DEVELOPING AN ENGLISH COURSE OF TEACHING PLAN FOR A SEMESTER FROM THE TASK-BASED LANGUAGE TEACHING (TBLT) FOR STUDENTS OF THE MATHEMATICS DEPARTMENT OF ZAINUL HASAN ISLAMIC UNIVERSITY OF PROBOLINGGO

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Abstract: Developing a Teaching Plan for a Semester (TPS) is directly related to the analysis of competency standards to be achieved, teaching methods, and learning evaluation. Based on that, the specific targets to be achieved in this research include two things. The two objectives are (i) to formulate graduates' English learning outcomes based on needs analysis and objective analysis of input English proficiency and (ii) to design learning materials to meet the formulated learning outcomes. In general, the research method used is the development research method of Gall, Gall, and Borg (2003) and Van den Akker, Gravemeijer, McKenney, and Nieven (2006). Meanwhile, the approach used in this study is a combination of the ADDIE approach from Branch (2009) and the systems approach from Dick, Carey, and Carey (2009). The results of the study show that the level of English language needs indicated by stakeholders must be adapted. This adaptation is based on input competencies that do not meet the standards to be put into the ESP stage purely. Therefore, the design of the ESP lesson plan is still carried out by considering matters related to the input of general English competence.

Keywords: *Teaching Plan, English for Specific Purposes, Mathematics*

According to Government Regulation Number 32 of 2013 which is a refinement of Government Regulation Number 19 of 2005 concerning the National Education System, lesson planning is the preparation of learning implementation plans for each learning content. The Minister of Education and Culture Regulation Number 49 of 2014 concerning the National Higher Education Standard plan contains a learning process plan presented in the form of a semester learning plan (TPS). With the TPS learning achievement standards, learning materials, learning processes, and learning evaluations can be controlled optimally. With the TPS, variations in the four components caused by differences in teachers from one another can be minimized.

TPS is determined and developed by lecturers independently or together with a group of experts in a field of science and/or technology in the study program. The TPS was prepared according to the Minister of Education and Culture Regulation Number 49 of 2014 concerning National Higher Education Standards and was updated with the Minister of Technology Research and Higher Education Regulation Number 44 of 2020 concerning National Higher Education Standards. The important content that must be contained in the Teaching Plan for a Semester (TPS) includes (i) graduate learning outcomes assigned to Courses, (ii) final abilities planned at each learning stage to meet graduate learning outcomes, (iii) study materials related to abilities that will be achieved, (iv) learning methods,

The purpose of learning English for polytechnic students, in particular, is to equip graduates with English competency by the needs of its users in the world of work. In other words, the targeted English competency is a specific English competency required in the world of work that is added to their educational qualifications. Because of this, learning English includes learning English for Specific Purposes (ESP). Basturkmen (2010, p.17) that ESP is designed to teach "language and communication skills that specific groups of language learners need or will need to function effectively in their disciplines of study, professions or workplace". The same thing was also stated by Paltridge and Starfield (2013, p.2) that "English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain".

ESP learning is different from learning English for General Purposes (EGP). This difference does not lie in the general approach to learning but in the process of preparing lectures which are reflected in the content (content) teaching materials. That is why Hutchinson and Waters (1987, p.53) stated briefly that the difference between ESP and EGP is "in theory nothing, in practice a great deal". The essence of ESP learning lies in "the language, skills, and genres appropriate to the specific activities the learners need to carry out in English" (Paltridge & Starfield, 2013, p.2). This means that one of the keys to developing ESP learning lies in the development of teaching materials. Hutchinson and Waters (1987, p.106), in this case, state that "a large

amount of the ESP teacher's time may well be taken up in writing materials".

The development of ESP teaching materials cannot be done casually because it is closely related to the importance of a good understanding of translating the needs and expectations of learners into objectives. ESP learning in the classroom (Cheng, 2011). Of Course, this work should be based on a needs analysis (needs analysis) as well as an analysis of existing objective conditions for the short-term term and long-term interests. Short-term interests refer to English language competencies that are ready to be applied when graduates are looking for a job and starting a career. Meanwhile, long-term interest refers to English competence for further career development. Therefore, needs analysis is the most important stage in developing ESP Courses and teaching materials (Basturkmen, 2010).

