

**A SYLLABUS DESIGN MODEL FOR INDONESIAN SPEAKING  
COURSE INTENDED FOR NEGOTIATED INDIVIDUAL  
LEARNING PROGRAM FOR FOREIGN VOLUNTEERS OF  
INDONESIA INTERNATIONAL WORK CAMP (IIWC)**



**A THESIS**  
In Partial Fulfillment of the Requirements  
For the Degree of Master in Linguistics

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2010

## CERTIFICATION OF ORIGINALITY

I certify that this thesis, entitled “A Syllabus Design Model for Indonesian Speaking Course Intended for Negotiated Individual Learning Program for Foreign Volunteers of Indonesia International Work Camp (IIWC)” is original. I am completely responsible for the content of the thesis. Other writers’ opinion or findings included in this thesis are quoted or cited in accordance with the ethical standard.

Semarang, December 2010

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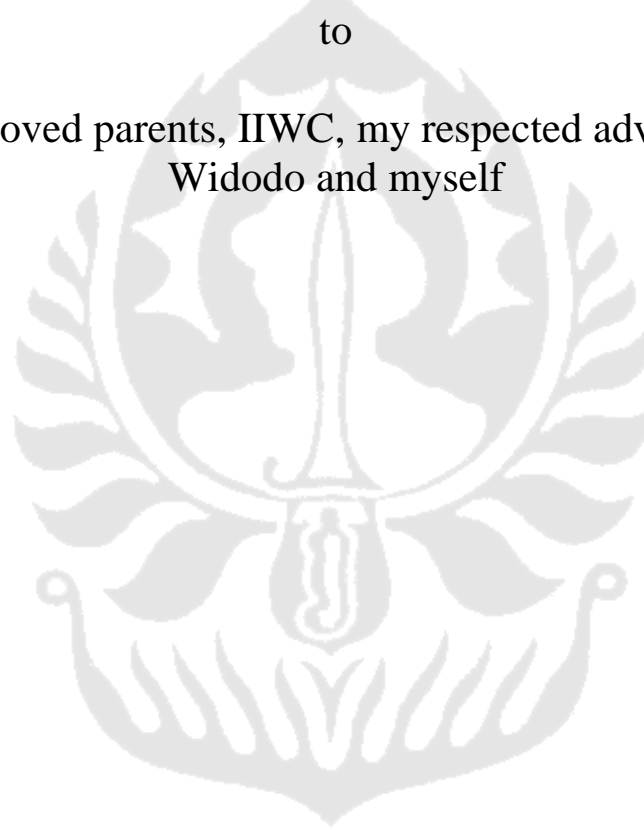
Finally I like to thank to my full family without them I am nothing.

## MOTTO AND DEDICATION

Without a Dream, there is no place to start, and nothing to achieve. When I let myself dream anything is possible!

Dedicated  
to

My beloved parents, IWC, my respected advisor Pak  
Widodo and myself



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## ABSTRACT

Indonesia International work Camp (IIWC) is an international organization. The organization facilitates Indonesian course to foreign volunteers who conduct a voluntary project in Indonesia. The course started in 2009 up to now. If there is one lack from the course, it is because the course did not have any syllabus. This Descriptive research study has the main purpose to design a negotiated individual learning model program which is documented to be Indonesian speaking syllabus for IIWC foreign volunteers based on contextual field at a project site.

This is a descriptive research which employs a case study approach. Questionnaires, interviews, notes, a teaching journal, recordings, photographs and videos were taken during the course process. The population of this research is the IIWC foreign volunteers. The sample of this research is Yurie Takahashi, a Japanese foreign volunteer who was the only new foreign volunteer who came in Indonesia at that time. She conducted a social international voluntary service in Indonesia. The major research participants are I as the Indonesian speaking instructor, and the foreign volunteer as the learner. The collected data is analyzed using a process of reflection and interpretation that is categorized and coded.

The findings are first gained from need analysis in order to investigate the learner needs in learning speaking Indonesian. Then the writer was inspired to compose the learning learner's needs in the course program of speaking Indonesian, which the composition is documented in a form of syllabus. After getting the syllabus, the writer goes to have further investigation by composing the materials mentioned in the syllabus to be created to become a book used for the teaching-learning handout of the course program.

