

THESIS

**COVID-19 BASED-SYLLABUS DESIGN IN TEACHING
SPEAKING 1 FOR FIRST SEMESTER STUDENTS
AT TADULAKO UNIVERSITY**



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**ENGLISH LANGUAGE STUDIES POSTGRADUATE PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR**

February 2022

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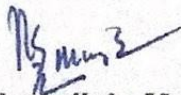
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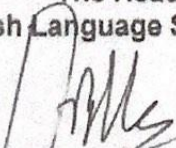
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The Researcher

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ABSTRACT

ANDI HIKMAH. Covid-19 based-syllabus design in teaching speaking 1 for first semester students at Tadulako University (Supervised by Nasmilah and Abidin Pammu)

This study aims (1) to provide the syllabus content within the syllabus appropriate for dealing with Speaking during pandemic covid-19; (2) to find out appropriate syllabus for teaching speaking during a pandemic to create an effective process in teaching particular context of EFL learners.

A mixed-method research design was employed on 20 students of the first semester at Tadulako University to test the hypothesis. Data were collected through questionnaires and interviews. A questionnaire was analyzed using frequency, and an interview which was analyzed using interpretation and description.

The result showed that (1) syllabus content as preferred by the students includes various grammatical topics based on the need of students; (2) syllabus was designed by combining three types of the syllabus are topical or content-based syllabus, an integrated syllabus, and competency-based syllabus. The three types of the syllabus are appropriate in designing a covid-19 based syllabus in teaching speaking 1.

Key Words: Syllabus content, syllabus designed

ABSTRAK

ANDI HIKMAH. *Perancangan Silabus Berbasis Covid-19 dalam Pengajaran Speaking 1 untuk Mahasiswa Semester I di Universitas Tadulako* (dibimbing oleh Nasmilah dan Abidin Pammu).

Penelitian ini bertujuan (1) menyediakan konten silabus dalam silabus yang sesuai untuk menghadapi keterampilan berbicara pada masa pandemi Covid-19 dan (2) menyuguhkan silabus yang tepat untuk mengajarkan keterampilan berbicara selama pandemi untuk menciptakan proses yang efektif dalam mengajarkan konteks tertentu kepada pelajar EFL.

Desain penelitian metode campuran digunakan kepada dua puluh mahasiswa semester pertama di Universitas Tadulako untuk menguji hipotesis. Pengumpulan data dilakukan melalui kuesioner dan wawancara. Hasil kuesioner dianalisis dengan menggunakan frekuensi, sedangkan hasil wawancara dianalisis dengan menggunakan interpretasi dan deskripsi.

Hasil penelitian menunjukkan bahwa (1) konten silabus yang disukai siswa mencakup berbagai topik gramatikal berdasarkan kebutuhannya dan (2) silabus dirancang dengan menggunakan tiga jenis silabus, yaitu silabus topikal atau berbasis konten, silabus terpadu, dan silabus berbasis kompetensi. Ketiga jenis silabus tersebut dinilai sesuai dalam merancang silabus berbasis Covid-19 dalam pengajaran keterampilan Berbicara 1.

Kata kunci: konten silabus, rancangan silabus



CHAPTER I

INTRODUCTION

A. Background

Since January 2020, the Covid-19 (Corona Virus Disease) outbreak has been deemed a global health emergency by the World Health Organization. The Covid-19 pandemic that is sweeping across the globe has caused increased anxiety. In Indonesia, the government responds to the crisis through regulations and actions. In just three months, from January to March 2020, as many as 15 regulations relating to the Covid-19 pandemic had been issued by the cross-section of governments (Djalante et al., 2020). The National Disaster Management Office in Indonesia was appointed to lead the acceleration of handling Covid-19. The military, police, and religious organizations were involved in socialization, education, and mitigation.

Based on history, a pandemic has always happened more or less once in a decade. In Indonesia, there has been prevalent danger of what is commonly known as SARS, Swine Flu, Ebola, and Coronavirus. According to some experts, coronavirus will become an everlasting pandemic global which may be impacting language teaching and learning of English as a foreign language in Indonesia. It is important for us giving big attention to this situation, especially in the education field. Experiences need to be taken into account, where the teaching and learning process was not effective and productive due to external factors, such as pandemics and teachers' anxiety.