One of the ESP development approaches is approaches-based language teaching (TBLT) which arises generally rooted in educational theories that emphasize the importance of experience in the learning process (Chun & Guofang, 2011). The TBLT approach is an approach to learning a second language or a foreign language that combines theory and practice with a focus on measurable learning outcomes in the form of task completion (tasks) (Norris, 2009). The emergence of the TBLT approach in learning a second language or a foreign language itself is always associated with "the Bathegaloree Project" (Prabhu, 1987) which started in 1979 and ended in 1984. Meanwhile, the communicative approach in language learning and teaching is the big framework used in the project.

Therefore, the TBLT approach is essentially a development of a communicative approach to learning and teaching a second language (Littlewood, 2004). The TBLT approach in foreign Language is based on the fact that many people can use a foreign language effectively to complete a task even though their grammar skills are still limited and they still make many mistakes (Willis & Willis, 2007). For example, there's a lot of second language acquisition research to show that one can well tell a past event while there are still many mistakes in the grammatical features that should be used for that. In essence, this fact also occurs in the early stages of first language acquisition (Kusmanto, 2003, 2004). A child can communicate past events well even though he cannot yet use the grammatical features that work for that purpose. The difference is that the acquisition gap is even greater for adult foreign language learners. Based on that, Prabhu (1987) believes that foreign language learners will be able to learn a foreign language effectively if their minds are focused on completing one task rather than only focusing on the language itself.

More broadly, Ortega (2009) explains that the theoretical foundations of the TBLT approach in foreign language learning and teaching are based on use-oriented second language acquisition theories, namely interaction, sociocultural, and ecological approaches. The interaction approach lays the foundation for the importance of foreign language learners engaging in communicative activities so that they have adequate quality input language as a functional language acquisition environment in their lives. The sociocultural approach lays the foundation for the benefits of direct involvement by language learners with pedagogical activities that are created according to social and cultural conditions in the real world. In this case, this approach emphasizes the importance of collaborative dialogue in designing communicative activities that are used as pedagogical communicative activities. Finally, the ecological approach lays the important foundation of involving learner motivation and intentions in using language to achieve a certain goal.

The explanation above shows that the approach TBL is the development of a communicative approach in foreign language learning. This development lies in the design of communicative tasks that are designed to be functional with the needs of the learner's experience. More than that, the TBL approach is based on the principle of providing opportunities for learners to deal directly with the completion of pedagogical tasks that are directly related to tasks experienced by real-life learners (Ellis, 2003; Bogaert, Van Gorp, and Bultynck, 2006)

Term "tasks "In the TBLT approach it is necessary to define beforehand because in reality there are various meanings of the term"tasks in this matter (Sanchez, 2004). Term "tasks "(tasks) in the everyday sense can cover a very large variety of activities. All activities in learning a foreign language such as activities in learning grammar in general can also be said as tasks. Term tasks in the TBLT approach do not refer to that understanding. In this case, Willis (1996:23) states that in some books the word 'task' has been used as a label for various activities including grammar exercises, practice activities, and role plays. As I shall show. These are not tasks in the sense the word is used here.

Prabhu (1987, p.24) defines tasks as "an activity which required students to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process". Understanding "tasks According to Prabhu, it contains two important elements, namely Task completion (task completion) as learning outcomes and (ii) thinking processes when in the process of completing their assignments. The definition of the term "tasks "according to Prabhu is generally similar to the general understanding of the term "tasks" according to Willis (1996, p.23) as "activities where the target language is used by the learner for a communicative purpose (got or to achieve an outcome". definition "tasks" is an activity that applies the principle of learning foreign languages that (i) meaning is a primary element, (ii) learners are not trained to imitate meanings that have been made by others, (iii) there is a connection with activities in the real world, (iv) completion of a task become a priority, and (v) task assessment is based on the output it produces (Van den Branden, 2006).

