DESIGNING SYLLABUS FOR SPEAKING 1

AT STKIP YAPIS DOMPU

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ABSTRACT

Aryaningsih,Dwi. 2015. Designing Syllabus for Speaking 1 at STKIP Yapis Dompu. Thesis. Magister of English Education Department, Postgraduate Program Mataram University. Supervisors: (1) Prof. Drs. Nurachman Hanafi, M.A., Ph.D. and (2) Dr. Muhammad Amin, M.TESOL.

Designing syllabus for the first semester students of English Department at STKIP Yapis Dompu is very important in order to provide appropriate syllabus and teaching materials based on the students' needs. The study aims to designed the type of the course materials that students understudy need for *Speaking 1,* identifying Speaking materials needed by the first semester students of STKIP Yapis Dompu and designing appropriate syllabus for speaking 1 at the first semester students of English department at STKIP Yapis Dompu.

This study used the Research and Development (R & D) design adapted from Borg and Gall (1983) and Indonesian educational ministry decree number 232/U/2000 and no 045/U/2002 about steps in designing syllabus for higher education in Indonesia. The 10 steps in R & D theories were adapted into 5 steps of designing syllabus. They are; (i) Doing needs analysis, (ii) Designing syllabus draft, (iii) Validating the syllabus draft, (iv) Revising the syllabus draft and (v) limited try-out the syllabus. The subject of the study was 17 students of the first semester students of English Department at STKIP Yapis Dompu. Data of this study were from students' questionnaire, interviews of Academic affair of English Department, interviews of English lecturers. The instruments used were interview guide, closed questionnaire and assessment rubrics. The data gathered from interview guide and comments/suggestions from experts, lecturers, and students were analyzed descriptively. And those gathered from students' questionnaires and assessment rubrics were analyzed using descriptive statistics.

Based on the result of data analysis, the syllabus and teaching material for Speaking 1 was designed based on the students needs analysis, in which the hole aspects of Speaking skill are include in the syllabus such as; pronunciaction, tone, expression, body language, appropriate vocabulary and many others. Whereas teaching materials for Speaking 1 are based on the students' topics preferency for example; about the culture, films, and political issues in English speaking communities with sufficient vocabulary, grammar, and expression inputs and pronunciation practice to talk about them. And the type of syllabus that students' needs for Speaking 1 is skill-based syllabus.

The evaluation result from the lecturers and students shows that the syllabus design is appropriate for teaching Speaking 1. According to them, the syllabus and sample of the English materials are 'Very Good' because the average scores of the evaluation of the syllabus and the sample of English materials from the lecturers were respectively 3.40 and 3.50. Furthermore, the average score of the students' evaluation to the sample of English materials was 3.40. it means that the sample of English material is in 'very good' category. In conclusion, the Speaking syllabus is appropriate for teaching Speaking 1 because it accommodates the student's needs.

The final product of this research is a Speaking syllabus for Speaking 1 and materials for teaching Speaking 1 for the first semester students of STKIP Yapis Dompu in the academic year 2014/2015. In conclusion, the English syllabus is appropriate for teaching Speaking because it accommodates the student's needs.

Keywords: syllabus, Speaking 1.

ABSTRAK

Mendisain silabus speaking 1 untuk mahasiswa semester 1 jurusan Bahasa Inggrisdi STKIP Yapis Dompu sagat penting guna mempersiapkan mahasiswa mempelajari materi speaking yang sesuai kebutuhan mahasiswa. Tujuan dari penelitian ini adalah untuk menentukan materi perkuliahan untuk speaking 1 yang dibutuhkan oleh mahasiswa dan mendisain silabus untuk speaking 1 yang sesuai kebutuhan mahasiswa semester 1 jurusan bahasa Inggris di STKIP Yapis Dompu.

Dalam mendisain silabus, peneliti menggunakan disain Research and Developmental (R & D) yang di adaptasi dari Borg and Gall (1983) dan disusun berdaraskan berdasarkan keputusan menteri pendidikan nomor 232/U/2000 dan nomor 045/U/2000 tentang langkah langkah penyusunan silabus untuk perguruan tinggi di Indonesia. Peneliti mangadaptasi teori tersebut menjadi 5 langkah penyusunan silabus yaitu: 1) melakukan analisis kebutuhan, 2) mendisain draf silabus, 3) Merevisi draft silabus, 4) menvalidasi silabus, 5) melkukan uji coba terbatas. Penelitian ini mengambil 17 orang sebagai sampel penelitian diambil dari mahasiswa semester satu jurusan Bahasa Inggris di STKIP Yapis Dompu. Data penelitian ini diperoleh dari dokumen, angket mahasiswa, wawancara dengan Bagian akademik dan dosen. Instrument yang dipakai yaitu panduan wawancara, angket tertutup, rubric penilaian. Perolehan data kemudian dianalisis secara statistic deskriptif

