CHAPTER IV

FINDINGS AND DISCUSSION

This research would like to analyse teacher's knowledge on designing a syllabus. In this study, the syllabus focused on the content of speech subject. This chapter presented the findings of the data collected from interviews and documentation study. This chapter also provided the discussion about the answer of research problems.

A. Findings

1. The Level of Teacher's Knowledge In Designing A Syllabus of Speech

In finding the level of teacher's knowledge and understanding on designing a syllabus, structured interview was conducted. The rubric of teacher's knowledge was adapted from the compilation of triangulation theories which covers teacher's knowledge in planning and preparing a speech syllabus.

The indicators for this knowledge were divided into four categories. They were the knowledge of the syllabus, the development of speech content into syllabus design, the strategies in designing a syllabus and how to develop curriculum into syllabus. The total indicators of all categories were 14 indicators. Each indicator was scaled into four levels which coding as level 1 (does not meet standard), level 2 (improvement necessary), level 3 (effective), level 4 (highly effective).

Based on the findings after interviewing the teacher, the level of the teacher's knowledge was categorized as "Effective".

Here, the further result of the interview with the research subject who taught speech in all grade from seven grade, eight grade and nine grade. The followings were the further descriptions and levels of the indicators on designing a syllabus.

a. Teacher's understanding on Syllabus

Teacher's understanding on syllabus was divided into four subcomponents. They were the syllabus definition, the types of syllabus, the main components of syllabus and the importance of syllabus in learning.

Below is the result of the interview with the speech teacher in SMP Muhammadiyah 5 Surabaya as the subject of this study. The interview was conducted on Thursday, 11th of December 2014 at the school.

The result of teacher's understanding on syllabus

Criteria	Findings	Score	Comments
		of	
		Level	
Teacher's	A set of	4	Demonstrate clear and well
perspective	materials that		explanation in defining the
on syllabus	will be taught		syllabus
	in the class		
Types of	One type	2	Explains limited explanation
syllabus			of the types of syllabus

Table 4.1

The	It helps in	4	Inform the specific function	
importance	preparing	-	and the importance of	
of syllabus	materials or		1	
or synabus				
	activity before		process along with clear and	
	teaching speech	-	detail explanation	
The main	1. Teacher's	3	Provides all main	
components	name and		components of the syllabus	
of syllabus	contact			
	2. Course			
	description			
	3. Goals			
	4. Course			
	calender			
	5. Course			
	requirement			
	6. Students			
1	assessments			
	7. Required text			
	8. Evaluation			
	9. Grading			
	procedure			
	10. Policies and			
	expectations			
The function	Syllabus used	4	Inform the specific function	
of syllabus	as a course plan		and the importance of	
01 0 1 10 100	for students and	- /	syllabus for teaching	
	as a teaching		process along with clear and	
	tool	/	detail explanation	
Total score : 1'			actual explanation	
	,			
Average : 3,4				
11verage . J,+				

Based on the table 4.1, it can be seen that in defining the syllabus, the teacher defined syllabus as a set of materials that will be taught before a process of teaching learning in the class. It referred to the appropriate definition based on Jordan's theory which means the teacher could differenciate between lesson plan and syllabus context.

In designing a syllabus, Nunan puts forward about some types of syllabus. However, the teacher did not consider and know those types of syllabus. Meanwhile, in Nunan's theory there were specific types of syllabus that have to be selected in designing a syllabus.

Regarding with the components of a syllabus, the teacher explained that the main components were the teacher's identity, the course description, goals, sequence of materials or course calender, students assignments and evaluations, class agreements, and references for further readings. The teacher considered all components as main components in designing a syllabus, however the appropriateness of each component was not explained in detail by the teacher.

For syllabus functions, the teacher believed that syllabus has two functions which were a syllabus as a course plan for students and as a teaching tool. So, it was clear enough that the teacher used syllabus as a preparation before teaching as mentioned by Gruneth¹ and Penny² in their theories.

b. Teacher's understanding on developing the speech content into syllabus design

The content of the syllabus in this research was English speech subject. In order to analyse the teacher's knowledge of the speech content, the

¹ Judith Grunert, Barbara Millis, *The Course Syllabus*, (USA: Jossey Bass, 2008)

² Penny Ur, A Course in Language Teaching, (Cambridge University Press, 1991)

researcher adapted four indicators. They were teacher's understanding on speech content, types of speech, the use of speech subject and the development of speech into syllabus design³.

Here was the result of interview⁴ in analysing teacher's understanding on speech.