. During a pandemic, learning speaking in Tadulako University is negatively impacted because they lose the time to practice. Speaking for academic professionalism and success is important for learners at Tadulako University regardless of their disciplines. This is because most job employment opportunity requires speaking proficiency as the main requirements Tadulako University then the ability to speak has been the major concern of lecturers.

The main goal is to enable the learners to speak in the target language that is spoken in English communicatively. Unfortunately, making students speak communicatively is not a simple job for the teacher to do especially during a pandemic like now. The teacher has to prepare the best way to teach them. One of the ways is continuing the teaching-learning process by using technology.

Now we live in the 21st Century most people already know the use of technology in other fields like social media but in education, the use of technology is not very familiar for students exceedingly for students who live in underdeveloped areas. President Joko Widodo has designated 62 districts as underdeveloped areas in Indonesia for the period 2020-2024. In Central Sulawesi Province, there are 3 regencies that are left behind, namely Donggala Regency, Tojo Unauna Regency and Sigi Regency. This decision is contained in Presidential Regulation number 63 of 2020 concerning the determination of underdeveloped areas.

Nowadays in the covid-19 pandemic, we continuing education by Virtual Learning. Generally, For Indonesian students, virtual learning is something new where they have to adjust and get used to learning online.

All of the institutions including students upset with the new system of learning from home, and it is become our duty as a teacher to plan lessons and design academically aligned language development through syllabus design to best serve linguistically diverse students via distance, virtual, and hybrid learning models.

According to Minister Education and culture decree Number 719/P of 2020 which contains the Implementation of Curriculum Guidelines at the Education Unit in Special Conditions, that education unit can use curriculum that suits students' need because pandemic covid-19 that hit Indonesia and the world has been set as national disaster (Presidential Decree Republic of Indonesia Number 12 of 2020 about Designation as Disaster National, 2020).

The part of curriculum is syllabus. It is a documented planning of the teaching learning process that encompasses the learning goals, learning materials, learning activities, teaching strategies, and assessment. Then, it strengthens by Jeczelewski who quoted the term of the syllabus from Hyland as "a plan of what is to be achieved through teaching and learning, identifying what will be worked on in reaching the overall course aims and providing a basis for evaluating students' progress" (*Hyland, 2006 in Jeczelewski, 2016*).

Changing learning patterns which was originally in the classroom/school to distance Learning has reduced the time allocation of learning for subjects due to the limitations of teachers and students in implementing distance Learning. In the fact, the syllabus used during the current pandemic is the syllabus used in normal conditions. According to

Fikri et al the education unit simplifies the time allocation of lesson in each subject then the syllabus should also need to be changed because the use of an existing syllabus is not suitable for use in virtual learning.

As Makarova (1997) states, in a curriculum based on learner-centered approaches, a greater role is defined for the learners in the process of learning and teaching; which will cause students' greater interest and motivation toward language learning. Nunan (1988) believes that "no curriculum can claim to be truly learner-centered unless the learner's subjective needs and perceptions relating to the processes of learning are taken into account" (p. 177). Needs analysis plays a vital role in developing and designing a curriculum or syllabus for a language course. Conducting a syllabus necessitates a need analysis at the beginning since as Nunan and Lamb (1996, p. 27) state, needs analysis "provides a basis for setting goals and objectives".

One of the compulsory courses for all the Indonesian tertiary learners' undergraduate students in any field of study is the general English course. No specific syllabus is developed for this course and each teacher chooses his/her textbook and method of teaching based on his or her own beliefs and ideas. Unfortunately, although General English as a base for ESP (English for Special Purposes) is of great importance; most of the studies have concentrated on ESP (e.g. Edwards, 2000; Leong, 2001; Basturkmen, 2010).

Technology serves to facilitate teachers' teaching activities but teachers still have a significant function in giving positive values and inspire students. Technology exists to complete and assist teachers but

cannot replace the teacher's role. The current conditions of learning from home require smart and creative ideas from teachers to design learning during a pandemic.

The researcher is aware of the importance of designing the syllabus for teaching speaking as an attempt to challenge the distraction for learning resulting from Pandemic Covid-19. Finally, the syllabus design will be based on the student's needs to fix the needs of the students in this institution. Accordingly, the researcher tries to design covid-19 based syllabus design in teaching speaking 1 for first semester students at Tadulako University.