Berdasarkan hasil analisis data Questionnaire maka peneliti medisain syllabus dan materi speaking yang sesuai dengan analisis kebutuhan siswa dimana seluruh aspek keterampilan Speaking seperti pronunciaction, Tones, expresi, body language, kosa kata serta kemampuan mengeskresikan diri dalam bahasa inggris terkover dalam syllabus. Sedangkan dari segi materi kuliah, telah disusun berdasarkan minat dan kebutuhan siswa dan berikut adalah topik2 untuk Speaking 1 yang dipilih mahasiswa diantaranya: membahas tentang budaya, film, dan isu-isu politik serta dilenkapi dengan pembahasan tentang kosa kata, grammar dan beberapa ungkapan sesuai topic bahasan dan pelafalan yang tepat. sedangkan type silabus yang sesuai kebutuhan mahasiswa adalah skill based syllabus.

Hasil evaluasi yang diperoleh dari dosen dan mahasiswa menunjukkan bahwa silabus yang disusun oleh peneliti sudah cocok untuk pengajaran Speaking 1 bagi mahasiswa STKIP YAPIS Dompu. Menurut pendapat mereka, silabus Speaking 1 dan sampel materi dalam kategori 'Sangat Baik' sebab rata-rata skor menunjukkan angka 3.4 dan 3.5 secara berturut-turut. Selanjutnya, ratar rata nilai hasil evaluasi siswa terhadap sampel materi Sppeaking 1 adalah 3.40. ini menunjukkan bahwa sampel materi memiliki kategori "Sangat Baik". Berdasarkan perolehan penilaian tersebut, maka dapat

disimpulkan bahwa silabus bahasa inggris tersebut adalah cocok digunakan guna menunjang kebutuhan mahasiswa dalam belajar.

Produk akhir dari penelitan ini adalah silabus bahasa Inggris dan contoh bahan ajar untuk mengajar Speaking 1 pada mahasiswa semester 1 jurusan Pendidikan Bahasa Inggris STKIP YAPIS Dompu pada tahun akaemik 2014/2015.

A. INTRODUCTION

Learning to speak English confidently and fluently is nowadays a need. It is no more an issue of status however it is of supreme necessity of a good quality job and to flourish in ones career. Lots of accomplishment in life are greatly dependent upon the way ones conduct themselves with the global customers and delegates, particularly in the international companies. The high profile of people also require fluency in English.

The ability to speak English appropriately is very important, particularly for college students majoring in English. It is not easy to reach, depending on the students' real condition especially in Dompu. Most students of STKIP Yapis Dompu are from remote area in which English is tought from Junior high school up to university, whereas in other district in West Nusa Tenggara, English start from Elementary or pre elementary school. One of the main issues at STKIP Yapis Dompu is designing syllabus and teaching materials for Speaking.

It has long been recognized that speaking skill is very important in learning a language, since the success of using a language especially second and foreign language in real life situation can be measured through speaking. For example, someone can be told that he or he is capable of speaking English if he or he is able to show his or her English by practicing it through speaking. Sukrianto (2005: 22) claimed that speaking is a real language, which means that the capability to communicate in a language can be shown through the skill of speaking. The skill of speaking refers to the students' ability to express mind or feeling orally. One function of speaking is to communicate ideas in situation where the other person is listening to words and can be in front of the speaker, looking at the gesture and facial expression. In other words, we can say that speaking is the skill or capability to deliver messages directly.

Goga (2004) stated that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request thing to get them to do thing for them.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burn and Joyce, 1997: 63). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

Another basic distinction we can make when considering of speaking skill is between monologue and dialogue or pair work. The ability to given an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interaction purposes. While all native speakers can use language interaction, not all native speakers have the ability to extemporize on given subject to a group of listeners. This ability is generally has to be learned and practiced.

The researcher concluded that speaking is the ability to use of language in ordinary way of speech. It is not only matter of transferring some mesages to another but also is communication which needs more than one person to communicate with.