It is suggested to the other IIWC's Indonesian speaking instructors who will teach foreign volunteers at the orphanage can study and consult the syllabus in advance, so that they know the starting points in surveying the existing situation. It is also suggested to other researchers to take the uninvestigated cases in this research, regarding Indonesian listening and pronunciation problems which later can be contributed as well to knowledge of applied linguistics.

*Key words: Syllabus design, needs analysis, learning-centered approach, negotiated individual learning program*

## **CHAPTER I INTRODUCTION**

This chapter presents the background of the study, statement of the problems, objectives, significance, and scope of the study, method and research problems, and the organization of writing.

### **H. Background of the Study**

Indonesia International Work Camp (IIWC) is a Non Governmental Organization (NGO) established on January 10<sup>th</sup>, 2000. The organization organizes international voluntary service programs in Indonesia. IIWC is the president of Network for voluntary Development in Asia (NVDA) ([www.nvda-asiapacific.org](http://www.nvda-asiapacific.org)) and a full member of CCIWS (Coordinating Committee for International Voluntary Service ([www.unesco.org/ccivs](http://www.unesco.org/ccivs))).

As an NGO which organizes voluntary service, IIWC has two forms of activities. They are incoming and outgoing programs. Firstly, in the incoming programs IIWC organizes international voluntary activities in Indonesia and hosts foreign and domestic volunteers. Secondly, in the outgoing programs IIWC sends Indonesian youth volunteers to join international voluntary service abroad, participate in events and campaigns to increase public awareness. The organization cares for many kinds of social events, and other regular annual activities.

For the incoming programs, there are 2 main activities organized. The first is international work camp (which takes place between 2-3 weeks) and the second is Middle and Long Term Volunteering (MLTV) (which takes place between 2-12 months). Both projects invite volunteers from different countries

around the world. Foreign volunteers undertake a project in some cities in Indonesia, in a certain period of time and they live, socialize, and do their activities and interact with local people. To run the activity, the foreign volunteers need to communicate using Indonesian. This is because not all Indonesian speak English and the volunteers cannot speak Indonesian. Since the involvement of the local people is one of the criteria of the project to be run smoothly, the mastery of Indonesian for the foreign volunteers becomes crucial.

Until today, most of the new foreign volunteers who come to Indonesia do not have any knowledge about Indonesian. Meanwhile, they need to communicate with the local partners who they work with in Indonesian. The condition mentioned can lead a problem in communication. From that issue, IWC held Indonesian courses to facilitate the foreign volunteers to learn Indonesian. The first Indonesian course started in 2009 up to now. The foreigners are taught daily language, basic speaking skills for survival. They are also taught how to use the language in transaction, giving and asking for information and the like. The materials are various and broadly challenging for the volunteers. If there is one lack from this language teaching-learning, it is because the courses do not have any syllabus until today.

Based on the condition mentioned above, the writer who is one of the local volunteers of IWC as well as a volunteer of Indonesian instructor needs to do need analysis in order to investigate the learner needs in learning speaking Indonesian. Then the writer is inspired to compose the learner's learning needs

in the course program of speaking Indonesian which is then composed to be a document in a form of syllabus. After knowing the learning needs mentioned in the syllabus, the writer goes to have further investigation by composing the teaching-learning materials to be developed and created to become a book used for the teaching-learning handout. In this phase is it shows the process to plan and compose the syllabus of individual negotiated learning program in speaking Indonesian.

### **I. Statement of the Problems**

Recognizing the background of the study, there are three statement of the problems investigated in this study:

1. What are the suitable needs of the learner (Yurie Takahasi) in learning Indonesian?
2. What is the suitable design model syllabus?
3. What are the appropriate materials developed from the syllabus?

### **J. Objectives of the Study**

There are three objectives that must be figured out in this study, they are:

1. To figure out the needs of the learner (Yurie Takahasi) in learning Indonesian.
2. To provide a design model syllabus.
3. To provide authentic materials developed based on the syllabus.

### **K. Significance of the Study**

As mentioned in the background of the study that IWC does not have any syllabus, it needs special concern about the issue. This study creates a model of speaking Indonesian syllabus and the authentic materials which can be used as a handout for the teaching-learning. Generally they will give contribution to the knowledge of applied linguistics and specifically to the organization of IWC.