B. Research Questions

The following research question is formulated to gain reliable findings

1. How to create syllabus content of language learning in speaking 1 during covid-19
2. What is the profile of covid-19 based syllabus design appropriate for first semester students for teaching Speaking 1 during Pandemic?

C. Objectives of the research

Based on the formulation of the problems above, the objectives of the research is as follows:

1. To provide the syllabus content within the syllabus which are appropriate for dealing with Speaking 1 during pandemic covid-19

2. To find out the profile of syllabus for teaching speaking 1 during a pandemic to create an effective process in teaching.

D. Significance of the Research

This research is expected to be useful for teachers in teaching Speaking for undergraduate learners at Tadulako University. For the teachers, this study is expected to be able to provide theoretical and practical contributions in teaching English especially speaking during a pandemic. The theoretical contribution is related to the way of teacher designing the covid-19 based syllabus related to the student's needs. Concerning the practical contribution, it is expected that this study can help English teachers to solve their problem in designing teaching material especially in speaking for the undergraduate level

E. Scope and Limitation of The Research

This research only covers a limited number of students as the sample of the study. The research focus is on how to create syllabus content and design covid-19 based syllabus especially in speaking 1 during pandemic based on student's needs to create an effective learning process so that students can involve in the online teaching and learning process. The population of this research was first semester students of Tadulako University as the students who got speaking 1 and executed online learning. The researcher took only 20 students randomly from all first semester students at the English Department of Tadulako

Furthermore, it is also hoped that this study can push undergraduate learners at Taddulako University as well as other non-English speaking countries" to do further research on the target and learning needs of students in the teaching and learning of English. Implementing worthwhile changes in the system of education of each country based on such inquiries would probably help students reach a higher level of enjoyment and benefit more from the time that they spend in their English classes which would eventually lead to an effective teaching and learning environment.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

There have been an overwhelming of research that has been documented in the study of syllabus design and their impact in improving various skills, such as speaking, reading, writing and other receptive skills. These studies mostly revolve around what students needs and how these needs are applied in institutional language both in ESL and EFL context.

Needs analysis has become a part of language teaching and systematic curriculum development since the mid-1970s. Brown (2001) defines needs analysis as “the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students”. Richterich (1972) was the first person who proposed a model of needs analysis in language education in the 1970s.

Then needs analysis was used to define the content and objectives of language instruction programs and gradually found its way toward its role in EFL education and curriculum design. It became one of the important parts in designing curriculum and syllabus for General English course as the attention was given to the learning needs of the students rather than their language needs. Johns (1991) also considered needs analysis as the first part of the course design which provides

relevancy and validity for the following activities which should be done in each course.

The first research on need analysis has been conducted in the non-English background by *Moiinvaziri* (2014) entitled, "Students' Voice: A Needs Analysis of University General English Course in Iran". The participants consisted of 171 (103 males, 68 females) undergraduate students with a mean age of 21.55 who were studying at Islamic Azad University of Sirjan. All undergraduate freshmen have to pass the general English as a compulsory course. The research found that the students considered vocabulary as the most important component of the language which needed the most practice, whereas they found grammar as the component that they most resented and had the least expertise in. In addition, they perceived reading as the most important skill, while they considered listening and speaking as their most problematic skills. The students also showed positive attitudes and high motivation toward learning English. It is hoped that findings from this study can assist Iranian teachers and curriculum and syllabus designers to consider the importance of the students' real needs and try to develop and design materials

Another important study entitled "Technology-Enhanced EFL Syllabus Design and Materials Development" has been done by Long V Nguyen. The goal of his research is (1) to investigate some possibilities and opportunities provided by the Internet, focusing on the World Wide Web (WWW) as credible ways to access up-to-date and authentic language resources and materials for language teachers and learners of a

foreign language. (2) To understand some challenges caused by the application of the new technology into language education for Vietnamese syllabus designers are addressed.

In this research, the writer did an observation to Vietnamese syllabus designers about how the use of Internet technology might influence TESOL syllabus design and materials development. He found that the number of college students who are not able to access the computer or the Internet is still large. Although each high school in cities has a computer room with Internet facilities, it can only accommodate 50 out of several hundreds of students at a time.

