JELE

Journal ofEnglish Languageand Education

Editorial Board

PREFACE

We proudly present the *Journal of English Language and Education (JELE) Vol.1, No.2* whichis presented for practitioners and researchers in accomodating their findings of research. By sharing the idea through this journal, it is expected that issues dealing with the English language and teaching can be overcome as it can be a reference to conduct a new research in the future.

This journal comprises seven articles concerning on linguistics and English language teaching. They are categorized into discourse analysis, syllabus design and techniques to teach English that aim to improve the quality of Englishlearning.

We would like to thank to the contributors who have already participated in sharing the ideas towards the content of this journal. We would like also to express our sincere thanks to all members of editorial board who have worked hand in hand in creating this journal. We hope that this fine collection of articles will be beneficial and valuable to stimulate a further research.

Yogyakarta, December 2015

Editor

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THE 2013 CURRICULUM BASED SYLLABUS FOR SENIOR HIGH SCHOOL'S ENGLISH EXTRACURRICULAR PROGRAM

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ABSTRACT

The study aimed at designing syllabus for English extracurricular in SMAN 1 Seyegan based on the 2013 Curriculum. This was Research and Development (R&D) study using ADDIE model. There were five stages in conducting the research; (1) Analysis; (2) Design; (3) Development; (4) Implementation; (5) Evaluation. This study involved 15 students of ten graders who registered to English extracurricular program. To gain the Needs Analysis (NA), the researcher used observation, questionnaire, interview, and documentation. This study found a 2013 curriculum based syllabus using is matrix format. It consists of 21 units for two semesters; 'Introduction', 'Greeting, meeting and parting', 'Self-Introduction', 'Compliment, 'Caring', 'Past Time', 'Descriptive Text', 'Announcement Text', 'Introduction to Public Speaking', 'Speech', 'Storytelling', 'Indonesian Culture', 'Foreign Culture', 'Study Abroad', 'Writing a letter, 'Debate Contest', 'Australasian Debate Style', 'British Debate Style', 'Vacation 'and 2 units for semester exam. It was appropriate with the 2013 Curriculum based on (1) an expert judgment from Mercu Buana University of Yogyakarta; (2) the Focus Group Discussion from English teacher and school principal of SMA N 1 Seyegan; (3) the results of pre-test and post-test in two cycles which showed there was improvement. Based on the findings above, it is recommended for the further researcher to develop the designed syllabus into module for English extracurricular.

Keywords : needs analysis, R&D, ADDIE, curriculum, syllabus design

INTRODUCTION

In the academic year 2013/2014, the Indonesian Ministry of Education changed the School Based curriculum into the 2013 Curriculum. The change affects many aspects related to the curriculum implementation. In connection to the English Language Teaching (ELT),

the comprehensive changing create a number of problems, including (1) omitting English course from elementary school; (2) reducing learning time for English course in secondary school; (3) increasing the students' role by observing, questioning, exploring, associating and communicating activity; (4) integrating ELT toward other subjects-

e.g. biology, math, science,etc.

English is very important in this global era. Crystal (2003:1) states that English is a global language. In my opinion, it seems awkward if the 2013 curriculum tries to reduce the proportion of ELT. This study focused on the case happened at secondary school especially at senior high school (SMA). The first case is reducing learning time from 4 x 45 minutes into 2 x 45 minutes. According to the *Standar Isi* of 2013 Curriculum (Anonymous, 2013), the compulsory time for English course in senior high school is just 2 x 45 minutes in a week. Here, the curriculum tries to integrate the English language into other courses—e.g. biology, math, science, etc. Nevertheless, in some senior high schools, particularly at SMA N 1 Seyegan, other teachers like Biology, Math, or Sociology teacher were not well-acquired in delivering material using English. These conditions were not met the expectation of the 2013 curriculum. If the time allocation for learning English is reduced and English is hard to be integrated against another subject, the students need to practice their English in the different setting,

such as extracurricular or private course.

The other problem such the complexity or the value of the given material is the same to the previous curriculum. The 2013 curriculum just provides 2 x 45 but the previous curriculum provides 4 x 45 minutes for SMA in a week. With such time allocation, the given materials is worried not be well-acquired. To learn a language, the students need to practice a lot either it is listening, speaking, reading, or writing. With just 90 minutes in a week, it is difficult to be fluent or even just able to have conversation in English. Therefore, to make it more relevant, creating another program such as English extracurricular is recommended.