Table 4.2

	Criteria	Findings	Score	Comments	
			of		
			Level		
	Defining a	It is a kind of public	4	Demonstrate clear and	
	speech	spe <mark>ak</mark> ing that has		well explanation in	
<		function to send		defining the speech	
		specific information		context and know the	
				different from the	
				public speaking	
	Types of	Three types	4	Explains the detail	
	speech	(persuasive speech,		types of speech and the	
		informative speech		differences of each type	
		and speech on special		and know how to teach	
		occasion)		each type of the speech	
	The use of	Speech subject is	4	Inform the specific	
	speech	designed to improve		function and the	
	subject	students' speaking		importance of learning	
		ability in order to		speech in line with the	
		support for an annual		students need and the	
		program that is		school curriculum	
		exchange students to			
		study aboard. So, it is			
		based on school			
		curriculum and the			
		students needs.			

The findings of teacher's understanding on speech content

 ³ This indicators adapted from a compilation theory from Nunan and O'hair.
⁴ The interview with the Speech Teacher on Thursday, 11th of December 2014 at SMP Muhammadiyah 5 Surabaya.

The	The speech teacher	3	Inform the materials of
development	develops the materials		the speech context and
of speech	based on the topics		its importance but does
materials in	from an E-book		not consulted with the
designing a	entitled "A Pocket of		students needs.
syllabus	Public Speaking" by		
	Dan O'hair. The		
	speech teacher		
	selected the materials		
	which are suitable		
	with the students'		
	ability. In addition,		
	the students are not		
	interested in reading,		
	so The speech teacher		
	did not consult the		
	materials that are		
	going to be used by the students.		
Total Score : 1		_	
Total Score : 1	3		
$Auorogo \cdot 2.75$		_	
Average : 3,75			

Based on the teacher's perception, speech was different with public speaking. Public speaking, according to the speech teacher was still a general term. While speech was one of the activities of public speaking which was practiced within a purpose to inform listeners about a particular information.

Regarding the types of speech, the English speech teacher said that there are three types of speech. They were persuasive speech, informative speech and speech on special occasion. The differences of them were based on the purpose of each speech activity. It means that the teacher had understand the speech context and knew the methodologies for teaching speech.

Related with the function of the speech subject, in SMP Muhammadiyah 5 Surabaya, the speech subject was held to support an annual program for being international school that was student exchange program to study aboard. It was expected that the students will get an opportunity for the scholarship when they could speak English well. Therefore, a speech activity had to be learnt for every student in this school. This subject was not held as "*muatan lokal*" or local content, but it was a formal class for improving a part of English skill.

In addition, speech was a separated formal subject from the formal English classes. So, the syllabus of speech was designed by the English speech teacher. In developing the content of speech into well developed syllabus, the teacher said that first step was selecting the standard materials based on students ability. However, because speech did not related into national education curriculum, the teacher got difficulties in selecting the appropriate resource book. Therefore, the teacher adopted the book resource from O'hair entitled "A Pocket Guide to Public Speaking" that was also used in some universities.

For teaching speech, the teacher mentioned that practice was applied more than learn theories. It could be seen as 70% practice than theories in teaching speech because the allocation time of learning was only 40 minutes. So, it needed additional time to explore more about students ability on speech. While the formal English lesson was allocated for 90 minutes. It was one of speech problem.

c. The strategies in designing a syllabus

There were some strategies in designing a syllabus. The strategies concerned on principles in designing a syllabus, the procedures on designing syllabus, review and revise syllabus design and the difficulties and solution of it. Here was the table of interview⁵ about teacher's understanding on strategies in designing syllabus.

Table 4.3

Criteria	Findings	Score	Comments
		of	
		Level	
The principles	a. Monitoring and	3	Inform the principles of
in designing	assessing		syllabus design but
syllabus	students		does not clearly state
	progress		the expected steps
	b. Selecting		
	suitable		
	materials		
	c. Stating the		
	objectives of the		
	course		
	d. Designing		
	learning activity		
	and task		

The findings of teacher's understanding on strategies in designing syllabus

⁵ The interview with the Speech Teacher on Thursday, 11th of December 2014 at SMP Muhammadiyah 5 Surabaya.

	F		
	e. Instructing		
	students		
	f. Identifying		
	topic, themes		
	and situation		
The	1. Analysed the	3	Demonstrate
procedures in	students need		considerable
designing	and school		explanation in listing
syllabus	curriculum		the procedures of
	2. select the		syllabus design
	materials for		
	speech.		
	However, the		
	teacher gets		
	difficulties in		
	selecting the		
	materials for	1	
	speech because		
	of speech		
	subject does		
	not exist in the		
	National		
	Curriculum of		
	Indonesia. the		
	teacher used an		
	e-book of Dan		
	O'hair entitled	/	
	"A Pocket		
	guide of public		
	speaking".		
	3. State the goals		
	of speech		
	4. Design the		
	schedule and		
	assignments		
	ussignments		
Revising and	The teacher usually	3	Revising the syllabus
reviewing	reviews the syllabus	5	with the curriculum
syllabus	with curriculum		advisor
design	advisor and English		uu v 1501
ucsign	advisor and English		

	teacher. the teacher did not discuss it with students	
Total Score : 9		
Average : 3		

Regarding with the principles on designing syllabus, monitoring and assessing students was one of main consideration in teacher's perspective because the goal identified what students want to learn and what they got after the process of learning speech. Then, the teacher selected materials for speech. In point of designing learning activity and tasks, the teacher delivered that it described in the lesson plan. Meanwhile, the materials were selected by the teacher himself without discussion with students because the students did not understand so far about speech materials.