In Vietnam, the availability of high-quality EFL software is a very pressing challenge in applying the new technologies because of their high costs. The local software development is also high-priced and time-consuming, and most importantly these programmers are often not pedagogically professional. However, this problem can be partly solved by using freeware which is designed for language education and can be obtained via the Internet.

As the result of this study, the writers conclude that

- (1) An important use of computers for language teaching and learning is resource retrieval.
- (2) The WWW is useless without careful choice and preparation of materials; so careful lesson planning and classroom management, and training of both learners and teachers are surely needed to exploit

the best educational opportunities of using the Internet in language teaching and learning.

- (3) New methods and curricula associated with internet technology have profound significance for social, economic, and cultural life in the present and the foreseeable future

Based on the previous studies above, there are differences in the research that will conduct by the writer. The first researcher used need analysis to know what English skills which need by the students in teaching general English. While the second researcher did an observation to Vietnamese syllabus designers about how the use of internet technology might influence TESOL syllabus design and materials development. Furthermore in this research, the researcher wants to design covid-19 based syllabus in speaking using need analysis to know what the student wants and needs.

B. Theoretical Discussion

1. Syllabus

Based on Dubin and Olshtain (1986) a syllabus is a more circumscribed document, usually one which has been prepared for a particular group of learners. In other words, a syllabus is more specific and more concrete than a curriculum. A syllabus specifies the content of the lessons used to lead the learners to achieve the goals (*Krahnke, 1987*). According to Irfani, one aspect that has to be considered in the syllabus is content or what is taught. It includes behavioral or learning

objectives for students, specifications of how the content will be taught, and how it will be evaluated.

The aspects of the language teaching method which are closely related to the syllabus are the theory of language, theory of learning, and the learner type (*Irfani p;23*). The choice of the syllabus should consider those three aspects. Furthermore, to design a syllabus is to decide what gets taught and in what order. For this reason, the theory of language explicitly or implicitly underlying the method will play a major role in determining what syllabus is adopted. In addition, a theory of learning will also play an important part in determining the syllabus choice. For example, in a pandemic teachers can be seen what things that students want to teach and how the teacher tells the material online concerning learner type. Learner types can be seen in practical and observable terms, such as type of cognitive activity, lifestyle, aspirations, employment, educational and social backgrounds, and so on (*Krahnke, 1987*).

2. The Model of Syllabus Design in Language Curriculum Development

There are some models design of syllabus in language curriculum development which has been proposed by several experts before. The theories proposed by *Brown (1995)* and *Richards (2001)* are as follows:

a. Brown's Curriculum Development Model

In 1995, *Brown* proposed a series of curriculum activities as a systematic approach to program development. This model was adapted into the syllabus design model and used for designing language syllabus by many syllabus designers. Brown's model consists of six interrelated curriculum components. They are needs analysis, specification of goals and objectives, language teaching, and evaluation.

b. Richard's Curriculum Development Model

Another language curriculum development theory was proposed by *Richard* in 2001. He proposed a model of curriculum development which could also be adapted into syllabus design procedures in language program development. Richard's model is focused on need analysis, situational analysis, planning learning outcomes (aims and objectives), course organization, selecting and preparing teaching materials, providing for effective teaching and evaluation (*Richard, 2001:41*). He further claims that these curriculum elements must be viewed as forming a network of the interacting system.

3. Need analysis in Syllabus Design

Need Analysis is a way to gather some information related to the learners' needs. It appeared firstly in the 1920s. However, at the time it only referred to determining the needs of the general language learners, who studied English that was formulated not for the sake of learning and knowing English. Since the term was not used to

represent what the students need to learn in English language learning at the time, that it was considered irrelevant and did not linger. The return of needs analysis in the language teaching context is closely related to the emergence of the *ESP movement in the 1970s*. According to Hutchinson and Waters (1987), the 1970s as for most linguists is considered as the revolution phase in linguistics. As the demand was growing for English courses from the demand of language usage (traditional) to demand of language use (communicative), influential new ideas began to emerge in the study of language. Therefore, it can be concluded that a language teacher or lecturer can apply needs analysis to get some information in planning the teaching-learning process.

4. The Concept of Need Analysis in Language Program Development

In the case of designing the syllabus of a language program, needs will be language-related and decided the content or what is taught to the students. According to Brown (1995), needs analysis is an integral part of systematic curriculum building which can serve as the basis for stating goals and objectives, developing tests, materials, teaching activities, and evaluation strategies. Therefore, he considers needs analysis as an activity carried out to gather the information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students within the concept of particular institutions that influence the learning and teaching situation (Brown, 1995).