B. RESEARCH METHOD

This research carried out at STKIP Yapis Dompu in academic years 2014/ 2015. Since this institution does not have any syllabus for teaching speaking 1. This college is located at Jl. Syekh Muhammad Sawete - Bali 1-Dompu – West Nusa Tenggara. It has six departments one of them is "English Department". This research focused at the first semester students of English Department at STKIP Yapis Dompu in the academic year 2014/2015.

Since the goal of this research was to develop syllabus and materials for Speaking 1 course that used for the English Department at STKIP Yapis Dompu, this research was methodologically design as Research and Developmental (R&D). It produced a syllabus for teaching Speaking course for the first semester students of English Department at STKIP Yapis Dompu. This study is qualitative research in which English for Specific Purpose (ESP) is used as an approach in developing the syllabus and course materials for Speaking 1. The syllabus designed and the course materials should be based on the students needs.

Borg and Gall (1983) mentions there were some steps of R & D process, referred to the R & D cycle. The steps include: studying research findings relevant to the product to be developed, developing the product, field testing it in the setting where it applied eventually, and revising it to correct the deficiencies found in the field-testing stage. In more accurate programs of R & D, this cycle repeated until the field-test data indicates that the product meet its defined objectives.

Borg and Gall (1983: 775), propose 10 major steps in the R & D cycle, they were: 1) Research and information collecting; 2) Planning; 3) Develop preliminary form of product; 4) Preliminary field testing; 5) Main product revision; 6) Main field testing; 7) Operational product revision; 8) Operational field testing; 9) Final product revision; 10) Dissemination and implementation.

Yalden's (1987) study has highlighted that studies in designing English syllabus should be developed based on the educational Research and Development (R and D). In this language program development study, Yalden

(1987) introduced seven stages of syllabus design: (1) survey of needs, (2) description of purposes, (3) selection and development of syllabus type, (4) production of a proto syllabus, (5) production of pedagogical syllabus, (6) development and implementation of classroom procedures, and (7) evaluation. The nstruments of the research used were the questionnaires and interview as the way of collecting the data. Several stakeholders were interviewed for the purpose of syllabus design.

Furthermore, the researcher adapted and modified the above 7 steps into 5 they were; (1) did the needs analysis, (2) Designed syllabus and Speaking materials, (3) Validated the draft of the syllabus and sample of Speaking materials, (4) Revised the syllabus and Speaking materials, (5) Finalizing the product. The flow of these steps is visualized in figure 1 below.

Figure 1. Steps of designing syllabus
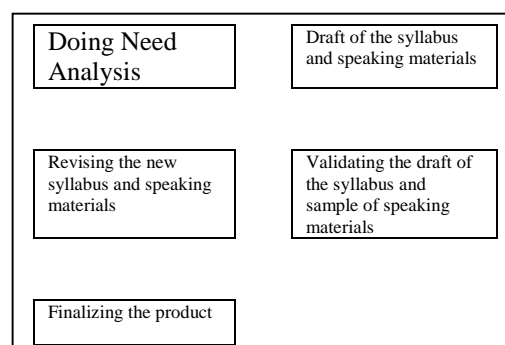
Step 1 : Doing need analysis

Need analysis addressed to the respondents to find out the actual needs of students focused on 10 points they were; 1) identifying students goals of learning English, 2) students view of the recent syllabus, 3) students area of difficulties in learning speaking, 4) level of difficulties in speaking materials, 5) the difficulty degrees of vocabularies in learning speaking, 6) difficulty degrees of grammar in learning speaking, 7) the importance of related vocabularies in speaking skill, 8) students ability in speaking, 9) lists of important speaking materials and 10) learning strategies for speaking. See appendix 01.

Step 2: Designing syllabus draft

the second step was designing the syllabus draft for Speaking 1 based on the needs analysis result. There were 6 steps that the researcher's adapted from by Mulyasa

(2010) those steps were; 1) Filling the syllabus identity, 2) Determining the competency standard, 3) Determining Speaking materials 4) Basic competencies, 5) Learning activities and 6) Learning tools.

Step 3: Validating the draft of the syllabus and sample of speaking materials

After the syllabus draft had been designed, the next step was validating the syllabus draft. Validation was done by asking the expert, In this case the Academic Affair of STKIP Yapis Dompu to evaluated the syllabus draft. Aspect of the syllabus draft judgment cover all components of syllabus recommended by Mulyasa (2010) they are; Syllabus identity, competency standard, Speaking materials, Speaking Activities and learning tools. Category of the judgment and sample speaking material can be seen in the table bellow;

Table 3.1 Expert Judgment Category toward syllabus draft

Syllabus Draft/Speaking Materials Evaluation scores	Category
$3.01 < AB \leq 4.00$	Amat Baik (AB)
$2.01 < B \leq 3.00$	Baik (B)
$1.02 < C \leq 2.00$	Cukup (C)
≤ 1.00	Kurang (K)

Step 4: Revising Syllabus draft

After validating the syllabus draft and analyzing the comments and suggestions from the expert judgment, the next steps was revising the syllabus draft and the samples of speaking materials. Revision was done based on the feedback given by the expert.