In addition, the teacher explained that in designing a syllabus, the first step was anaysing the students' needs. The teacher conducted some questionnaires to know their abilities and their difficulties in learning language. After that, the teacher concluded the result of need analysis and selected the materials because speech subject does not include in the National Curriculum of Indonesia. So, the teacher wrote the components of syllabus into product oriented syllabus. Some evaluations were also being considered by the teacher. But, it was not discussed with the students as the learning center. That is why, the researcher did not consider that the teacher applied students center in designing English speech syllabus.

The reviewers of the syllabus design as the teacher said they were other English teacher and curriculum advisor. The product of the syllabus design should have been reviewed by the curriculum teacher. Yet, the syllabus has became the responsibility of the English speech teacher because he had a direct interactions with the students and knew how to improve the students' English speech ability.

d. The development of specfic skill in designing a syllabus

Syllabus is a part of curriculum aspect. Therefore, in designing a syllabus, a teacher had to understand about curriculum because syllabus design was one step of curriculum development. The following was the result of the teacher's interview⁶ about developing specific skill from curriculum into designing a syllabus.

⁶ The interview with the Speech Teacher on Thursday, 11th of December 2014 at SMP Muhammadiyah 5 Surabaya.

Table 4. 4

Criteria	Findings	Score of Level	Comments	
A definition in	It is a general	4	Demonstrate clear and	
term with	term or national		well explanation in	
curriculum	education		defining the curriculum	
	program to	N	context and know the	
	develop the		part of curriculum	
	school program		developments	
	and learning			
	process and it is a			
	main part to plan			
	a syllabus or			
	lesson plan.			
Developing	The speech	3	Inform clear explanation	
specific skill of	subject is held to		about skill developed in	
curriculum into	improve the school needs		the syllabus design but	
syllabus design?			not shown specific	
	being an International		standard comptence and students diciplines	
	school of annual		students diciplines	
	progra,m			
	students			
	exchange, so it			
	corncerns more			
	on speaking skill			
Kinds of	Syllabus is a part	3	Demonstrate part of	
Curriculum	of curriculum		curriculum development	
development	development		and its example	
Total Score :10				
Average :3,33				

The findings of Teacher's understanding on Curriculum Development in Designing A Syllabus

In the interview, the teacher explained that curriculum was a national education program that was applied for improving the quality of teaching and learning process. Curriculum was a whole of general term from national education program that was developed based on the school needs. In designing and planning a syllabus or lesson plan, curriculum is considered as the main component on speech teacher's consideration . Besides, syllabus design is a part of curriculum development as delivered by Nunan. Therefore, in designing syllabus, the teacher had to understand curriculum standard that will be developed into syllabus.

Discussing about developing curriculum into syllabus design, the teacher tried to develop KTSP curriculum (Based-School Curriculum/ *Kurikulum Tingkat Satuan Pendidikan*) for three grade in designing syllabus while for second and first grade is developing from 2013 curriculum. However, the focus of this study is third grade. So, the speech teacher developed the specific skill of speaking ability in order to design the speech syllabus. The teacher's answers also indicated that the teacher tried to understand some aspects of curriculum development by following some trainings.

There are some considerations for the teacher in developing specific skill from curriculum applied in the school into syllabus design such as the goal of the learning process, students need, what appropriate materials for and how to evaluate students ability and works. The speech teacher only considered the standard skill of speaking competence without considered the students' character. About the problem in designing syllabus, the teacher explained that he did not find any special problems for third grade because the students of third grade are still applying school-based curriculum (KTSP). But, in depth interview when the researcher asked about the speech syllabus for first and second grade, the speech teacher said that the difficulties to develop the main competence (KI) because it has to indicate the dicipline and students character.

After having analysis of each criteria of the level of teacher's knowledge based on the rubric teacher evaluation adapted from Kim Marshal (see appendix 3), the researcher calculated the final result based on the average total score.

