CHAPTER I

INTRODUCTION

This chapter provides the background of the study that describes the reasons why this research is conducted. Then, the problems are formulated within the objectives and significance of the study to inform the reader about the usefulness of the result. The limit and scope of the study are also defined to specify the main problem dealing with the research. Finally, some key terms are given to avoid misunderstanding on defining the key words of the study.

A. Research Background

The essential of teaching is to help the students to become independent and self regulated learners in developing their knowledge¹. It means that teaching-learning process should be students centered and has class objectives based on students need. However, Harmer states that "there are different individual variations and levels in a whole class, so teachers have to start with the recognition of students as individual as well as being members of a group"². By having the students' individual strengths together, teachers can design some activities which address out students' need.

¹ Richard I, Arends, "Learning to teach (7th Edition)", New york: McGraw-Hill

² Jeremy Harmer," *The Practice of English Language Teaching*", (New York: Cambridge Press, 2001).48.

Therefore, there are several roles of teacher in learning process. One of them is teacher as organiser³. Harmer states that teachers have to organize students' activities in improving their skills. For the example, if the course focuses on speaking activity, teachers should design activities to improve the students' speaking skill. In other words, teachers have important role in designing and planning the lesson or materials to create an effective classroom activity.

Subarman also delivers that a teacher at least must have three basic competences. They are competence on understanding the subject or instructional materials, planning a teaching and learning program, and applying the teaching and learning program⁴. Dealing with the competence of planning a teaching and learning program, it can be concluded that teachers have to prepare some teaching frameworks before conducting the teaching-learning process such as the syllabus, lesson plan, semester program, annual program and others. Those will help teachers to get the appropriate of materials sequence in order to achieve the goal of the learning process.

Meanwhile, this study takes a syllabus as the subject of the research. Penny defines that "syllabus is a document which consists essentially of a list

³ Jeremy Harmer," *The Practice of English Language Teaching*", (New York : Cambridge Press, 2001),58.

⁴ Enggus Subarman, "Kemampuan Dasar Guru Dalam Proses Belajar Mengajar", (Bandung : PT. Remaja Rosdakarya, 1992),30.

that to be taught in the course" ⁵. It means that syllabus has an important part in successing learning target because the syllabus includes the list of materials that were selected by the teachers based on the students' ability and needs. the syllabus also helps teachers to be focus more in teaching the materials which are related to the class objectives. According to Krahnke "the syllabus involves the integration of subject matter (what to talk about) and linguistic matter (how to talk about it)" ⁶. By having the syllabus preparations, the teachers can prepare what appropriate materials and methodology for the students, so the learning purpose is achieved. Another description comes from Yalden who has seen syllabus as "an instrument by which the teacher can achieve a degree of fit between the needs and aims of the learner" ⁷. It contains an agreement between learners and teacher to achieve the goals, so it can be used as a reference to state the class objectives based on what the students need.

In education area, syllabus is a part of curriculum development⁸. There are several terms in comparing the scope of curriculum and syllabus design. The first comes from Allen who gives opinion that "curriculum considers the whole factors such as society, school program and administrative which have the main contribution to the planning of an educational background, however

⁵ Penny, Ur, "A Course in Language Teaching Practice", (New York: Cambridge University Press, 1991)176.

⁶ Karl Krahnke. "Approaches to Syllabus Design for Foreign Language Teaching".(UK: Prentice Hall, 1987)10

⁷David Nunan," Syllabus Design", (Language Teaching: A scheme for teacher education) 5

syllabus concerns on specifications of units will be taught in the class⁹". So, the syllabus is a subpart of curriculum development which breaking down a specific skill of the school curriculum into some methodologies and materials for the students.

Related to the syllabus design, some experienced teachers may have some knowledge and ability in designing their own course syllabus. They can develop further material sequences because they are the controller of the class activity. However, there are some criteria and principles to be considered in selecting and grading materials when teachers design a course syllabus. They are learnability, frequency, coverage, and usefulness¹⁰. Learnability means that a syllabus should describe the materials for learning process of one period from the easiest material to the most difficult one. Frequency explains about the selection of language in syllabus based on the language that commonly used by students in the school environment. Then, coverage indicates the scope in selection materials for achieving the leaners needs. Usefulness means the use of language which can be practice in the daily conversation.

Based on the statement above, it can be referred that syllabus content has to be flexible and cover the students' needs because students are the center of classroom progress who get and practice the knowledge into their activities. If

⁹David, "Syllabus Design",7.

¹⁰ Jeremy Harmer, " *The Practice of English Language Teaching*", (New York: Cambridge University Press, 2001) 296.

the aim of the lesson does not suit with their needs, it will not fulfill the learning goals.