Step 5: Finalizing the product

The last step was finalizing the syllabus product after consulted and got approval from the expert. To complete the processes of the steps, the researcher tested the syllabus to the students and 3 English lecturers. The researcher distributed the instrument of syllabus evaluation to the lecturer, instrument of speaking materials evaluation to both teachers and students. The researcher gave them 2 days for reading and analyzing the questionnaires.

Category of the teachers' and students' evaluation toward the syllabus design and speaking materials is as follows;

Table 3.2 Lecturers' responses category to the designed syllabus

Scores of lecturer's Responses to Syllabus	Category
$3.01 < AB \leq 4.00$	Amat Baik (AB)
$2.01 < B \leq 3.00$	Baik (B)
$1.02 < C \leq 2.00$	Cukup (C)
≤ 1.00	Kurang (K)

Table 3.3 Lecturers' and students' responses category to the sample of reading materials

Lecturers' and students' responses category to the sample of reading materials	Category
$3.01 < AB \leq 4.00$	Amat Baik (AB)
$2.01 < B \leq 3.00$	Baik (B)
$1.02 < C \leq 2.00$	Cukup (C)
≤ 1.00	Kurang (K)

Result of students' and lecturers' field testing were then used as a basis to decide whether or not the syllabus had been appropriately designed for the use of teaching speaking at the first semester students of STKIP Yapis Dompu.

Population of the study was all of the first semester students of English department at STKIP Yapis Dompu in the academic year 2014/2015. It has only 1 class with 17 students. Sukmadinata (2013) states "jika jumlah populasi kurang dari 100 maka dapat diambil seluruhnya sebagai sample" (if the amount of the population is less than 100, Take all population as the research sample). For those reason, the subject of the study was the second semester students of English Department at STKIP Yapis Dompu in academic year 2014/2015. It has only one class with the number of population are 17 students. Since the number of population was very small, the researcher took all of those students as the research sample.

There were three techniques of data collection that used in this study. They were; questionnaire, interview and documentary study. The writer used two questionnaires for the needs analysis of the students. The first questionnaire contains some questions related to the students' motivation of learning Speaking 1, the second questionnaire contains draft materials for Speaking 1 course that was chosen by the students. Questionnaires for the students was given after class. Before answered the questions in the questionnaire, the researcher told them the purpose of the questionnaire which was to produced a model of English syllabus and material development for Speaking 1 course. There were two set of questionnaires that was addressed to the English lecturers and the Academic Affair to evaluate the draft of the syllabus and Speaking course materials.

Interview method of collecting data was conduct in this study in order to find out more data dealing with the students' needs of speaking course materials that were relevant to the students' interest of study. Through this method of collecting data, the researcher asked some question orally to the informants personally.

Interview method was chosen by the writer for some reasons such as; the number of informants was small, the researcher could record verbal answered of the informants and used the latter, and the writer could collect the interviewers' personal feeling and experiences related to the study. The researcher made an appointment with the informants before doing the interview and the researcher also informed him/her about the purpose of the interview. The interview was addressed to an academic affair of STKIP Yapis Dompu and to the three English lecturers of STKIP Yapis Dompu. The interviewed lasted around 15 minutes for each interviewee. To the English lecturers and Academic Affair of STKIP Yapis Dompu, the researcher asked about curriculum, syllabus, speaking materials, students' ability and credit hours for students to learn Speaking 1. Informants from alumni were asked about their opinion on the importance of Speaking mastery to their career, what teaching materials should be thought to support students future career. During the interview, the researcher noted to ensure accurate information.

Documentary study used to enrich the syllabus. The documents can be articles/journals related to Speaking course and some text books relates to Speaking course. The researcher analyzed the text books descriptively, therefore the researcher got information about themes and topics for speaking materials.

The first data analyzed was the result of students' questionnaires. The researcher was interest to know the information's about: the students' difficulties in learning Speaking 1, the purpose of learning English, and their job expectations after finish the study. Based on the result of needs analysis, the researcher decided the type of the syllabus that was designed. The next step was, the researcher designed the draft of the syllabus based on the result analysis toward the list of Speaking course materials

that had chosen by the students. After the draft of the syllabus had been designed, the researcher interviewed the English lecturers, the Academic affairs and the head of English Department about their opinion and evaluation toward the drafted of the syllabus.