Based on these five definitions Van den Branden (2006, p.4) concludes that the main theoretical concept contained in the term "tasks" in TBLT refers to "an activity in which a person engages to attain an objective, and which necessitates the use of language". Definition of the term "tasks "This also emphasizes the output in the form of aspects of completing assignments that must be able to be carried out by learners using language. In this case, using language is positioned as a means used to achieve a certain goal or s, the theoretical concept in the term "tasks" does not refer to pieces of language features but rather to 'tasks' which are communicative, functional, and holistic. , In other words, the learner does not only learn a language to know and understand its functional uses but also to be able to use it functionally.

The successful implementation of TBLT in learning English has been widely reported by previous related studies. The application of TBLT increases the motivation of non-English learners in learning vocabulary at Community Colleges, in Vietnam (Thanh and Huan, 2012), Butler (2011) also reports the success of implementing TBLT in learning a second language in the Asia Pacific region although he also reports the need for adaptation in designing and develop TBLT. Pica (2005) also reports that
The effective application of TBLT can direct the learner's attention to problems of form, function, and meaning in language use.

Based on this background, TBLT will be studied to be applied to students of the Mathematics Department of the Probolinggo Zainul Hasan Islamic University (UNZAH).
There are four objectives to be achieved. The three objectives form the basis for achieving the fourth objective which is applied. The three objectives are (i) To identify the English language competencies expected by users (user) on UNZAH, (ii) describes the English proficiency profile of UNZAH's input, (iii)Designs appropriate English learning outcomes by the English language competencies expected by users (user) and input English proficiency profile. Meanwhile, based on the results of the three objectives, the final objective of this applied research is to develop a teaching plan for a semester as a blueprint for producing the expected Mathematic English learning outcomes.

METHOD

The applied research design is evaluation research and development research. Gall, Gall, and Borg (2003) use the label "Educational Research and Development(ED&R) for refers to program development research in education. In particular, Nunan (2004) includes it as a type of program evaluation research. Research development activities in education essentially consist of two activities, namely (i) program evaluation research and (ii) program development research. The development of a program is based on the results of program evaluation research and so on programs that have been developed are tested and continuously evaluated and developed to obtain the same or even better standards. Therefore, Thomas and Pring (2004) generally label educational development activities as "Evidence-Based Practice in Education".

The Development of a Teaching Plan for a Semester (TPS) is essentially part of a large process in the learning model development program. The development model used in this study applies the ADDIE approach (Branch, 2009) and the systems approach (Dick, Carey, & Carey, 2001). The two development models are approaches suitable for application in program development addition which is shown in Figure 1.
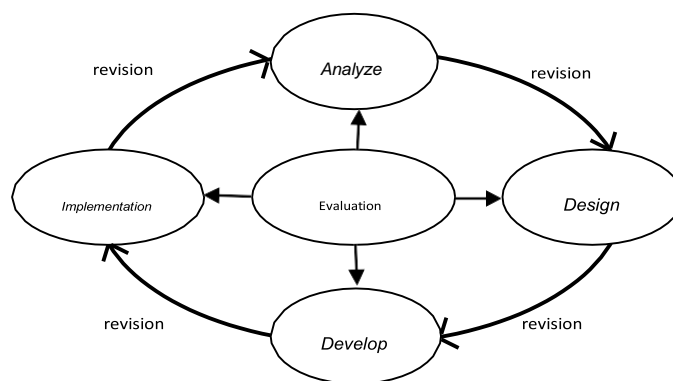

Figure 1. General Model of the ADDIE Approach
The object of this research is ESP inthe curriculum of the Mathematics Department
Zainul Hasan Islamic University Probolinggo. By the Minister of Education and Culture Number 49 2014 concerning the National Higher Education Standards, the research objectincludes elements that must be realized in lesson plans, such as learning outcomes, study materials, learning methods, success indicators, and evaluation instruments. The object of thisresearch is also directly related to research on the English language competence of Mathematics students, the need for English by the users, and learning facilities. Meanwhile, research locations are generally conducted in the Department of Mathematics. Some of the research was carried out outside the Zainul Hasan Islamic University

Probolinggo, especially in providing data related to needs analysis based on stakeholders, users, graduates, andtracer study towards alumni.