In designing the syllabus, Rahimpour explains "the syllabus should be structural and communicative because it will be used as a reference to design a lesson plan for learning process and the syllabus should be designed based on the learners' question or need analysis in case to achieve the goal of choosing good materials for the learners"¹¹. Therefore, in designing a syllabus, a teacher should do some observations about who the students are, what the goal of the lesson is, what materials will be taught for the learners and how teacher assesses and evaluates students' ability in the learning progress.

As the subject of the research, this study takes a speech syllabus at SMP Muhammadiyah 5 Surabaya. The reason why the researcher chooses this school because the syllabus of speech is designed by the teacher himself. That is because the syllabus of speech subject does not exist in the National Curriculum of Indonesia, so it will be interesting if analysing the teacher's knowledge in designing the speech syllabus and how the quality of the syllabus components. Besides, the speech program in this school is held for the purpose of being an international school in which this school holds an annual program of students exchange for studying abroad 12. That is why by analysing the level

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¹¹Massoud Rahimpour," Current Trends on Syllabus Design in Foreign Language Instruction". Vol. 2, 2010, 1661.

¹² Based on an interview with a speech teacher "Mr. Arif" on 11th of August 2014)

of teacher's knowledge in designing the syllabus, the result can show whether the teacher is capable to design the syllabus or not.

Dealing with being a designer and planner of the course framework, teachers need some knowledge to produce a well form of a course syllabus. There are many kinds of teacher's knowledge base¹³. They are general pedagogical knowledge which focuses on principles and strategies of classroom management and organization.¹⁴. The second is content knowledge which refers to the accumulated literature and studies in the content area such as an English teacher should know some expression and symbols that used in English¹⁵. The third is curriculum knowledge with deals particular aspect of the materials and programs that serve as a tool trade for the teacher¹⁶. The fourth is pedagogical content knowledge that special combined of content and pedagogy that purposed for being a professional teacher¹⁷. Based on the description above, there is a relationship between teacher knowledge and designing a course syllabus that is pedagogical knowledge. Therefore, this study focuses on general pedagogical knowledge because it relates with the preparation of classroom activity such as planning a syllabus and lesson plan.

In addition, based on the rule of National Education Minister on UU. No. 14 year 2005 explains that designing a syllabus, lesson plan and parts of

¹³ Shulman, Lee. "Knowledge and Teaching", (Stanford University Press., 1987)8

¹⁴ Shulman," Knowledge and Teaching" 8

¹⁵ Shulman," Knowledge and Teaching" 8.

¹⁶Shulman," Knowledge and Teaching" 8. ¹⁷ Shulman," Knowledge and Teaching" 8.

classroom frame works such as materials are related into pedagocical competence¹⁸. It shows that between pedagogical knowledge and pedagogical competence have the same focus on the preparation for teaching and learning process. So, the knowledge of this study is specified on pedagogical knowledge or pedagogical competence.

Nunan explaines that "the role of teachers is to implement the plans of applied linguistic from other teachers who have a relatively free hand in designing the syllabus" Based on that explanation, teachers have a main role in planning and designing the syllabus in which the teachers can either adapt on someone's syllabus or create their own course syllabus. Whichever chosen, the process on designing the syllabus requires some knowledge to understand the content or subject matter of the syllabus, the main components of the syllabus, and the appropriate ways in designing the syllabus. Thus, this study examines the teacher's knowledge of pedagogical knowledge that focused on the teacher's role as a designer and planner of the speech syllabus.

The result of this sudy is expected to be able to give such information to the teachers related with designing a syllabus, so that they will able to make some improvements to design the syllabus better.

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¹⁸ Permendiknas No.14 Pasal 10 (2005) The Indonesian Version is "Kompetensi guru meliputi kompetensi pedagogik, kompetensi sosial, kompetensi kepribadian, dan kompetensi profesional yang diperoleh melalui pendidikan profesi.

¹⁹David Nunan. "Syllabus Design", (Language Teaching: A scheme for teacher education) 10.

B. Research Questions

Based on the background description above, the researcher formulated statement of the problem as the following below:

- 1. What is the level of teacher's knowledge in designing a syllabus of speech subject?
- 2. What is the quality of speech syllabus designed by the teacher at SMP Muhammadiyah 5 Surabaya?

C. Objectives of The Study

Related to the statements of problem above, the aims of this research are:

- To identify and describe the level of teacher's knowledge in designing a syllabus of speech subject.
- To identify and describe the quality of speech syllabus designed by the teacher at SMP Muhammadiyah 5 Surabaya.

D. Significance of The Study

This research is conducted to find out the teacher's knowledge in process he designs the speech syllabus for English as academic purpose at SMP Muhammadiyah 5 Surabaya, therefore the significance of this study is divided into three parts, they are :

1. For Teacher

It is expected that the result of this research can be used as a reference for the teacher to know the principles and the ways in designing the speech syllabus for English academic purpose.

2. For School

Hopefully the result of this research can help the school academic in designing course content such as a syllabus based on the its function and used as a reference to improve the teacher' knowledge in ways he designs a well developed syllabus.