From the overalls analysis, the following table shows the final result of each level of criteria on teacher's knowledge in designing the syllabus :

Criteria	Score	Criteria	Score
Defining the syllabus	4	The use of speech subject	4
Types of syllabus	2	The principles in syllabus design	3
The importance of syllabus	4	The procedures in designing syllabus	3
The main components of syllabus	3	The revising of syllabus	3

The function of	4	Curriculum	4
syllabus		understanding	
Defining speech context	4	Developing skill of	3
		school-curriculum	
		standard	
Types of speech	4	Part of curriculum	3
		deveopment	
Total score $:48/14 = 3,42$			

It can be seen from the table that the total score got by the teacher is regarded as level 3 which means effective. It means the teacher was capable in designing the syllabus of speech.

2. The quality of speech syllabus designed by the teacher

In analysing the quality of syllabus, this study took documentation technique to know and describe the quality of each component which was described by the speech teacher in designing the syllabus. This study presented one syllabus designed by the teacher of speech at SMP Muhammadiayah 5 Surabaya during a program year 2013/2014. The speech subject in this research was held as a formal class which purpose is to improve students' speaking skill dealing with annual school program.

In order to design a speech subject, this school designed a specific syllabus for speech subject. There were some components that should be written in designing a well-developed syllabus. In this study, the indicators of well developed syllabus was taken from The Center Of Language Teaching And Assessment⁷ using the theories of O'Brien, Millis and Cohen⁸. There were nine main components that should be stated in designing a syllabus. Each component had some indicators which are scaled into 1 up to 3. They were interpreted into exemplary (3), emerging (2) and basic (1).

Based on the further findings after analysing the speech syllabus product, the syllabus was graded as exemplary level that means the syllabus can be used as a good example of teaching speech. Each syllabus component of speech was regarded as exemplary in average of all components.

Here is the further explanation of analysing the syllabus of speech.

The Research Finding : The Quality of Syllabus for Speech Subject

Syllabus Component	Indicators	Findings	Grade
1. Basic Information	1.1 Identify the subject clearly (with the course name and number, credit	It provides clear information of some elements such as the speech teacher's name, email, and location.	Exemplary

⁷ CELTA is an online website that supports language teaching and learning at MSU and beyond (celta.msu.edu/)

Table 4.5

⁸ Judith Gruneth O'brian, Barbara J. Millis and Margaret Cohen, "*The Course Syllabus*", (San Fransisco : A Jossey Bass, 2008), 39

	hours,		
	semester,		
	and		
	location)		
	1.2 Instructor	It achieved the target	Exemplary
	information	and provides well and	
	(It includes	clear explanation about	
	instructor's	the instructor contact	
	name and		
	contact information		
	such as		
	phone or		
	email)		
2. Course	2.1 Provides an	It achieved the target	Exemplary
Description	extended	and provides well and	
	description,	clear explanation about	
	so that the	what the course	
	students	emphasizes for students	
	<mark>kn</mark> ow what		
	to expect		
	from the		
	course		
	designed		
3. Course	3.1 What	It shows clear and	Exemplary
objectives	students	appropriate information	
	will have to		
	do and	0	
	under what	the course subject	
	conditions		
	during the		
	course		
	3.2 Course	It achieved the target	Exemplary
	learning	and well explanation	
	outcomes	about what is expected	
	(list the	for students during the	
	extended	course	
	learning		
	outcomes,		
	so that		

r			·
	students		
	clearly		
	understand		
	what is		
	expected of		
	them during		
	the		
	learning)		
4. Readings	4.1 list all	it includes text that	Exemplary
(Required	required	required to the course	· · · J
text)	texts and	(within five years in	
(ent)	any other		
	supplement	most cuses)	
	ary		
	materials		
	recommend		
	ed for the		
			2
	4.2 it writes in	It uses full of	Examplany
			Exemplary
	full	bibliographical citations	
	bibiliograph	(in APA format)	
	ical		
	citations for		
	all reading		
	materials		
5. Course	5.1 Identifies	The speech syllabus	Exemplary
Calender	the	shows clearly the week	
	schedule	time and page number	
	about the	of the resource with	
	lists topics,	specific page for exam	
	assignments		
	, projects,		
	exams and		
	due dates.		
6. Course	6.1 Defines	Assignments are listed	Exemplary
requirements	students	with due dates, with	
-	assignments	explanation of late	
	in detail	policy	
	6.2 Class	It explains in detail	Exemplary
	participatio	about how the students	r ~ J
	n	do the assignments	
L		I	

7. Policies and	6.3 Explains the purpose of assignment7.1 Attendance	It does not provide this element and need some improvement It explains clearly about	Basic Exemplary
Expectation		students attendance during the course and its penalty for absent students	
	7.2 Late paper	It describes clearly the penalty for assignments out of due date	Exemplary
	7.3 Class behavior	It lists in detail some obligations for students during the learning course	Exemplary
8. Evaluation	8.1 Identify the form of evaluation that will be completed by students such as oral or written assignment	It includes description for inclusion in the course and what the students should get out of completing it	Exemplary
9. Grading Procedure	9.1 Identify percentage grading of assignments and its scale	It provides the scale of assignments result	Exemplary
	9.2 Provides rubric(s) for assignments assessments	It does not provide the rubric for each assignment with criteria specified	Basic

a. Basic Information

In this component, there are two indicators. They are about the detail information of the instructor and the name of the subject. In syllabus of speech, those indicators were clearly stated. It explained the instructor's name, the email and allocation time and office location in clear description. So, it contains into exemplary level.