FINDINGS AND DISCUSSION

The research results presented are divided into three (3) sections according to the research plan. The first part is the presentation of the results of the analysis stage, the second part is the presentation of the results of the design stage, and the third part is the presentation of the results of the development research stage.

Results and Discussion of Competency Analysis Stage According to Users and Alumni

The results of the first analysis stage are related to the analysis of the needs of English language competence according to users (users) and alumni. Users who are used as subjects are companies that are projected to need skilled workers and graduates from the Department of Mathematics. Meanwhile, alumni were used as respondents because they had experienced two different areas, namely the area of education while they were in college and the area of work after they graduated. Information extracted from users and alumni is obtained through a questionnaire. The questionnaire to collect this information is designed in three parts. The three parts are (i) whether English is important or not in the world of work, (ii) what types of English competence are needed, and (iii) internal English competency improvement programs. The results of the questionnaire are presented in Table 1

Table 1. User and Alumni Questionnaire Results

No	Component	Code user 1 2 3 4 5	Code alumni 1 2 3 4 5
	A. Is English Important or Not		
1	What is a person's need for learning English?	44 4 4 4	4 4 4 4 4
2	How necessary is English competence for employees in the company you work for?	43 3 4 4	4 4 4 4 4
3	How high is the relationship between English competence For an employee with his role and career in a company?	33 3 4 4	3 3 3 3 3
4	How many employees in the company Mr/Ms work who has English proficient	33 2 3 4	2 3 2 3 3
	B. Competency Components		
1	Do you need listening skills and competence in English for your position in the company?	33 2 2 3	3 3 3 3 3
2	Do you need speaking skills in English for your position in the company?	33 4 3 4	4 4 4 4 4
3	Do you need reading skills in English for your position in the company?	32 3 4 3	3 3 3 4 3
4	What are the English competency topics below required in your company?	33 2 3 4	3 3 2 4 4
	a. Introduce yourself and others	444 4 4 4	4 4 4 4 4
	b. Mastery of spelling and numbers	33 3 4 3	3 3 3 3 3
	c. Tool name, function, and description	44 4 4 4	3 4 4 4 4
	d. Describe the location and position	44 4 4 4	3 3 4 4 4
	e. Describe the movement and direction of movement	33 3 3 3	4 4 3 3 4
	f. Understanding manuals	44 4 4 4	4 4 4 4 4
	g. Order work in sequence	33 3 2 3	4 3 3 4 3
	h. Describe the work routine	33 3 4 4	4 4 4 4 4
	i. Understand and explain K3	33 3 4 3	3 3 3 3 3
	j. Doing Presentations	44 3 4 4	4 4 4 4 4
	k. Participate in technical meetings	33 3 3 4	4 4 3 4 4
	l. Investigate work accidents	11 2 1 1	2 1 2 1 1
	m. Make a report	33 3 4 4	4 3 4 4 4
	n. describing system	22 3 2 3	3 2 3 2 4

	o. Interview	0 0 1 1 1	0 0 0 0 0
	p. Report work accidents	0 0 1 1 1	0 0 0 1 1
	q. Create job advertisements	0 0 0 1 0	0 0 1 1 0
C.	**Internal Development**		
1	Should companies make English language improvement training for their employees?	4 4 4 4 4	4 4 4 4 4
2	Do you agree that Employees who master English will get higher salaries than those employees who can't speak English?	3 3 4 4 3	4 4 4 4 4
3	Should English be the requirement to be an employee in this company?	3 4 4 3 4	4 4 4 4 4

Table 1 shows that further research has not only been used by a general user to that English competence is a competency that is needed in today's world. The lowest mean value of the questionnaire in part A is a value of 3 (necessary) and the highest is a value of 4 (very necessary). The range of these differences is due to differences in the degree of company scale. Multinational companies that have moved internationally have a value of 4. The company if websites in English but many administrative documents are also in English or at least bilingual.