After the draft of the syllabus have been evaluated by the academic affair, The new syllabus was tried-out to the first semester students of English department at STKIP Yapis Dompu, in order to gained information about the students' progress in learning Speaking 1 and to know the appropriateness of the syllabus drafted. In this study, all data analyzed qualitatively. In analyzing the obtained data, the following procedures was used; 1) reading, understanding and analyzing students answered, 2) Scoring the respondents answered, 3) Tabulating the respondents' score,4) Classifying and Calculating the percentage of the respondents' questionnaire answers.

C. RESEARCH FINDING

The research results data for the needs analysis was, the students have developed a good idea about the goal of learning the course and they have clear purposes. As the graph indicates, mostly the students' aim in learning Speaking I is being a good teacher with good English speaking after graduated from the program. 29.41% of respondents stated that the purpose of learning Speaking 1 was being good English speaker when talking with people arround the world. Beside that hoping to have good job after finishing their study was stated by 23.53%.

Figure 1: Students' Future Orientation
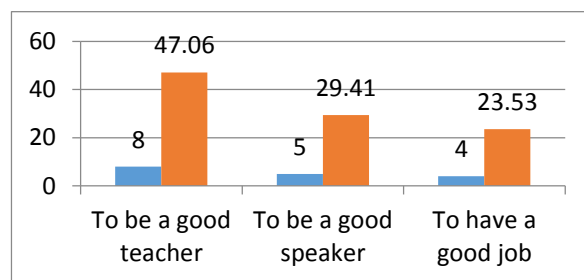
The majority of the students have received the traditional syllabus of the course and the majority of them (47.06%) were not

happy with it and they thus asked for improvement. Only 24.53% of them were happy with it while the rest were undecided about it.

Dominantly, thirteen students (76%) believed that having the syllabus at the first meeting of the subject is extremely important and only four of them (24%)believed it was not important, but, they still required it to be distributed.

With regards to the materials in the syllabus, the study focused on its level of difficulty, its relevance to students' interest, and the core materials. Most of the students (58.82%) think of the current syllabus as easy and unchallenging. Only two of them (11.76%) felt that the teaching materials given by the lecturer were neither easy nor difficult. Five of them (29.41%) also stated that the materials were rather difficult to be learned. These figures indicate that the materials in the course failed to accommodate the discrepancies in students' background skill in speaking.

These data led us to the areas of difficulties. The research questionnaires and the follow-up interviews indicated potential areas of difficulty to which the designed syllabus should focus on.

Figure 5: Area of Difficulties in the New Syllabus
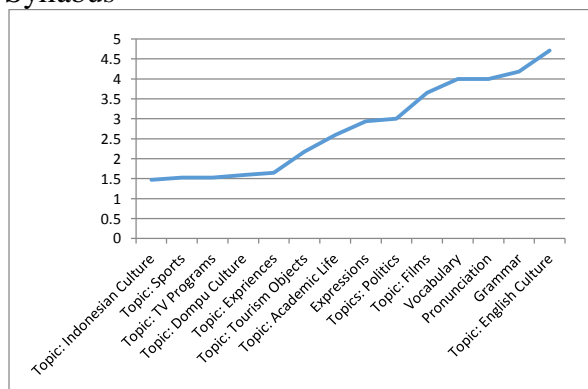
This leads us to the next question of students' interest to the course materials and, if they do not like the current course materials, what materials should interest them. The data show that the majority of the students (100%) reported to have interesting materials from the courses and none of them reported otherwise. But, when asked what interested them, the students found it hard to identify. It turned out the answer was rather normative: students, in Indonesian contexts, are not supposed to say

bad things about their classes and their teachers. In the interview, a student reported,

… kelasnya cukup menarik. Cuma kami kesulitan untuk berbicara karena kami tidak tahu apa yang harus dikatakan. Sering kali, kami mengulang-ngulang pembicaraan yang sama, cerita pengalaman di depan kelas, padahal kami sudah lakukan itu beberapa kali sebelumnya. Jadi tidak menarik lagi, dan jadinya kami agak kurang semangat (Ana, 19 y.o).

