

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 abroad. 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

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.

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

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

	6.3 Explains the purpose of assignment	It does not provide this element and need some improvement	Basic
7. Policies and Expectation	7.1 Attendance	It explains clearly about students attendance during the course and its penalty for absent students	Exemplary
	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

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 description 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 assignmnets 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.