One of the characteristic of the 2013 curriculum stated in *Standar Proses* of 2013 curriculum (Anonymous: 2013) is providing five steps in the learning activity: observing, questioning, exploring, associating and communicating. It means that the students must be more active than the teacher. In the 2013 Curriculum, the teacher is suggested to give simple instructions and

explanation. The students must build their own knowledge and help their friends. In other side, the students mostly have to learn and present the materials in a group. Some students who have low capability in English seem hard to implement the classroom setting of 2013 curriculum.Thus, it makes the enthusiasm of learning English down. One of the solutions proposed above that able to return their love, happiness and passion in learning English is providing English Extracurricular. It is because extracurricular is not as rigid as the regular class setting.

Based on my early observation which was conducted at SMA N 1 Seyegan in August 2014, there were just few students who were able to communicate using English. The classroom setting only emphasized on how to deal with worksheet/ book or how to do the test and especially the national examination. In this case, Daviews (2000:2) says that the real ELT is aimed to make the students able to communicate both inside and outside the classroom setting, not just dealing with the test. The students said that they need English extracurricular to improve their skills in using

English. By considering those conditions, it is released that English is better for extracurricular (tribune.com:2013).

In the early academic year, some extracurricular were offered, but it was not for English extracurricular. There are 3 reasons: 1) English extracurricular is not compulsory extracurricular like Scout; 2) there was no teacher who was able to guide that program; 3) there was no syllabus designed for English extracurricular.

Extracurricular is a program to accommodate the students' talents in the school. As stated in Ministry of Education and Culture Act number 62 year 2014, extracurricular is a curricular program that is done by the students out of learning hour of intra-curricular or co-curricular program, under the guidance and control of the school. However, to make extracurricular is not easy. There are many aspects that should be taken into considered. It will deal with how to plan, manage,fund the program, regenerate the organizer, evaluate, make fun learning, and get achievement as well. The basic problem in establishing English extracurricular is no guidance or plan

on how to run English extracurricular that appropriate for the students' needs and the current curriculum used.

Designing syllabus for English extracurricular will be the possible solution to cope the in-existence of English extracurricular in SMA N 1 Seyegan. Syllabus is a specification of a course of an instruction and list what will be taught and tested. Richard (2002:152). Having such instructions and list of materials will help the students and teacher to run the English extracurricular. In other hand, syllabus design is one aspect of curriculum development but is not identical with it (Richard:2002:2). It means that the syllabus for the English extracurricular will be better if it is in line with the 2013 Curriculum. Syllabus is a kind of educational document. Richard (2002:51) says that one of the basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs. Thus, besides accessing the 2013 curriculum, the syllabus for English extracurricular must be based on the needs analysis.

The researcher chose SMAN 1 Seyegan as the research setting because he had ever conducted early observation at SMAN 1 Seyegan. He figure out some students had intention to learn English more. Besides, some students were also potential to get better achievement in joining English competition. Unfortunately, there was no English extracurricular which could accommodate their intention. By creating such syllabus, the researcher expects the students will get better achievement in the class and also in English competition. Later, the students will be able to communicate with foreigners fluently. Therefore, designing English extracurricular syllabus which is based on the 2013 Curriculum and needs analysis will be first purpose of this research. The second purpose is presenting the appropriateness of the designed syllabus.

METHODS

As this research study aimed at creating a new product which is called English extracurricular syllabus for SMA N 1 Seyegan, it was classified as Research and Development (R & D). According to Borg and Gall as cited in Sugiyono (2012:297) Research and

Development (R&D) is a method that is used for creating, developing or validating a certain educational and learning product.

In this study, the researcher designed the product based on the 2013 Curriculum and needs analysis. This research applied ADDIE research procedure in creating the designed product which stands for Analysis, Design, Development, Implementation, and Evaluation. The reason on why the researcher applied ADDIE procedure to create the syllabus because creating product using ADDIE process remained one of today's effective tools and it was merely a process that serves a guiding frame-work for complex situation. It is appropriate for developing educational products and other resources (Branch, 2009:2). Moreover, ADDIE used effective instructional designed focuses on performing authentic tasks, complex knowledge and genuine problem. Thus, effective instructional designed promotes high fidelity between learning environment and actual work setting (Branch, 2009:1).