[*….the class is interesting, but we cannot speak because we do not know what to say. Often, we repeat the same talk, talking about experiences in front of the class which we have done so many times previously. So it becomes uninteresting, and we lose interest in learning*]

All of the students(100%) put the pronunciation as the most important thing to be learned in *Speaking I.* There were fifteen students who belived it to be absolutely important, four of them said important, and none of the underestimate prununciation as a not important thing to be learned. Indeed, one student remarked,

Saya orang yang suka ngomong. Tapi kalo disuruh bicara di depan kelas, saya merasa seperti kambing mau digorok. Saya akan cari-cari alasan untuk tidak maju. Saya tidak percaya diri, takut salah, apalagi kalau pronunciationnya salah dan ditertawakan.Saya malu kelihatan bodoh. Perlu waktu untuk latihan, kayaknya (Doni, 20 y.o).

[*I am a man of many words. But when asked to speak in front of the class, I feel like a ready-to-be slaughtered goat I will usually find excuses not to go in. I feel unconfident, afraid of being wrong, especially wrong pronunciation and being a laughing stock. I feel afraid of looking stupid. I need time to prepare [before performance)*]

As shown above, the majority of the students have selected that talking about the culture of English speaking communities as the top priority for the contents of speaking class. For ease of reference, these areas of topic are repeated in the figure below.

The academic has stated some points refer to the question given by the researcher in interview. They are:

1. The kinds of curriculum that has been applied at English Departement of STKIP Yapis Dompu were Core

Curriculum (National Curriculum) and Institutional Curriculum (Local Curriculum). The core curriculum refers to the standard of currculum that mostly used by English Department Education Nationally. Whereas, the local curriculum or institutional curriculum refers to the needs of local society near by the institution. Beside that, institutional curriculum refers to the vision and mission of STKIP Yapis Dompu.

2. The relevance of material had been suitable with the students' condition and needs. However, there was still no fix format of syllabus made by the lecturer. Beside that, the syllabus also need further evalution. Because it was made long time ago.

3. Refers to the final score of students in speaking I there were sixteen students got A and three of them got B. It can be seen that the students' speaking ability was good. But it was not enough to see their score. Because the score was not only based on the students' ability but also there were some aspect that used by the lecturer to gave the students score such as students' attendance, attitude, activities in the classroom and etc.

4. The purpose of speaking I course was improving students' speaking skill for daily conversation. The students were expected to communicate with others like friends, lecturer, and society well. They were hoped to understand what people said and know what to said in English.

5. The suitable topics for the students. The curriculum in STKIP Yapis Dompu had been designed by considerate all stakeholders need. The stakeholders were students, institution, government, society, private sectors, etc. So the topic materials given by the lecturer already refer to the needs or demands of the stakeholders. In spite of, there were some additional topics that should be inserted to the syllabus to maximalize the learning process. Because there was no reevaluation toward the syllabus.

6. Talking about the obstacles of students to understand English text, the administration board stated that the problem lays the less of students' activity. Actually there were some english clubs such as English Debate and Magazine Board. But at the first semester, there students do not join the clubs with various reason. Some of them were not adaptived yet, they were also not ready yet, less motivation, and mostly of them were still busy with their side job outsite. The members of the clubs were dominated by up to the third semester.

7. Literature becames the biggest problem in this department. The numbers of jurnals, moduls, and books were still limited. Because of that, mostly the teacher tried to find their references personally. Actully there were some English books provided by the librariants. But not of the book can be used directly to the speaking class. Moreover, it stimulated the lecturer to design the materilas by mixing and matching the books.

8. Time alocation for the speaking 1 class was based on the national standard, one hundred minutes for 2 SKS. This time alocation standardized nationally.

Based on the description above, the new course should redesign its syllabus in terms of goal, syllabus, materials, contents, sub-skills, learning activities, and methods of evaluation. 1) The course goal should be redesigned from developing basic-to-elementary speaking skills into basic-to-pre-intermediate speaking skill. 2) Syllabus; Since the majority of the students view the current syllabus and unchallenging, it should be redesigned to cover more interesting and challenging materials. 3) The Materials; With regards to the materials in the syllabus, the study focused on its level of difficulty, its relevance to students' interest, and the core materials. The students have highlighted the following topics to be included: a)The culture of English speaking communities. b) Sufficient grammar input to talk about assigned topics. c) Pronunciation practice, d) Vocabulary input, e) International issues (films and politics), and f)