Although at a slightly different level of detail, in general, the results are the same as shown in Table 4. In general, alumni give a higher assessment of the importance of English today. A simple deepening done on the questionnaire shows that, as actors who subjectively feel themselves, alumni assess that English competence makes it easier for them to get jobs, carry out work, and improve their careers. Table 1 shows the importance of current English competence both in terms of (i) the interests of companies and (ii) the interests of graduates.

The overall mean score for part A given by users is 3.5. Meanwhile, the overall average score for part A given by alumni is 3.4. The two average scores obtained show the importance of English competence both for the benefit o f company progress and for the benefit of alumni in finding work, carrying out work, and developing their careers. However, in general, alumni still consider that the reality of career development in the field does not depend on English competence, even though English competence is indeed required. What this means is that English competence is required but there are other determining factors in career development. These other determinants will be able to get more value when English competence is also meanwhile, the language competence that received the highest rating to be mastered was speaking competence.

Furthermore, it shows that oral communication is the most frequently experienced activity and is the main competency to be mastered. The next competencies that need to be mastered are writing and reading competencies. Meanwhile, listening competence is considered the lowest competency prioritized. This is because listening competence is understood as a skill that is learned separately. When respondents were shown several examples of the importance of listening competence, they stated that they realized that listening competence was also important, it's just that they wanted this competency not to be taught separately as a separate competency.

Meanwhile, competent Language English in the topics needed to be owned by Uby users and alumni is presented in Table 2.

Table 2 Sequence of Competency Requirements

No	User Rating		Alumni Assessment	
	Topic	Mark	Topic	Mark
1	Introduce yourself & others Name	4	Introduce yourself & others	4
2	function, tool description	4	Understand the manual	4
3	Description of position and location	4	Explaining the Work Routine of	4
4	Understand the manual	4	Making Presentations	4
5	Doing Presentations	3	Name, function, and description of the	3,8
6	Explaining the Work Routine of	3,8	Technical Meeting tool	3,8
7	Making Reports	3,4	Make a report	3,8
8	Spelling and Numbers	3,2	Description of position and	3,6
9	Movement and direction of movement	3,2	location Movement and	3,6
10	Understand K3	3,2	The direction of movement Instruct	3
11	Engineering Meeting	3,2	Spelling and Number work	3
12	Instruct the job Explain	2,6	Understanding K3	3
13	the system	2,6	Describe the system	2,8

14	Work Accident Investigation	1,4	Work Accident	1,4
15	Interviewing	0,8	Investigation Work	0,4
16	Work accident reports Create	0,6	accident report Create Ads	0,4
17	Advertisements	0,2	Interview	0

Table 2 shows that in general, the assessment of users and alumni of the English language competencies that must be mastered is not too much different. This shows the uniformity of English language competence desired by the world of work, especially Mathematics alumni.

English Teaching and Learning Process (TLP) Documents and Process in the Department

Analysis results to document English from time to time are not accompanied by a rationale that includes the expected output competencies and the requirements for achieving these competencies including the consequences of changing the composition of the material. In essence, document analysis shows that there is no clarity on the English competency targets that must be achieved by students, and what materials must be provided to achieve these The English Teaching and Learning Process (TLP) Curriculum in the Department shows that the English Course has undergone two fundamental changes. Until the late 1990s, English was taught for 4 semesters with a duration of 4 hours per week. The first changes occurred in the early 2000s. This change changed TLP English to only 2 semesters with a duration of 4 hours per week. The next change occurred a decade later, namely in 2012/2013. This recent change changed the TLP of English to only 2 semesters with a duration of 2 hours per week.