According to Botturi (2003:13) Analysis phase contains of collecting information about students' needs,

school, learning context (location, facility, schedule, etc.) and activity which are expected. In this phase, there would be four kinds of instrumens (observation, documentation, questionnaire, and interview). First, the researcher observed the situation of the research setting. Second, analyzed the document of 2013 Curriculum. Third, the researcher used questionnaire 1 to collect the information about students' needs towards English extracurricular. Fourth, he interviewed English teacher and school principal to collect the information about the school's policies and learning context.

Designing phase is the early analysis about the content or materials that will be taught and its description to the sub-part that more detail, so the early syllabus will be made in this phase (Botturi, 2003:13). By analyzing the result of questionnaire, interview, and 2013 Curriculum, the researcher started to compile the topics, skills, the basic competence, time allocation, materials, learning activities and sources.

After designing the syllabus, the next step was developing the syllabus into the materials, learning

activities, assessments, worksheets, lesson plan, and teaching media. The materials, learning activities, and assessments were more detail than from the design step. It was because there were refining, perfecting, and completing activities in each steps. Then, Because of the limitation of the time, the researcher just developed two units of the syllabus to be implemented. The unit chosen was the representative of each semester or each purposes (class achievement or competition). Next, to support the lesson plan, he developed the materials into the handout, worksheet, and *pre-test post-test*. In addition, the researcher also developed the learning strategies to make the member of English extracurricular have fun and learn English well.

The implementation phase is implementing the product that has been developed. As stated above, the researcher implemented two units/topics in the designed syllabus that had been developed into lesson plan, worksheet, pre-test and post-test and teaching media. In this phase, the researcher observed the running of the program in two cycles. The aim of the implementation phase was to know whether or not there was an improvement of using English for communication by using the product.

The last step of ADDIE model is evaluation. In this step, the researcher examined the appropriateness of the designed product by considering the result of the *pre-test and post-test* in each cycle, the result of observation during the implementation phase, and the result questionnaire 2. Further, the researcher would validate the product by conducting Focus Group Discussion (FGD), asking the experts' judgment and computing the test result. After the product was declared appropriate, thus the final product was claimed could be used at SMA N 1 Seyegan.
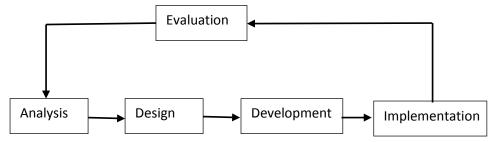
Figure 1. ADDIE model by Botturi (2003:13)

To analyze the data from the eveluation step, the researcher employed the likert scale for expert judgment and FGD and computation of the pre-test and post-test in every cycle. Likert scale indicated responses of series of statement based on five points of agreements below:

1= Strongly Disagree,

2= Disagree,

3= Undecided,

4= Agree,

5= Strongly Agree

The researcher presented the result of questionnaire 2 for the syllabus design evaluation as follows:

Table 1. The description of the result ofquestionnaire 2

No	Statement	Point of Agreement					Central Tendency	
		1	2	3	4	5	N	Mean

The formula to calculate the mean is stated as follows:

$$M = \frac{\Sigma x}{N}$$

where,

M = the mean

Σx = the sum of the score

N = the number of the research participant

The way to compare the test result must be based on standard computation of test. The most used formulas that is used in ELT and R&D are mean difference.

Mean different is a name of the formula to distinct or compare the differences test result between the pre-test and post-test. The formula is shown below:

$$M_x = \frac{\Sigma x}{n}$$

$$M_y = \frac{\Sigma y}{n}$$

where,

M_x = the mean of pre-test

Σx = the total score of pre-test

n = the number of the research participants

M_y = the mean of post-test

Σy = the total score of the post-test

FINDINGS AND DISCUSSIONS

From the data of observation, interview, and questionnaire above, the researcher concluded that the needs of the learners in term of necessity, lack, and wants are explained as follow.

Necessity : The students of SMA N1

Seyegan in general needed more time in learning and practicing English, they also needed preparation for the English competition. Thus, basically SMAN 1 Seyegan needs a program to accomodate the necessity.