Here was the description of basic information from the speech syllabus.

Teacher : Mr. Arif		
Subject : Speech		
E-mail : <u>arifdian@yahoo.com</u>		
Allocation time : 40 minutes		
Office location : SMP Muhammadiyah 5 Sur	rabaya	
Figure 4.1		6

The findings of basic information from the speech syllabus

b. Course description

This components describes specific skill and topic that were learnt by the students during the learning process. In stating course description, it began from the goal.

In the speech syllabus, the explanation about the speech skill was stated clearly. What skills and strategies that the students have to prepare. Kinds of speeches were also written in detail to know what types of speech practiced in the class, so the students could prepare before beginning the class activity. Here was the figure of course description taken from the speech syllabus.

Students will learn the skills and strategies needed to prepare and deliver ceremonial, informative, and persuasive speeches. Special consideration is given to adapting communication styles and content to diverse speakers and audiences. This course emphasizes how to compose meaningful and coherent messages; how to conduct responsible research on appropriate topics; and how to argue, develop, and polish effective presentation skills.

Figure $4.\overline{2}$

The findings of course description from the speech syllabus

c. Course Objectives

This component deals with the students activity during the class and what they have to do in order to fulfill the course subject. In designing course objectives, it was related to the course description. It was used as some missions while course description was a vision of the school. Then, it described the activities during the course.

In the speech syllabus product, the detailed objectives was shown into how to present speech and how to give comments for other students who present their speech in front of the class.

Here was the figure of course objectives taken from the speech syllabus.

During the course, you will be asked to stand before a group and deliver information, argue a position, present an award, introduce a guest speaker, or honor a special event. It is important that you command the audience's attention and present yourself as a competent and credible speaker. In this course, you will be asked to present four speeches. The goal is for you to gain more confidence in communicating in public contexts.

Figure 4.3

The findings of course objectives from the speech syllabus

d. Readings (Required Text or Resources)

This component describes text sources or books related with the goal and skill of the course subject. It was used as printed book or e-book. By writing the reading sources, students would know and appreciate which materials were related to the topic or assignments. Therefore, they would not miss any evaluations. In writing the text sources. O'brien, Millis and Cohen suggest that the teacher had to use APA referencing system⁹. It described the detail name of author, the title, year published.

In the speech syllabus, the writing of text resource was good and categorized as exemplary level because the speech teacher wrote the resources based on Cohen's suggestion.

Here was the figure of required text taken from the speech syllabus.

⁹ Judith. G. O'brian, Barbara J. Millis & Margareth W. Cohen," *The Course Syllabus*", (San Fransisco: Jossey Bass, 2008). 63.

O'Hair, D., Rubenstein, H., & Steward, R.(2007). A Pocket Guide to Public Speaking, 2e. Boston: Bedford/St. Martin's.

Figure 4.4

The findings of resources from the speech syllabus

e. Course Calender

In course calender, it contains a sequence of materials during the course, some assignments, projects, exams and due date. The teacher selected the materials by himself. So, not all of materials in the required book had to be read because time allocation was being one of the consideration s too. In addition, speech subject provided practice more than theories. As clarified by speech teacher in interview, the practice was 70% of the time allocation.

In the speech syllabus, the schedule was provided by the detail of the week sequnced and detail page number of exams.

Here was the sample of schedule taken from the speech syllabus.

1	Becoming a public speaker	Ch. 1
	Listeners and Speakers	Ch. 3
	Ethical Public Speaking	Ch. 2
2	Discuss Ceremonial Speech Assignment	
	Speaking on Special Occasions	Ch. 25
	Managing Speech Anxiety	Ch. 6
	From A to Z: Overview of Speech	Ch. 5
	Figure 4.5	

The findings of schedule from the speech syllabus

f. Course Requirements

This component was related to the course assignments and readings which should be completed by the students. The position of course requirement could be either made separated from grading procedure or combined into one. Gruneth suggests that requirements indicate the way in fulfill the assignments or projects from specific topic in the course materials¹⁰, for example the explanation of whether the students should do the task individually or in groups.

In the speech syllabus as the sample of this study, the teacher explained clearly about the speech practice that begins from writing the outline of speech. It was seen from the word "you will be evaluated on your skill in selecting and researching a topic organization". Then the students will present the speech written in the class within the specified time frame.

Here was the figure of course requirement stated in the speech syllabus.

