changes in the design of the syllabus due to the socialization of IQF.

According to *Undang-Undang Republik Indonesia Nomor 20 tahun 2003 about Sistem Pendidikan Nasional dan Undang Undang Republik Indonesia Nomor 12 Tahun 2012 tentang Pendidikan Tinggi*, it is stated that "Learning is interaction among educator, students, and learning sources in a certain learning environments". Based on this statement, the characteristic of the learning tends to be Students Centered Learning (SCL).

At first, it is important to define the term 'learning outcome'. According to IQF, learning outcomes are internalization and accumulation of knowledge, practice knowledge, skill, affection, and competence that is achieved by structured learning process, and it covers a certain knowledge/ ability through working experience (K-DIKTI, 2014, p: 24). Each qualification level has its own criteria of learning outcomes. Since the researcher attempts to analyze the syllabus of Diploma Program of Accounting Department, so the researcher only used the criteria of qualification level 5 as a reference. The criteria are generated as follows:

Table 1 IQF's Learning Outcomes  
Description of Level 5

Kemampuan Kerja	Mampu menyelesaikan pekerjaan berlingkup luas, memilih metode yang sesuai dari beragam pilihan yang sudah maupun belum baku dengan menganalisis data, serta mampu menunjukkan kinerja dengan mutu dan kuantitas yang terukur.
Penguasaan	Menquasai konsep

Pengetahuan	teoritis bidang pengetahuan tertentu secara umum, serta mampu memformulasikan penyelesaian masalah prosedural.
Kewenangan dan Tanggung Jawab	Mampu mengelola kelompok kerja dan menyusun laporan tertulis secara komprehensif.  Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas pencapaian hasil kerja kelompok.

Table 2 General Competence  
Qualification of Diploma 3 Level

1. Mampu menyelesaikan pekerjaan berlingkup luas dan menganalisis data dengan beragam metode yang sesuai, baik yang belum maupun yang sudah baku ;
2. Mampu menunjukkan kinerja bermutu dan terukur;
3. Mampu memecahkan masalah pekerjaan dengan sifat dan konteks yang sesuai dengan bidang keahlian terapanannya, didasarkan pada pemikiran logis, inovatif, dan bertanggung jawab atas hasilnya secara mandiri;
4. Mampu menyusun laporan hasil dan proses kerja secara akurat dan sah, serta mengomunikasikannya secara efektif kepada pihak lain yang membutuhkan;
5. Mampu bekerja sama, berkomunikasi, dan berinovatif dalam pekerjaannya
6. Mampu bertanggungjawab atas pencapaian hasil kerja kelompok dan melakukan supervisi dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggungjawabnya;
7. Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang

*berada dibawah tanggungjawabnya , dan mengelola pengembangan kompetensi kerja secara mandiri;*  
 8. Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi;

## RESEARCH METHODOLOGY

### Setting of the Study

The study was conducted from August 2015 to June 2016. The study was carried out at Sekolah Tinggi Ilmu Ekonomi (STIE) Putra Bangsa which is located on Jl.Ronggowarsito no.88, Kebumen.

### Design of the study

This study uses the framework of qualitative research. There are many different types of qualitative research; basic interpretative studies, case studies, document or content analysis, ethnography, grounded theory, historical studies, narrative inquiry, and phenomenological studies (Ary, 2010 p. 29), and this study is categorized as content analysis study. Content or Document analysis is one of several types of qualitative study. There are number definitions of content analysis defined by some experts. To begin with, Ary defines, 'Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material'.

According to Krippendorff (2004), content analysis is a technique for making replicable and valid inferences from texts (or other meaningful matters) to the context of their use. "It denotes what is contained and content analysis is the analysis of what is contained in a message" Prasad (2008). Content analysis is a method of analyzing written, verbal or visual communication messages (Cole 1988 in Elo & Kyngas, 2007). Additionally, in defining content analysis and its context, Kondracki, Wellmen, & Amundson, (2002) points out as follows,

*'...Content analysis is most conveniently used with textual types of data such as open-ended survey questions or print media of various shorts. Content analysis*

*provides scientific method for the evaluation of data collected using a variety of qualitative research approaches including focus group, interviews, videography, and ethnographic observation'.*

According to Stone (in Prasad, 2008), content analysis refers to any procedure for assessing the relative extent to which specified references, attitudes, or themes permeate a given message or document. As for Weber (in Prasad, 2008) it is a research methodology that utilizes a set of procedures to make valid inferences from text. These inferences are about sender(s) of message, the message itself, or the audience of message.

Some definitions offered by some experts shows that content analysis is all about making inferences of a message followed by certain procedure , technique and references to have a meaningful and valid interpretation of the result.