Input English Competency

Before 2021, the English competency input for the Mathematics Department could not be known with certainty. Since 2022 the input English competency for the Mathematics Department can already be seen based on the mapping report from the Zainul Hasan Islamic University Probolinggo Language. The English competency input for the Mathematics Department was restated from the English Mapping Report for new UNZAH students for the 2020/2021 and 2021/2022 academic years.
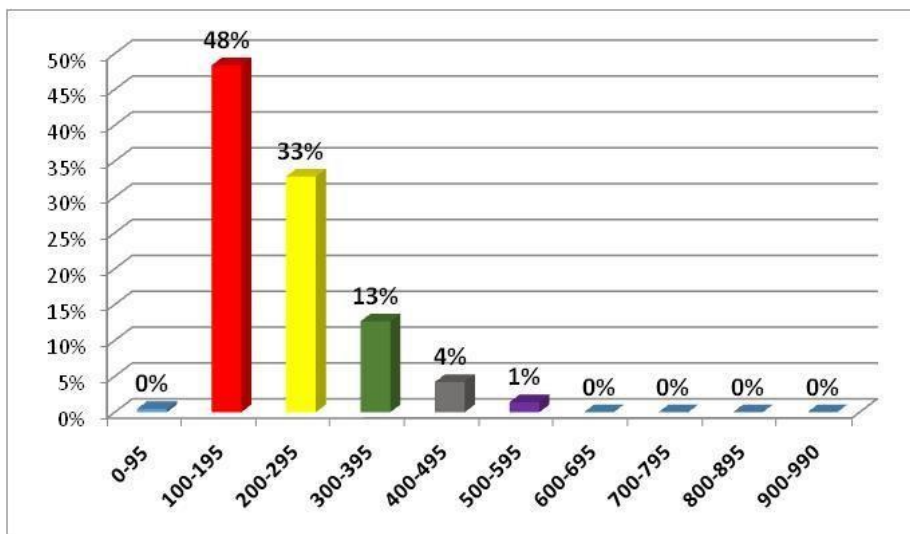

Diagram 1. Percentage of Score Acquisition of Mathematics Students

Based on diagrams 1 and 2 presented, it appears that in general the English language competency of the Mathematics Department is still low. These input competencies form the basis for designing and developing TLP English which will be carried out in the next section.

Results and Discussion of the Design Stage

Based on the results of the research analysis and discussion that has been briefly presented in section 4.1, an English Semester Learning Plan (TPS) for Mathematics Department students can be designed. To design the TPS-ENG-UNZAH, three factors form the basis. The three factors, obtained from the analysis and discussion in the previous section, are (i) competency topics desired by the company, (ii) input competency level, and (iii) time allocation provided.

Based on the results of the questionnaire presented in Table 2, there needed in the world of work. The 11 topics are based on the results of user and alumni assessments as shown in Table 2. If the 11 topics must be taught to students, then there are at least 5 topics for each semester. If in one semester there are 10 effective

meetings for face-to-face learning, then one topic is carried out in two meetings. At a glance, the 11 topics can be carried out in two semesters.

However, several topics are not enough to be carried out only in two face-to-face meetings including the exercises. These problems are compounded by relatively low input competencies.

Based on the factual analysis considerations, the topics that will be included in the lesson are topics that are above rather necessary or close to very necessary according to Table 2. These topics are topics whose rating scores from users and alumni reach a minimum score of 3,5. Based on the analysis of the results in Table 2, the topics that will become the material are at least 11 topics with competence served in Table 3.

Table 3. Topics Designed to Become Learning Materials

No	User Rating		Alumni Assessment	
	Topic	Mark	Topic	Mark
1	Introduce yourself & others Name	4	Introduce yourself & others	4
2	function, tool description	4	Understand the manual	4
3	Description of position and location	4	Explaining the Work Routine of	4
4	Understand the manual	4	Making Presentations	4
5	Doing Presentations	3	Name, function, and description of the	3,8
6	Explaining the Work Routine of	3,8	Technical Meeting tool	3,8
7	Making Reports	3,4	Make a report	3,8
8	Spelling and Numbers	3,2	Description of position and	3,6
9	Movement and direction of movement	3,2	location Movement and	3,6

9 topics will become English learning material for studentsin the Mathematics Department. The 9 topics are then designed into two parts of daily activities that will be used as material for Mathematics English (M.E)1 and the rest will become material for Mathematics English (M.E) 2. The division design is presented in Table 4.