Needs analysis which is seen as an integral part of the systems approach to language program development is also demonstrated by *Richards (2001)*. He thought that needs analysis is the procedure used to collect information about learners' needs as a basis for curriculum development which is carried out for some different purposes (*Richards, 2001:51*).

In many colleges, teaching materials have been developed without any need for analysis at all. They are mostly developed based on the teachers' perceptions, intuitions, as well as subjective personal beliefs without any objective assessments of the learners' situations and needs. Consequently, the teaching materials do not reliably ensure that the course contents are appropriate, effective, practical, and realistic to enable the students to succeed in mastering English (*Kaharuddin & Burhanuddin 2017*). Accordingly, in a pandemic where classroom syllabus is not suitable to use in virtual learning, it is important for knowing what students want, expectations, desires, and requirements in the online teaching-learning process. Their answer will help the teacher in developing learning especially in designing a syllabus for teaching speaking during a pandemic. The teacher must take into account what students need, rather than what he or she thinks they need to learn and master. Therefore, the goals of the students will match the goals of the course.

Brown (1995) proposes three basic steps to follow as the systematic procedure of needs analysis. They are making a basic

decision about needs analysis, gathering information, and using the information.

1. Making a basic decision about needs analysis

Based on *Yassi & Kaharuddin (2018: 38)* there are some fundamental decisions that a curriculum/syllabus designer needs to think about before any needs analysis can take place that is to decide: who will involve in the needs analysis, what types of information must collect, and which point of view should be presented.

2. Gathering Information

According to *Rossett (1982)*, five questions categories can be addressed for a need analysis to identify problems, priorities, abilities, attitudes, as well solutions. After considering the types of questions that will be used in a needs analysis, a needs analyst must determine the most appropriate instruments to gather needs analysis information. *Brown (1995)* proposes six categories of instrumentation namely: existing information, tests, observations, interviews, meetings, as well as questionnaires.

3. Using the Information

According to *Yassi & Kaharuddin (2018: 43)*, a need analysis process can generate much valuable information to be utilized within curriculum or syllabus to first of all state goals and objectives, which in turn can also be used as the basis for developing tests, materials, teaching activities and evaluation

strategies. And it also can help the syllabus designer in gathering information for future syllabus design of a language program.

5. Syllabus Design Framework

Richard (2001: 154) define syllabus frameworks to be versions of communicative syllabus such as:

1. Functional Syllabus. One that is organized around communicative functions such as requesting, complaining, suggesting, and agreeing.
2. Situational Syllabus. One that is organized around the language needed for different situations such as at the airport, or the hotel. A situational syllabus identifies the situations in which the learner will use the language and the typical communicative acts and language used in that setting.
3. Topical or content-based syllabus. One that is organized around themes, topics, or other units of content. The topics or contents in this syllabus are used as a vehicle for the presentation of language to facilitate the four skills integration.
4. Competency-based syllabus. One based on the specification of the competencies learners is expected to master concerning specific situations and activities. Competencies are a description of the essential skills, knowledge, and attitude requires for the effective performance of particular tasks and activities.

5. Skills syllabus. One that is organized around the different underlying abilities that are involved in using a language for purposes such as reading, writing, listening and speaking.
6. Task-based syllabus. One that is organized around tasks that students will complete in the target language. A task is an activity or goal that is carried out using language such as finding a solution to a puzzle, reading a map and giving directions, etc.
7. Text-based syllabus. One that is built around texts and samples of extended discourse. As already noted this can be regarded as a type of situational approach because the starting point in planning a syllabus is an analysis of the context in which the learners will use the language. For example, spoken texts identified for a group of engineers in the workplace are spoken instructions to field staff, presentation of report findings at meetings, and telephone negotiations with contractors.
8. An integrated syllabus. Decisions about a suitable framework for a course reflect different priorities in teaching rather than absolute choices. For example, this syllabus might be organized grammatically at the first level and the grammar presented functionally in order to link this to skill to text, and to topic.