### Object of the study

The primary data of this study is the ESP syllabus of Accounting Department of STIE Putra Bangsa Kebumen. The syllabus is designed for Diploma program for three semesters. Each semester consists of 14 chapters. The syllabus is designed by the English lecturer herself. Other data are obtained from the interview with the head of institution, the lecturer and the students.

### Techniques of collecting data

There are three techniques used in this study; personal interview, focus group discussion, and document analysis. The personal interview was addressed to the lecturer who designed the syllabus and the head of institution. In focus group discussion, the researcher had collected six college students of Accounting Department who were in the third semester. For the students focus group discussion, the researcher investigated more on their perspective about English, the materials, activities, tasks and everything related to implementation of the syllabus itself in relation with their background of the study. The syllabus was the object of the study, therefore, this main document later would be analyzed according to checklist of

syllabus from *K-DIKTI* and some references. The checklist was elaborated as follows:

*Table 2 Syllabus Analysis Checklist*

Components	Content		
1. Course Identity	Is should consists of: 1.1 name of department 1.2 name and code of the course 1.3 semester 1.4 semester credit units 1.5 name of lecturer		6.10 Discovery Learning (DL) 6.10 Self-Directed Learning (SDL) 6.11 Cooperative Learning (CL) 6.12 Collaborative Learning (CbL) 6.13 Contextual Instruction (CI) 6.14 Project Based Learning (PjBL) 6.15 Problem Based Learning and Inquiry (PBL)
2. Program learning outcomes	It should covers all or at least one of the following aspects: 2.1 knowledge 2.2 skill 2.3 attitude	7. Topic/ Material	The topic may represents one of the following syllabus categories: 7.1 Structural syllabus 7.2 Functional syllabus 7.3 Notional syllabus 7.4 Topical syllabus 7.5 Situational syllabus 7.6 Skills syllabus 7.7 Task or activity based syllabus
3. Course Learning outcomes	It should covers all or at least one of the following domains: 3.1 cognitive 3.2 affective 3.3 psychomotor		
4. Indicator and assessment	4.1 types of indicators (qualitative/ quantitative) 4.2 assessment process (formative/ summative)	8. Time allotment	8.1 Standard time suggested by IQF
5. Learning activities	It can be assumed as one of the following categories: 5.1 guided activities 5.2 independent activities	<b>Trustworthiness</b> The researcher uses triangulation to check the validity of the data. The purpose of triangulation is to provide wider perspective and understanding of the topic under the study because depending only on single method will provide inaccurate description (Fountain, 2004, p. 9). After accomplishing document analysis, the researcher conducting interviews to head of institution, lecturer, and the students to cross-check the result of the analysis and result of interview.	
6. Learning methodology	It can reflects one or the combination of the followings types: 6.1 Lecturing 6.2 Discussion 6.3 Task presentation 6.4 Seminar 6.5 Practice 6.6 Field survey 6.7 Role-play 6.8 Small Group Discussion 6.9 Role-Play & Simulation Case Study	<b>Techniques of analyzing data</b> In this research, the researcher implemented the procedures in doing content analysis adapted from Elo and Kyngas (2007). There are three stages in conducting content analysis, they are preparaing, organizing, and reporting. The implementation of analysis techniques are described in organizing	



stage because it consists of three steps; open coding (notes and headings are written in the text while reading it), create categories (the lists of categories are grouped under higher order headings), and make abstraction (formulating general description).

## FINDINGS AND DISCUSSION

The result of analysis and the detail interpretation of research problems have been explained above. Before discussing the component of syllabus based on IQF, the discussion is started from the analysis of ESP syllabus in general.

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On the other hand, it strengthens the theory of Hutchinson & Waters (1987, p. 12) who state 'the purpose of an ESP course is to enable learners to function adequately in a target situation, that is, the situation in which the learners will use the language they are learning'.

Next, after analyzing some chapters, it can be assumed that the syllabus is categorized as mixed-syllabus because the topics of the chapters represent many types of categories. It is in accordance with the theory from Ur (1991) who stated that 'mixed or multi-strand syllabus is a syllabus that is mostly used in modern era right now'.

After doing the analysis before, it is found that ESP syllabus of accounting department has some strengths and weaknesses in relation to IQF qualification. Some strengths are explained in the following:

The first aspect is the general components. The existing syllabus has accomplished the prerequisites suggested by Ur (1991) and Cohen, Millis, & O'Brien (2008) and IQF itself starting from course identity, program learning outcomes, course learning outcomes, indicator & assessment, students' learning experience/ activity, learning methodology, learning material, and time allocation.