Table 4. Semester Topics

	Mathematics English 1		Mathematics English 2
No	Topic	No	Topic
1	Introduce yourself & others Name	1	Explaining the Work Routine
2	Spelling and Numbers	2	Making Reports
3	Tool Name, Function, description	3	Technical Meeting
4	Description of position and location	4	Doing Presentation
5	Movement and direction of movement		
6	Understand the manual		

In addition to the topics that have been obtained from the results of questionnaires and interviews with users and alumni, there is one topic that needs to be added to M.E2 based on the results of interviews with students. These topics include competency in reading job vacancies,making job application letters, and compiling curriculum vitae. Thus, thetopics that will be used become Like in Table 5.

Table 5. Topics per-Semester revision

	Mathematics English 1		Mathematics English 2
No	Topic	No	Topic
1	Introduce yourself & others Name	1	Explaining the Work Routine
2	Spelling and Numbers	2	Making Reports
3	Tool Name, Function, description	3	Technical Meeting
4	Description of position and location	4	Doing Presentation
5	Movement and direction of movement	5	Looking for work
6	Understand the manual		

Results and Discussion Development Stage Development, Course Learning Outcomes

The first to be developed in TPS after competency-related topics the English required by the user is specified. The results of the developmentof the Learning Outcomes, of M.E 1, and M.E 2 are presented in Table 6.

Table 6. Learning Outcomes of M.E 1 and M.E 2 Courses

No	Topic	Course learning outcomes
Mathematics English 1		
1	Introduce yourself & others Name	After participating in the M.E 1 course learning program, students can use English orally and writing skills as well as understand English text related to matters as contained in the topics that have been determined
2	Spelling and Numbers	
3	Tool Name, Function, description	
4	Description of position and location	
5	Movement and direction of movement	
6	Understand the manual	
Mathematics English 2		
1	Explaining the Work Routine	After participating in the M.E 2 course learning program, students can use English orally and writing skills as well as understand English text related to matters as contained in the topics that have been determined
2	Making Reports	
3	Mathematics Meeting	
4	Doing presentation	
5	Looking for a job	

Development of Learning Objectives andAchievement Indicators

The next development, after the Course learning outcomes are developed, is that has been determined. development of M.E. learning objectives. The Learning Objectives, of M.E 1, and M.E 2 are presented in Table 7.

Table 7. Learning objective of M.E. 1 and M.E 2

No	Topic	Learning Objectives and Indicators
Mathematics English 1		
1	Introduce yourself & others Name	Students can introduce themselves and others in English
2	Spelling and Numbers	Students can use the alphabet and numbers in English for technical measurement purposes
3	Tool Name, Function, description	Students can describe in English related to the scope of mathematics subject
4	Description of position and location	Students can describe in English about location and position
5	Movement and direction of movement	Students can describe in English the direction and location
6	Understand the manual	Students can follow instructions and manuals in English
Mathematics English 2		
1	Explaining the Work Routine	Students can explain work routines in English
2	Making Reports	Students can make work report in English
3	Mathematics Meeting	Students can open and close meetings, agree and disagree, and conduct the result a meeting in English
4	Doing presentation	Students can make presentations in English

No	Topic	Study Material
5	Looking for a job	Students can understand job vacancies, make cover letters and CVs, and conduct interviews in English.

Development of Study Materials

Basedon the results of the development of the learning objectives that have been presented in Table 7, then the study material used to achieve the learning must be implemented in learning andthen revised. This stage is related to the implementation stage in learning development and will be the next research. The results of developing objectives Development of the material developed. The learning study material for M.E 1 is presented in Table 8. Meanwhile, it is not final. To get the final result,study material results for developing study material for M.E 2 are presented in Table 9.