Lack   : SMA N 1 Seyegan did not provide additional time and program for learning and practicing English and also preparing for joining English competition. Moreover SMAN 1 Seyegan did not have a guidance to conduct such program.

Want   : SMA N 1 Seyegan needed English extracurricular syllabus as the basic of teaching and learning process of the program to accomodate the students in learning and practicing their English and also preparing for the English competition.

Based on the needs analysis above, the researcher then constitutes the basic competencies for English extracurricular in SMA N 1 Seyegan. To constitute the basic competencies, the researcher considered the topics found in the needs survey, the existing time, and skills that would be integrated for each topic. Then, by considering those aspects, the researcher formulated 21 units in 32 meetings.

The allocation of time for every meeting is 90 minutes. Further, for each discussion, it has different time allocation portion based on the scope of the materials. For the detail information about the first draft of designing syllabus could be seen in the table 2.

The Focus Group Discussion Statement

In this study, the researcher assigned 3 people. There were two teachers and one chosen student of SMA N 1 Seyegan in the Focus Group Discussion (FGD). The first teacher was from English teacher, and the second one was from the principal of SMA N 1 Seyegan in the Focus Group Discussion (FGD).The first teacher

Table 2. The first draft of understudiedsyllabus

No	Topics	Skills	Time
1	Introduction	Listening, and writing	1 x 90 min
2	Meeting, Greeting, and Parting	Listening, speaking, reading	1 x 90 min
3	Self-Introduction	Speaking and writing	1 x 90 min
4	Complimenting, thanking, & congratulating	Speaking and writing	3 x 90 min
5	Showing care	Reading and speaking	1 x 90 min
6	Past time	Reading, speaking, writing	2 x 90 min
7	Descriptive text	Reading, listening, writing	2 x 90 min
8	Announcement text	Reading and writing	1 x 90 min
9	Introduction to public speaking	Listening and reading	1 x 90 min
10	Speech	Reading and speaking	2 x 90 min
11	Storytelling	Reading and speaking	2 x 90 min
12	Semester 1 exam	Listening, reading, writing	1 x 90 min
13	Introducing Indonesian Cultures	Reading and writing	2 x 90 min
14	Introducing Foreign Cultures	reading, speaking, writing	3 x 90 min
15	Introduction to study abroad	Listening , reading	1 x 90 min
16	Writing a letter and e-mail	Reading, writing	1 x 90 min
17	Introduction to English Debate	Listening, reading	1 x 90 min
18	Australasian debate style	Listening, speaking	2 x 90 min
19	British debate style	Listening, speaking	2 x 90 min
20	Vacation and tourist hunting	Listening, speaking, writing	1 x 90 min
21	Semester 2 exam	Listening, reading, writing	1 x 90 min
Total			32 x 90 min

was from English teacher, and the second one was from the principal of SMA N 1 Seyegan. The research assigned them in the research process because they knew more about the condition of the school, and the students' needs. They also would consider whether or not the designed syllabus was appropriate to the 2013

Curriculum and needs analysis. The researcher interviewed and distributed questionnaire 2 to the English teacher, school principal, and the chosen student. FGD was conducted to measure the appropriateness of the syllabus with the needs and the standard format.

It can be seen that the total

mean of the questionnaire 2 result is 43,86 or 87,72%. Infact, the maximum total of mean should be 50. It can be concluded that the designed syllabus is almost perfect based on the FGD. It can be said that the designed syllabus is appropriate for the standardized syllabus format, 2013 Curriculum, competition needs (speech, storytelling, and debate), and students' needs.