The second aspect is the composition of assessment and indicators. Based on the analysis, the indicators are stated in qualitative form. In addition, most of the compositions of indicators are on one plane with the composition of course learning outcomes. Some compositions of indicators that are still unclear and less specific in representing the course learning outcomes are found in SA3, SA5, SA9, SA10, SA11, SA12, SB2, SB3, SB4, SB9, SB10, SB11, SC1, SC7, and SC12. It means, the composition of indicators of the syllabus has reconciled the instruction form *K-DIKTI* which is stated that 'indicator is a gradation statement of a description in accordance with the level that would be achieved' (2014, p. 32). The assessment found in the syllabus is dominantly a formative assessment. Even though there are no clear assessment tools explained by the lecturer, the types of assessment are varied and cover all skills.

The third aspect is the general competences of qualification descriptor of level five found in the syllabus. The existing syllabus has reflected some aspects of general competence arranged by IQF in terms of: 1) perform the quality and measurable quantity of works, 2) arrange report of result and working process accurately and validly, and present it effectively to the target party, and 3) cooperate, communicate and innovate in a certain task. This aspect can be found in some activities which apply cooperative learning or group discussion. It means, from eight aspects of general competences of level five, the syllabus has only conformed three aspects viewed from students' learning activities.

Some drawbacks in relation to the requirements of IQF are also found in the syllabus. Firstly, although the syllabus has confirmed the components suggested by IQF, however, there are some weaknesses in the composition of some components. First, the composition of program learning outcomes does not represent the category of attitude and behavior. The program learning outcomes only represent the aspect of knowledge and skill. Even though

institutional goals of STIE Putra Bangsa clearly consist of attitude and behavior aspect (see appendix 4), it should be verified more in program learning outcomes in order to have concordance and correlation one another.

Secondly, there is no affective and psychomotor aspect in composition of course learning outcomes. Most of the compositions of course learning outcomes represent cognitive aspect. The term *understand* is used mostly in the syllabus and then followed by *practice, make, present, identify, determine, and apply*.

Thirdly, even though there are some SCL methodologies found in a syllabus, the activities are dominantly reflected TCL than SCL. It can be seen from the syllabus that most of learning methodology used by the lecturer is lecturing. In addition, the activities mostly describe guided-activity since the lecturer involves in learning process dominantly than the students.

Finally, the time allocation in a week is insufficient because it according to the result of interview and discussion both from the lecturer and the students. It has known that the institution provide only two semester credit units (100 minutes) for English major in a week. However, the implementation shows that they almost need additional time outside the classroom to finish the materials. Therefore, there should be an addition in semester credit unit for English major.

Based on the result of analysis, the present study has sufficient and insufficiently fulfill some requirements of IQF in different points. The study about the analysis of IQF based syllabus is still infrequent. However, this has similar result with the study conducted by Silitonga, et.al who find that the existing core curriculum of tours and travel diploma program are insufficiently compliance with fifth level of IQF because the present study only fulfills three aspects from eight aspects defined by IQF.

Besides the analysis results, the study also gathers students' perspective towards the need of English and its implementation in a syllabus. Based on the discussion result, most of the

students agree that three semesters in learning English is insufficient for them. Their statements are also supported by the lecturer who claimed that in practically, she needs additional time outside the schedule in syllabus. Speaking and Listening skill are considered as the most necessary skill that would be beneficial for them as the students of Accounting department where their job vacancies are mostly deal with public service. Consequently, communication became the main performance that they should master. It is supported by the statement of BW who states that speaking and listening are demanded more according to his experience in working at foreign companies. However, most of students say they get difficulties in both skill since the dialect of English and their mother tongue as Indonesian even Javanese is admittedly different. Based on those facts, it can be concluded that Speaking and Listening are two skills that should be dominant more in teaching learning activity. Conversely, the finding shows that the learning activities in the syllabus are more dominant to Speaking and Writing skills. There are only three listening activities contained in the syllabus during three semesters.

This study has discovered several findings. However, due to the limitation cope of study, there are some weaknesses during the completion of the study. The focus of this study is on the syllabus components only. The present study does not call an attention in the analysis of the curriculum. In addition, the analysis is not extended to the implementation in the classroom due to time utilization. The findings can be broadened by analyzing its curriculum and lecturers' perception in designing the syllabus.

## CONCLUSION

To conclude, ESP syllabus of Accounting Department for Diploma 3 Program at STIE Putra Bangsa has fulfill some of the qualifications arranged by IQF. The first point is general components of syllabus. The second point is the assessment and indicator aspects, the third point is the



qualification descriptor of number two, four and five for diploma three level.

Nevertheless, the syllabus has some deficiency in relation to the requirements of IQF. First, the activities found in the syllabus are dominantly reflected TCL than SCL. Second, insufficient of time allocation in a week. Third, insufficient composition of program and course learning outcomes. Having the analysis, it is expected that this study can contribute an insight for the stakeholders who involve in designing the curriculum and syllabus to provide more appropriate ones.

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