3. For Researcher

Considering that the writer is also the student of English Education Department who will be a teacher in the future, so the result of this research will be useful as the requirement before designing a course syllabus for specific class.

E. Scope and Limits of The Study

There are some types of syllabus design²⁰. They are structural syllabus, functional syllabus, situational syllabus, a content-based syllabus and task-based syllabus. However, this research focuses on analyzing a functional syllabus in which the language content is arranged in term of expressing the

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²⁰Karl Krahnke," *Approaches to Syllabus Design for Foreign Language Learning*," (Englewood Cliff,NJ: Prentice Hall Regents, 1987), 10.

function of the language items needed such as a the speech content at SMP Muhammadiyah 5 Surabaya that is held in case to express the language as a part of public speaking. The scope and limitation are explained below:

- 1. This research is implemented at SMP Muhammadiyah 5 Surabaya because this school implements a speech subject for academic purpose in relation for supporting an annual school program of students' exchange to study abroad. The speech skill is learnt as a provision to improve the students' skill of speaking and it is a part of English formal subject. On the other hand, other schools do not hold speech class for academic duty. While a syllabus is a part of curriculum development²¹. So, the designing syllabus of speech is a developing from School-Based Curriculum because based on the rule of National Education Minister No.20 year 2003 that School-based curriculum can be developed based on the school needs.
- 2. As the main problem, this research concerns on the level of teacher's knowledge in designing a course syllabus. The knowledge that is related into syllabus is called pedagogical knowledge. Shulman's explaines that "pedagogical knowledge concerns on principles and strategies of classroom management such as designing a syllabus" ²². Beside, National Education Minister also explains in education rule of being a professional teacher No. 16 year 2007 that syllabus belongs to pedagogical competence. That's why,

David Nunan, "Syllabus Design", (Language Teaching: A scheme for teacher education.) 8.
 Shulman, Lee. "Knowledge and Teaching", (Stanford University Press., 1987)

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some knowledge is needed for the teacher as a designer and planner of syllabus.

3. There are many types of syllabus. They are grammatical syllabus, functional syllabus, situational syllabus, a content-based syllabus and task-based syllabus²³. This research focuses on analyzing a functional syllabus because the purpose of the speech subject that is taught in SMP Muhammadiyah 5 is to improve speaking skill for students in order to get a scholarship for students exchange program.

F. Definition of Key Terms

Related with the topic of this research, the researcher finds some key words to be explained in order to ease the readers for better understanding.

They are:

1. Teacher's knowledge

Teacher's knowledge has been perceived as a basic understanding on teacher's perspective in relation with a teaching principle that is the teacher need to learn how to do their job in different context with particular populations and educational institutions²⁴. The description explains that being a teacher needs some certain knowledge based on the teachers' role focus on. Meanwhile, the knowledge of this study is focused on the

²³ Karl Krahnke," *Approaches to Syllabus Design for Foreign Language Learning*," (Englewood Cliff, NJ: Prentice Hall Regents, 1987), 10.

²⁴Shulman, Lee. "Knowledge and Teaching", (Stanford University Press., 1987)

pedagogical knowledge that related with the teacher's role as a designer and planner of the speech syllabus. So, the teacher has to be able to connect the syllabus aims together with the students' needs.

2. Designing

Designing means the way teacher plans the syllabus. It is one of the teacher's basic skill in which the teacher has to state the learning goals based on the students' need and plans the materials during a year semester. In this study, the designing of syllabus concerns on the speech subject which the speech subject does not exist in the National Curriculum of Indonesia.

3. Syllabus

"A syllabus is a document which consists essentially of list specifies all the things that are to be taught in the course for which the syllabus was designed²⁵". It means that having a syllabus can help teacher in selesting the appropriate materials or methodologies for teaching and learning process because the syllabus contains of the learning goals that are stated based on the students' needs.

In this study, syllabus is a set of planned materials that will be taught in the class and the description about the aims of learning process. The syllabus content is speech materials that are designed based on the developing of School-based curriculum because the researcher focuses on an English teacher for regular students of third grade.

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²⁵Penny, Ur. "A course in Language Teaching." (New York: Cambridge University Press, 2006)176

4. Speech subject

Speech is a functional language whichis delivered for specific purpose to the audience as a means of communication to give a message²⁶. It defines speech as the one of productive skill through speaking activities either in formal or informal condition . In addition, speech can be learned in formal class as what has been held at SMP Muhammadiyah 5 Surabaya.

In this study, speech subject is held as academic lesson in purposing for being an international school and supporting the annual program of school that is students exchange. So, this school develops a speech class as "Education based on the local quality and globalization" in structure of School-based Curriculum (KTSP) because the speech subject is held as a part of English main subject where every student has to learn the speech.

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²⁶Dan O'hair. "A Pocket Guide to Public Speaking". (New York: University of Oklahoma, 2009)5