Input for relevant English expressions. 4) The Preferred Content; The students did not have an issue with the following topics and these should be included in the designed syllabus as facilitating points; Talking about local academic lives, Talking about local tourism objects, talking about self's and other's experiences, talking about local culture and cultural practices, talking about local and national TV programs, talking about sports and sports events and talking about Indonesian cultures and cultural practices, 5) The Preferred Skill and Sub-skills of Speaking, 6) Recognizing correct scripts in speaking; Making the discourse hang together so that people can follow what you are saying, 7) The Preferred Styles of Learning to Speak that should be included in the new syllabus are;

a. Learning to speak by listening to English songs and to talk about the contents
b. Learning to speak in groups and work together before group presentation
c. Learning to speak by talking about issues surrounding the students' daily life
d. Learning to speak by having planning time prior to actual speaking performances
e. Learning to speak by moving around the classroom in order to shop for ideas and share their own ideas with others
f. Learning to speak by speaking as much as possible in the classroom and outside classroom
g. Learning to speak by using pictures and other visual materials available around the students' environments.

The New Syllabus

	YAYASAN PENDIDIKAN ISLAM SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS Jl. Syekh Muhammad Sawete - Bali 1- Dompu – West Nusa Tenggara e-mail: INGYAPISDOMPU@gmail.com

Subject : SPEAKING 1
Credits : 2 SKS
Program : Pendidikan Bahasa Inggris STKIP Yapis Dompu
Semester : 1
Lecturer : …………………………………………………..

Course Description

This course aims at training students how to develop speaking skills in both formal and informal situations. Role-plays, surveys, questionnaires and discussions are all used to practice various language functions. Considerable stress is put on practicing pronunciation at this level to raise student awareness about its importance.

Rationale

Students beginning the course at level one usually have a very low level of spoken English and consequently the course is geared towards them. Students majoring in the English Language must build a strong foundation in spoken English as it is the medium for all the other subjects in the English undergraduate program. Speaking is a fundamental skill that is required to communicate one's thoughts, needs, and feelings. Therefore, speaking is one of the most important skills in which the students must obtain a good foundation.

The underlying principle is to build a strong foundation, which will allow the students to develop further during the undergraduate program. Without this foundation, the students will not have the tools or the motivation to build upon their communicative skills. In order to motivate the students, the course will combine communicative activities with skill-building exercises to boost students' academic success.

Course Objectives

By the end of this course, English majors are expected to be able to:
1. Identify and converse about day-to-day topics and areas of special interest.
2. Converse on a limited range of topics.
3. Compare and contrast verbally.
4. Answer questions using complete sentences
5. Use reductions in spoken English
6. Identify and pronounce stressed sounds and words

At the end of the course, students are expected to be able to speak communicatively in their daily activities at pre-intermediate level.

Calendar, Course Contents and Assignment Specifications

No	Topics	Basic Competencies	Activities	Assignments
1.	Class Orientation	Class Orientation and Syllabus Discussion	Discussion	**Students are to**: Practice some warm up activities to break the ice. Introduce and talk a little about themselves.
2.	Greetings	How to greet others at the first meeting or greet people that we have known	Discussion and Practice	**Students are to:** In pairs, practice introducing themselves and others. Assignment: Prepare role-play, making telephone reservations for various purposes. Understand the use of body language and gestures and practice in small groups.
3.	Expressing Thanks, Likes, Dislikes, and ability	How to express and response thanks, likes, and dislikes	Discussion and Practice	**Students are to:** Talk about gratitude, likes and dislikes as pairs and then as a whole class. Talk about their abilities Assignment: comparing the weather between different cities of the world. Practice the pronunciation of can vs. can't.
4	Introducing Self	How to Introduce ourself in front of new people.	Discussion and Practice Listening to Songs: Hallo Jane	**Students are to:** Introduce themselves informally and formally. In pairs, practice introducing self and other people. Assignment: Interview people and report it to the class
5	Introducing People	How to introduce our friends to other friends.	Discussion and Practice Watching Films	**Students are to:** Describe your neighborhood. Role-play community scenarios. In pairs, use maps to give directions and describe locations. Assignment: Interview and describe famous persons
6	Talking About Occupation	How to tell our job and ask other people's job.	Discussion and Practice Songs: My Teacher	**Students are to:** In pairs/small groups, ask for information about jobs. Prepare questions and interview potential future jobs. Assignment: Presenting a unique job.
7.	Talking About Family	How to tell our family to other people and ask about other people's family.	Discussion and Practice Video: The Obamas	**Students are to:** Assignment: Describe your family Role-play family scenarios. In pairs, use pictures to describe family members
8	Describing People	How to describe other people character and characteristics.	Discussion Songs: Have You seen the Little boy	**Students are to:** Assignment: Describe person's personality. Role-play: matching dates In pairs, work out best mates scenario from printed illustration of persons
9	**MIDTERM**			**Students are to:** Revise the work covered and prepare for group act-out speaking performance.
10	Asking and Giving Information	How to ask other people about information and giving information to other people	Discussion and Practice Song: If you are happy	**Students are to:** Discus health issues as a whole class. Role-play: Agreeing and Diasgreeing Assignment: Interview on stress and disorder.