You will be required to deliver four speeches. You will be evaluated on your skill in selecting and researching a topic, organizing and delivering your speeches and following instructor requirements. You will be evaluated on the criteria on the grading sheet(s). If you do not deliver your speech within the specified time frame, your grade will suffer

Figure 4.6

The findings of course requirement from the speech syllabus

¹⁰ Judith Grunert, Barbara Millis, *The Course Syllabus*, (USA: Jossey Bass, 2008)

g. Policies and Expectations

Based on Gruneth's theory, policies and expectation for students could be written in the syllabus or put it separately. It was about some rules or class contract to make students be dicipline.

In the speech syllabus, the policy stated about students attendance and the pinalty for being absent. Although, other policies were stated separately.

Attendance: You are expected to attend all classes. Absences require a physician's note that you are to be excused. Do not be late for class. Coming to class late or leaving early will be counted as an absence for the entire class period.

Figure 4.7

The findings of policies from the speech syllabus

h. Evaluations

Evaluation grade is important to be stated to know the students' achievement. So, they can prepare the assignment better in order to pass the evaluation. Based on Gruneth's theory, evaluation can be done by both the teacher and the students. The students can give their comments dealing with other students work then the instructor evaluate it based on the rubric evaluation.

About the finding of evaluation from the speech syllabus, the speech teacher has explained how the students will be evaluated. The students will

be evaluated from their speech content and their performance in presenting speech.

Here was the detail evaluation taken from the speech syllabus.

Self evaluation : you are required to give a blank videotape to your instructor so that one of your speeches can be videotaped for self-evaluation.

Figure 4.8

The findings of evaluation from the speech syllabus

i. Grading Procedure

Students are always aware of how they will be evaluated. That is why,

the teacher had to list the scale in grading the students' evaluation. It is

better if the grade procedure is specified into each assignment such as the

grade for written assignment is different from oral assignment.

In the speech syllabus, the grade only showed about the scale of score.

However, the detail criteria for each level or grade was not clear.

Grades: You will be graded in this class based on (1) the number of points you earn for each exam, speech, and written assignment and (2) your class participation. The total number of points available for the semester is 1000. Keep track of your scores on the Student's Record of Grades form. At the end of the semester, add up your points, and use the following chart to determine your letter grade. Your instructor will not average your grade for you. **A** = **91-100**

B = 81-90 C = 71-80 D = 60-70 F = under 60 points

Figure 4.9

The findings of grading procedure from the speech syllabus

B. Discussion

1. The level of Teacher's Knowledge on Designing a Syllabus

a. Teacher's understanding on syllabus

The speech teacher defined a syllabus is a set of sequnced materials will be taught in the teaching and learning process. It was in line with Jordan's who defines "syllabus as the selection, grading and sequencing of the language and other content into units of managable materials^{"11}. So, it was used as reference materials for teaching speech and planning the lesson plans of speech. Meanwhile, dealing with the types of syllabus, the teacher believes that the syllabus type was not different from the National Syllabus form. It was not as specific as Nunan's statement who divided types of the syllabus into four kinds. They are grammatical syllabus, functional syllabus, situational syllabus and task based syllabus¹². In addition, choosing the type of syllabus was one of steps in designing syllabus¹³. Therefore, knowing the type of syllabus is important. if the syllabus type is not appropriate with the content of the learning objectives, the aim may not be able to be achieved well.

¹¹ Robert. R. Jordan ,"*Eglish for Academic Purpose*," (Cambridge : Cambridge press university. 1997), 79.

¹² David Nunan,"Syllabus Design, "Language Teaching: A scheme for teacher education . p. 27

¹³ Janice Yalden,"*Principles of Course Design for Language Teaching*," (UK : Cambridge Language Teaching Library, 1987).92

About the main components of syllabus, the teacher chose all categories as alternative answers into the main components in designing syllabus. They were basic information, course description, course objectives, required textm course requirements, course calender, assignemnts, grading procedures and policies. This was in line with O'Brian, Cohen and Millis¹⁴ suggestion who explain the detail components of syllabus into nine kinds. It was also the same as Burlington's theory who gives a whole component of syllabus into "basic information, course description, schedule and values and policies"¹⁵. So, the teacher's knowledge on syllabus component was effective because it shows evidence of improved practice but the detail explanation was not described clearly of each component of the syllabus. It means that the teacher can design other syllabus within the right component, so the quality of syllabus may consider as a good example.

The last indicator was the function of syllabus. The teacher agreed that syllabus is used as learning plan and teaching tool. Out of six functions, the teacher just considers two kinds. So, the teacher's understanding of syllabus represent as effective level because in

¹⁴ Judith G O'brian, Barbara J. Millis & Margaret W. Cohen,"*The Course Syllabus*, " (San Fransisco : Jossey Bass, 2008). 40

¹⁵ Burlington,"*Syllabus Guidelines*", University of Vermont.