The Result of Cycles

As the researcher had discussed the implementation step before, he gave pre-test, treatment, and post-test in every cycle. In this section, he would discuss the result of mean difference between pre-test and post-test in each cycle.

a. Computation between the two means in pre-test and post-test

After getting all the scores of pre-test and post-test, the computation was made. The computation between two means score was to find out the significant differences between pre-test and post-test conducted in cycle 1 and 2. The following formula was used to compute the means:

$$M_x = \frac{\sum x}{n} \quad M_y = \frac{\sum y}{n}$$

where,

M_x = the mean of pre-test

$\sum x$ = the total score of pre-test

n = the number of the research participants

M_y = the mean of post-test

$\sum y$ = the total score of the post-test

The calculations were as follows:

1) Cycle 1

The mean score of pre-test 1

$$M_x = \frac{\sum x}{n} = \frac{486}{15} = 32,40$$

The mean score of pre-test was 32,40

The mean score of post-test

$$M_y = \frac{\sum y}{n} = \frac{1142}{15} = 76,13$$

The mean score of post-test was 76,13

2) Cycle 2

Themean score of pre-test 1

$$M_x = \frac{\sum x}{n} = \frac{605}{15} = 40,33$$

The mean score of pre-test was 40,33

The mean score of post-test

$$M_y = \frac{\sum y}{n} = \frac{1070}{15} = 71,33$$

The mean score of post-test was 71,33

From the computation of the data in cycle 1 and cycle 2, it could be stated that there were a significant differences between mean of pre-test 1 and post-test 1 in cycle 1. Then, there were also significant differences between mean of pre-test 2 and post-test 2. Both of them showed the significant improvement with 102,7% average of cycle 1 and cycle 2. It could be concluded that the understudied syllabus was appropriate for the learners. Here is the chart showing the data of the mean pre-test and post-test in cycle 1 and cycle 2.

Expert's Judgment

Based on the expert judgment statement, the expert said that the designed syllabus was considered matched with the theory of Syllabus Design by Richard, J.C. (2002), ADDIE model by Branch, R. Maribe (2009), the 2013 Curriculum, and the needs analysis of English extracurricular members in SMA N 1 Seyegan. In this study, the expert's judgment refers to the following terms: 1) the syllabus had matched with the characteristic of 2013 Curriculum; 2) the theory had fulfilled the needs analysis; 3) the result of

treatments or cyclical implementation using handout and worksheet shows learning improvement.

CONCLUSIONS AND SUGGESTIONS

Conclussions

Based on the research findings as written above, it can be concluded as follows. First, the English extracurricular with 2013 Curriculum based syllabus was considered acceptable to be used in the research setting. The acceptability can be seen from (a) an expert Applied Linguistics English Language Teaching's judgment to evaluate whether or not the syllabus designed has been matched with the theory of Needs Analysis, the 2013 Curriculum and syllabus design. The expert's judgment stated that the designed syllabus is appropriate for the 2013 Curriculum, needs analysis, and theory of syllabus design; (b) the Focus Group Discussion from English teacher and school principal of SMA N 1 Seyegan that stated the designed syllabus was recommended to be used in the research setting; (3) the researcher also implemented the

designed syllabus by conducting pre-test and post-test. The mean difference between pre-test and post-test in cycle 1 and 2 showed that there was improvement by using the designed syllabus.

Suggestions

Based on the conclusion above, the researcher proposes some suggestions which may be useful for the teachers, students, and other relevant researchers. The English teachers can use the syllabus as the basic of teaching and learning process of English extracurricular in SMA N 1 Seyegan. Hopefully the teacher will develop the syllabus and materials and thus, it will be more appropriate for the current curriculum and learning needs. This syllabus consists of some materials for English class and preparation for English contest. Hopefully, by using the syllabus as the basic teaching and learning for English extracurricular in SMA N 1 Seyegan, the students will get higher achievement in the class and win such English competition. Here, by using the designed syllabus, the organizers of English extracurricular can run the program even if the mentor or the teacher cannot come to supervise the program. The further researcher can develop the syllabus into English extracurricular module and or media. The English extracurricular in SMAN 1 Seyegan will be better if it has the module and media to support the students' achievement. The module and the media will also make the learning process become more efficient. It is because the students will not spend much time to write the learning materials. They can focus on reading and practicing the material. Hopefully, this study could be a good reference for the relevant study.

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NOTES FOR CONTRIBUTORS

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Manuscript must be a research article that may be submitted by mail, fax, or e-mail. The entire manuscript should be 1.5 spaced on A4 paper, 10-20 pages in length (including references, tables, notes); preferably submitted with its standard formatted for MS Word in 12-point Times New Roman font.Tables and figures (in JPEG or GIFF format) should be set out in separate pages. Number tables and figures and provide captions. Identify where these should appear in the text with an insertion point.

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