6. Communicative Competence as an alternative approach to syllabus design in ELT

Communicative competence refers to a learner's ability to use language to communicate successfully. Falling back on the ideas of

speaking concepts, it is essential that the learners no longer recognize speaking as to say something by using voice (*Oxford Dictionary, 2015*). More than that Speaking is one of the basic skills to build communication. It refers to a process of producing verbal words to transfer meaning to the listener. Where it telling the feeling expressed through a sequence of sound (pronunciation), vocabularies, phrases, and sentences (grammar) that contain meaning (pragmatics and semantics) according to the functional and social conventions in a certain language (*Yassi & Kaharuddin, 2018:55*). Since Chomsky proposed and defined the concept of “competence” in the 1970s, many linguists have given their valuable contribution to the further development of the concept of communicative competence. Based on Yassi & Kaharuddin’s book of Syllabus design for ELT, communicative competence can be used as an alternative approach to syllabus design in ELT

7. Implications of Implementing the Communicative Competence-Based Syllabus Procedures

According to Richard's curriculum development stages, *Yassi & Kaharuddin* have been adapted and simplified into three main stages of designing a course syllabus namely: Preliminary phase, development stage, and review phases. In the preliminary phase, the syllabus designer must be analyzed and identified the needs of the students in learning English especially speaking skills during a pandemic. In the development stage, the syllabus designer

tries to design the course syllabus framework and teaching materials related to the student's needs, as well as implemented them to find out the effect of the syllabus content on the students' communicative competence. The last is the review phase. In this stage, the syllabus designer must input three stages they are syllabus framework, lesson plans, and a set of teaching materials that will be implemented and evaluated.

8. Conceptual Framework

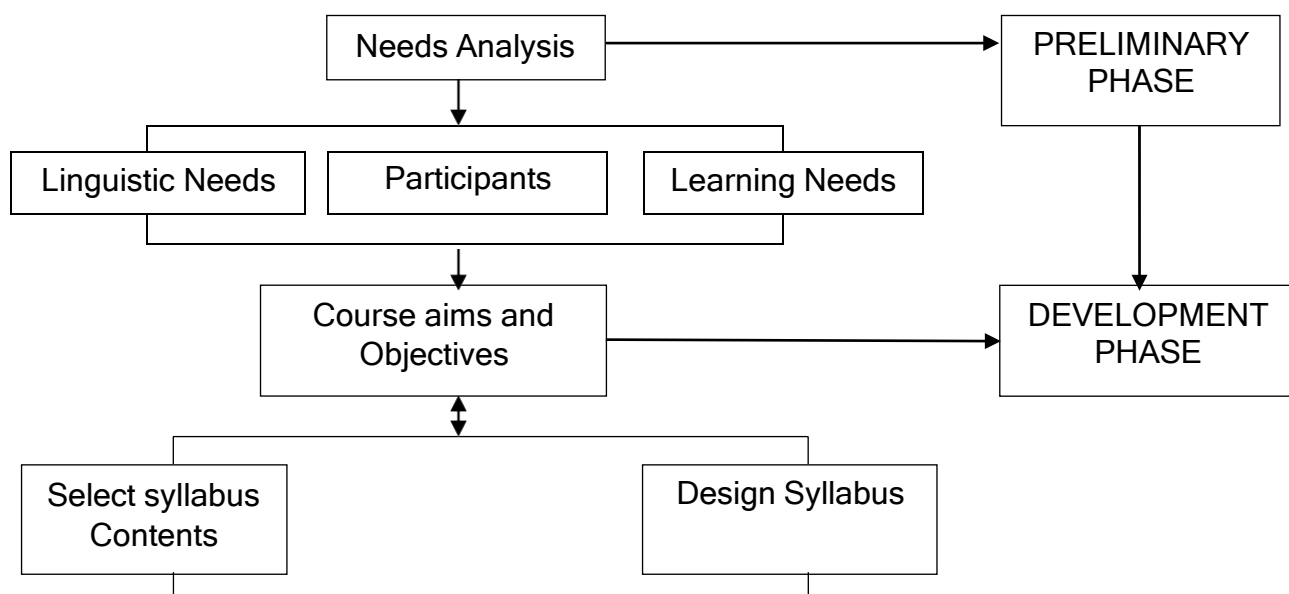


Figure 1. Methodology for Syllabus Design adapted from Yassi & Kaharuddin's book of Syllabus design for ELT