12	Talking about Favorite Things	How to ask other people's favorites and tell about our favorites to others	Discussion and Practice Song: Row your boat	**Students are to:** Talk about customs as a whole class. In small groups, discuss cultural differences. Assignment: Research on various different dining habits.
13	Telling times	How to ask and tell other people about times.	Discussion and Practice Film: when Sally meets Harry	**Students are to:** Talk about dates and times as a whole class. In small groups, question and answer on daily activities. Assignment: Interview people about their agenda and report them to class
14	Telling date and day	How to ask date and day then tell other people about date and day	Discussion and Practice Song: Sunday	**Students are to:** Discus daily activities as a whole class. Role-play friend-friend scenarios and making appointments. Assignment: Interview people on their plans
15	Talking about habitual actions	How to tell and ask other people about daily activities	Discussion and practice Film: Life of an Activist	**Students are to:** Discus daily activities as a whole class. Role-play friend-friend scenarios and making plans. Assignment: Interview people on their plans
16	Final Test		Project	**Students are to:** Revise the work covered and prepare for the on-on-one oral interview test.

Evaluation

Participation	15%
Presentation, assignments, and portfolios	30%
Mid-term	25 %
Final-test	30%

Instructional Procedures

The course will integrate authentic speaking situations such as pair work, group work, role-plays, interviews, surveys and debates. This will allow the students to use the language in a realistic context.

During class time, the instructor walks around the classroom listening to the students, answering questions and correcting mistakes appropriately. This is usually followed by a whole class discussion about the topic.

General Course Requirements

Attendance

Students must attend all lectures. Any absences must be accompanied by a written excuse. Students absent for more than 20% of lectures will be prohibited from taking the final exam.

Materials

Students are responsible for bringing into class all materials required for study. This includes the textbook, notebook and all writing utensils.

Assignments

All assignments should be submitted on the specified due date. Assignments handed in late are subject to mark reductions.

Midterm test and final exam

Students must attend and complete a midterm test and the final exam in order to pass the course.

Lesson Contract

Participation can be the forms of comments, suggestion, questions/answers related to the presentation.

Bringing dictionaries (both bilingual and monolingual) are compulsory.

No cheating, including using online websites/any translation software or services. If you cheat:
In the tests/quiz: the final mark will be reduced one grade lower. In the presentation: the work and presentation will not be marked.

In group presentation or practice, each student will be assessed individually (esp. for the work) while the group will be assessed (as a group) in terms of cooperation and participation as well as cohesion of the work. NOTE: the assessment will be given directly when the work is presented.

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Internet sites for teaching English as a second or foreign language:

http://www.usingenglish.com

http://www.askoxford.com

http://www.topenglishteaching.com

http://www.teachingenglish.org.uk

http://www.bbcworldservice.com/learningenglish

http//www.britishcouncil.org

http//www.English-to-go.com/eslresources.htm

STKIP YAPIS DOMPU
Lecturer,

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D. CONCLUSSIONS AND SUGGESTIONS

Based on the discussion in the previous chapter, the following conclusions are drawn:

a) The types of course materials that the students need for the *Speaking 1* course are those that talk about the culture, films, and political issues in English speaking communities with sufficient vocabulary, grammar, and expression inputs and pronunciation practice to talk about them.

The type of syllabus appropriate for the students' needs above is the one facilitating the learners to speak by listening to fun and enjoyable audiovisual materials (like English songs, pictures, and topics of daily life) and to work together in groups to prepare in the classroom and at home before actual presentation.

The study is far from being perfect and in itself it has some drawbacks. The following suggestions are essential for the betterment of the study in the future.

a) The study had collected the data by using questionnaire and limited interview and as a result the data for the study are rather limited. Use of more complicated instruments like sociometry or focused discussion would bring more varied insights to the study.

b) The study has not included subject specialists who might have better views about speaking skill and their involvement would contribute more comprehensive data to the study and its findings.

The study has only focused on a single class and if other classes from other institutions might provide richer insights to the study. Thus, comparative studies like this would bring new insights into the debate.

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