⁽http://www.uvm.edu/ctl/?Page=resources-teaching/syllabus/index.php. accessed on 31st of July 2014)

understanding syllabus types and its function, the teacher did not meet all demanding criteria. However, the teacher's perspective in order with the function of the syllabus is quite good although the teacher did not mention all the syllabus function. It did not effect the quality of the syllabus design because in the process of designing the syllabus, the consideration of the syllabus function is not one of the important step¹⁶.

b. Teacher's understanding on development the speech content

In designing a syllabus, as a designer, the teacher had to understand the subject matter or content that will be taught. In this study, the content of syllabus was speech. The basic knowledge of subject matter was definition of content. Based on teacher's perspective that speech was different with public speaking. Speech is a part of public speaking activity which deliver specific information to listeners. It is in line with O'hair's theory who explains speech as "a process of oral communication to deliver the speakers' message into the audience or the listeners"¹⁷. So, the teacher will be able to choose and select the right materials for teaching speech because the teacher had good understanding on stating between speech and public speaking.

¹⁶ Janice Yalden,"*Principles of Course Design in Language Teaching*, " (Cambridge Language Teaching Library, 1987).

¹⁷ Dan O'hair. "A Pocket Guide to Public Speaking". (New York: University of Oklahoma.2009), 5.

In teaching speech, the teacher has to select some types of speech. in this case, the teacher believed that speech types are more than three kinds. They are persuasive speech, informative speech and speech on special occasion. So, the answer is the same as O'hair's theory. The teacher divided speech types based on its topic. It means that the teacher may achieve the goal of the speech learning and can improve the students skill of English speech.

Furthermore, dealing with the use of speech, the teacher said that designing the speech subject based on school curriculum as being an international school and students needs for those who get scholarship to study aboard. So, it is in line with Kathlen's theory who stated about " the important of analysing students needs before designing a language course"¹⁸. It means that the syllabus may be able to meet what the students need to learn because the teacher also analysed the students needs before designing the specific subject.

c. Teacher's understanding on strategies in designing syllabus

The strategies for designing a syllabus are not as easy steps. There are some aspects have to be done. The principles of syllabus, the structured process, and revising.

Dealing with the principle of syllabus, the teacher has good order for the main principles into syllabus product. The teacher begins

¹⁸ Kathlen Gravess," Designing Language Course, " (Canada : Heinle Publisher, 2000). 98

from survey of students need, then selecting materials and defining topics. However, the speech subject is held as an accrediation as being international school. So, the course design was not based on students' perspective at all. It was different with Kathlen's theory who explains about the important of knowing students needs before design a specific course. So, it may effect the spirit of the students when they learn about speech because the speech subject is choice from the school curriculum. Some of the students may not feel interest with the speech activities.

About the strategies and the ways in designing the speech syllabus, the speech teacher started from analysing the students needs in selecting the speech materials. However, the materials was choosen by the speech teacher was not consulting with the students because of the uninterested in reading. It was not in line with Yalden's statement who explains that "in creating a proportional syllabus, it has to begin from the students needs then selecting the materials"¹⁹. It means that some students may feel difficult in understanding some of the speech materials. So, the speech teacher is expected to select and evaluate certain speech materials based on the students' ability.

¹⁹ Janice Yalden,"*Principles of Course Design in Language Teaching*, " (Cambridge Language Teaching Library, 1987). 93.

Regarding with the revising and evaluating of the speech syllabus, the teacher has the main responsible in revising the speech syllabus. However, based on Krahnke suggestion that in revising the syllabus, it should been revised by the curriculum advisor within the teacher class²⁰. So, it has to be considered by the curriculum teacher in order to know the effectiveness of the use for speech syllabus in teaching speech activity and know which component has to be revised.

d. The development of specific skill from curriculum based-school into syllabus design

Syllabus design was one of curriculum development. This study began from the background teacher knowledge of curriculum. In defining the curriculum, the researcher concluded that the teacher had explicit understanding on defining the curriculum clearly. The teacher just explained about the relation among curriculum area, syllabus are and lesson plan. The teacher said that curriculum was a general term, then syllabus was a part of narrowed down of curriculum into describing the goal and selecting materials then lesson plan concerned on classroom methodology. So, it was not satisfied, but the result of the relation of curriculum and syllabus was right. It was in line with

²⁰ Karl Krahnke," *Approaches to Syllabus Design for Foreign Language Teaching*, " (Prentice Hall published, 1987)

Nunan's theory²¹.It means that the teacher knew that designing the syllabus begins from deveoping a specific skill of curriculum applied in the school.