Table 8. Development of M.E 1 material

No	Topic	Study Material
		Mathematis English 1
1	Introduce yourself & others Name	- Informal and formal atmosphere - British and Indonesian cultural differences - Grammar: (to be from), (live in, on, at), (present & past) - Vocab: (nationality, occupation, address)
2	Spelling and Numbers	- Introduction of self and others (continued) - Technical figures in English B - Grammar: (can you), (could you), (will you), (would you) - Vocabulary: (numbers in everyday use and mathematics)
3	Tool Name, Function, description	- Workshop tools and instrumentation - Grammar: (this, these, that, those), (to be is, are), (singular, plural), (passive voice) - Vocabulary: (tools, gauge, is used to/for)
4	Description of position and location	- Describes the position and location of an object - Grammar: (where is/are), (prepositional phrase) - Vocab: (locative preposition)
5	Movement and direction of movement	- Explaining the movement and direction of Grammar - technical movement: (wuestion word how, present test)- - Vocab: (movement direction)
6	Understand the manual	- Read and understand the instruction manual - Grammar: (imperative, do not, must, have to ought to, should) - Vocabulary: (verbs relating to technical manuals)

Table 9. Development of M.E 2 material 2

No	Topic	Study Material
		Mathematis English 2
1	Explaining the Work Routine	- Work routines in various divisions - Grammar: (present tense) - Vocab: (habit, used to, get adapted to, every day, frequently, often)
2	Making Reports	- Reports on various activities in the world of work - Grammar: (past tense, future tense) - Vocab: (linking words; firstly, secondly, finally, then, therefore, etc)
3	Matehematics meeting	- Different types of meetings in the world of work - Grammar: (negative form, polite form) - Vocab: (agree, disagree, I was wondering..

	Doing presentation	- Design draft presentation
		- Grammar: (pasat, present, and future tense)
4		- Vocabulary: (linking words, polite form
	Looking for a job	- Seluk hasn't looked for a job yet
		- Grammar: (shortened form of construction)
5		- Vocab: (words relating to job hunting

Research has succeeded in developing TPS based on stakeholder needs. This means that the development of TPS has also adopted the TBLT approach, namely developing learning materials based on things thatare needed by students in the world of work that they will enter. This is also reinforced by the alignment of the haunted results as shown by the results of the questionnaire from the industry and the results of the alumni questionnaire. However, the study alsofound that the input English competency was still relatively low to be fully included in the ESP class.

Therefore, the design of the TPS ismade in such a way that it can stillaccommodate students' English competence which is still low.

CONCLUSION AND RECOMMENDATION

Research has succeeded in developing TPS based on stakeholder needs. This means that the development of TPS has also adopted the TBLT approach, namely developing learning materials based on things that are needed by students in the world of work that they will enter. This is also reinforced by the alignment of the haunted results as shown by the results of the questionnaire from the industry and the results of the alumni questionnaire.However, the study also found that the input English competency was still relatively low to be fully included in the ESP class. Therefore, the design of the TPS is made in such a way that it can still accommodate students' English competence which is still low.

TPS is a prerequisite that must be met in the implementation of the Teaching and Learning Process (TLP) for a Course based on the Minister of Educationand Culture Regulation No. 49 of 2014 concerning National Higher Education Standards. TPS.M.E for students in the UNZAH Mathematics Department was developed based on empirical research. Therefore, it is suggestedthat the development of lesson plans can be used as a model for the development of lesson plans taught at UNZAH. The development of this TPS still uses questionnaire data from a relatively small number of companies. For this reason, it is necessary to have other studies so that they can increase the reliability and validity of the questionnaire results that have been presented in this study. In addition to the suggestions above, another problem that needs to be considered is the competence of theinput English. To be able to fully develop TPS according to industry needs, input English competence needs to be improved with certain limitations. The implementation of ESP cannot be carried out ideally if the students' general English competenceis inadequate. In the end, what happened was not implementing ESP but returning to general English learning.

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