In addition, in developing the specific skill of curriculum basedschool, the speech teacher explained that the speech syllabus is developed of speaking skill. The teacher improved the students' speaking ability in order to support school annual program of students exchange to study aboard. It was in line with Makamure and Chikumbu statement who suggests that "a school curriculum should help all learners to develop their technical skill"²². It means that the developing of a syllabus has to be related with specific skill. Then, the teacher ability in developing speaking skill in designing the speech syllabus has a clear relation.

2. The Quality of Syllabus for Speech Subject

Based on the result of research analysis on research findings, the syllabus for the first semester and second semester designed by the teacher of speech subject as a single sample is somewhat exemplary (very good) and somewhat good enough.

²¹ David Nunan,"Syllabus Design," (Language Teaching : A Scheme for Teaching Education)

²² Rhodreck Makamure & Tichafa Joel Chikumbu,"*Curriculum Practice*", (Commonwealth of Learning,2000) 9.

From the first indicator, in stating the basic information of syllabus, the teacher has clearly described the detail information about the name of instructor, the phone number and the name of the course.

Based on O'Brian, Millis and Cohen's Theory²³, in stating a basic information, at least it records the instructor name and how to contact the instructor. So that, the basic information of speech syllabus is considered as exemplary because the syllabus information showed the instructor name and teacher's email, allocation time and school name. It only missed the year program or course hours. This component is important in order to know who the owner of the syllabus and what subject being taught in the syllabus. So, if anyone uses the speech syllabus for other subjects, it can not be applied.

The second component was course description. The syllabus had clearly course description. The teacher explained what skill students will learn during the course, types of speech for the materials during one semester and how the class will be conducted. Based on O'Brian, Millis and Cohen's theory, the indicator of stating a good course description is providing an over view of the course and what is expected from the students to do during the course. The syllabus has shown the target. So, it was considered as exemplary level. This component is important to write

²³ Judith G O'brian, Barbara J. Millis & Margaret W. Cohen," *The Course Syllabus*, " (San Fransisco : Jossey Bass, 2008). 40

because the students would know how to learn speech and what they have to do.

The third component is course objectives. In describing course objective, the teacher was connected with the course description. The teacher explained what the students will be able to do in the end of the course. That was in line with O'Brian, Millis and Cohen's theory in stating course decsription that emphasized how to compose and deliver coherent message for audience. The syllabus at all considered as exemplary because it included all indicators that had to be existed in designing a course objectives.

The fourth component was readings (required text). The descriptions of required text for further understanding about the course topic and skill were listed in appropriate order. It shown author's name resource, title, and year published. It was written in line with the standard citation of national resource, then it clearly belongs to exemplary level. This component is important because the students need some sources or handbooks to understand more about the subject of the course.

The fifth component was course calender. The instructor had listed the materials sequence and its page. So, students could make some preparation before class activity. it is clearly enough to know the topic will be discussed. It was in line with O'Brian, Millis and Cohen's theory. So that, this component belongs into exemplary level.

The sixth component was course requirement. In this component, the teacher reached all indicators of it. the teacher drew the assignments for students and how those assignments will be done either group or individual work. It could be seen from the word "speeches and written assignemnets" in the syllabus form in findings. So, it helps students to know how to do the assignment better.

The seventh component was policies and expectation. In describing contract class for students dicipline and the pinalty for late assignments or missed test, the teacher has done clearly about those indicators. The teacher also explained what students should do to make the teaching and learning process be effective. This was in line with the theory's from O'Brian, Millis and Cohen that considers policies as some rules to control students' habit and dicipline in the class. Although other policies were explained separately from the students attendance, but it was described in the end of syllabus page.

The eighth component was evaluations. In evaluating students, the teacher told about kinds of test and how to complete those tests. So, students would know what they have to do in order to accomplish all of assignments or tests. This was the same as O'Brian, Millis and Cohen's theory who claims that evaluation is the main component of syllabus content with the purpose that students will know how to achieve good score in the learning process.

The ninth component was grading procedures. It was made for scaling the result of students' assignments or evaluations. In the speech syllabus is found out three scales. They are A (91-100), B(81-90), C(71-80), D(60-70) and F (for under 60 points). However, the teacher did not explain clearly the criteria for each scale. What students had to do and finished in order to get A grade and others. This needs improvements because the criteria of each scale in the grading procedure will inform the students about how to reach the final evaluation better.

The last component was resources. Resources were the same as required text for developing the materials. It could be used as further references for students. But, it could be the one with required text or be separated in the end of the syllabus form. In speech syllabus, resources were not exist. The teacher just wrote some required text for speech theories and practice. But it was only one resource, so it was weak and very limit to improve students understanding of speech. It belongs to emerging level which means the resources should be given more than one.

Finally, the quality of syllabus for speech subject was categorized as exemplary because out of all syllabus components criteria, the syllabus of speech was mostly fulfilled the exemplary level. It means that the speech syllabus can be used as a good example for teaching speech.