### **L. Scope of the Study**

The writer limits the study of a syllabus design in Indonesian speaking course for new comers of IWC foreign volunteers who conduct a project at the orphanage of Fatimatuzzahro Semarang Central-Java Indonesia.

### **M. Methods and Research Procedures**

This study of syllabus design belongs to descriptive research and employs an approach that is case study.

Ways to collect the data are obtained by questionnaires, notes, observation, interview, and recording (video and audio recordings). An initial questionnaire is distributed before the course is started. It is done in order to get the initial information used for the needs analysis, to find out the learner needs in learning. Notes are used as the teaching journal and when the instructor explains the materials on paper. Observation is employed to observe the learner ability and the result of learning. Interview is undertaken to investigate the learner needs in learning during the course. Videos and audio

recordings are also collected to support the other data as the evidence that the learner has achieved from the learning.

Data analyzing is then employed to investigate the collected data. The writer employs *categorizing and coding* as a way to analyze the data, which it has function to interpret activities which expose the conceptual structure that explains the conduct in this research.

#### **N. Organizations of the Writing**

There are five chapters in this thesis, i.e. Chapter I (Introduction) consists of Background of the Study and Statement of the Problems, Objectives and Significance of the Study, Scope of the Study, Methods and Research Procedures, and Organization of the Writing. Chapter II shows Literary Review consisting of Previous Research and the underlying theory. Chapter III explains the data, the collected data procedure and data analysis. Chapter IV presents the research finding and the discussion which involve the learner needs in learning Indonesian, the design model syllabus and the authentic materials development. Chapter V states the conclusion and suggestion.



## **CHAPTER II**

### **LITERARY REVIEW**

This chapter presents previous research and literary review. Previous study related to the previous research of the learner-centered syllabus design that has been conducted by previous researchers. The literary review presents theories related to this study.

#### **C. Previous Research**

The research of learner-centered syllabus design has been undertaken by some researchers in different focus on fields. The research of the learner-centered syllabus design has been conducted by Kimberly S. Peer, Ed.D., ATC, LAT1 and Malissa Martin, Ed.D., ATC, LAT2, in which they conducted the research in Allied Health Science and Practice. The research is entitled *The Learner-Centered Syllabus: From Theory to Practice in Allied Health Education*. The research exposes that this learner-centered process theoretically embrace continued improvement in the quality of learning. The learner-centered syllabus is a productive tool that can facilitate this transformation from teaching to learner-centered classroom. A brief overview of student-learning theory coupled with a framework for constructing a syllabus that fosters an environment which focuses on learning presented.

Other researchers also conducted a research entitled *Learner-centered Syllabus Design and Communicative Language Teaching*, which involve one of

the teaching techniques in teaching a foreign language and English as the target language learned. The research exposes from several points of views from; aspects of teaching practice as assisting them to learn effectively, effective classroom practice, teachers perceptions and outputs. There are some aspects of teaching practice as assisting the students to learn effectively like it has high relevance of content to their needs outside the classroom (for involvement in future work, study and community goals), the instruction focusing on the use of English and not just on English as a language, it also focuses on tasks that created ability to use English outside the classroom without assistance from others. Based on the classroom observation, the most effective classroom practices are mentioned, the goal for learning in a particular activity was linked to learning in previous activities and the content of the activities was linked to topics identified by learners as relevant to interests or needs. The main characteristics of this analysis relating to effective practice in teaching conducted by the teachers are a focus on themselves as teachers and what they need to do to be effective rather than on the deficiencies of learners, in-depth understanding of the backgrounds and learning abilities of their learners, clear articulation of their teaching philosophy based on their experiences of teaching, ability to analyze, describe and critique their own approaches, ability to articulate how they source or adapt/develop materials appropriate to lesson goals and learner knowledge/skills, expressions of techniques for ongoing development of themselves as teachers. Then it brings output in the study that a professional development package for teachers is being produced in this way

and this is based on the research results that illustrate the major features of effective teaching designed in the learner-centered syllabus.

## **D. Syllabus**

### **6. Definition of Syllabus**

A syllabus is diversity in the actual form documented and then appears to be the consensus as to what syllabus which is summarized by Brumfit (1984) in (White, Ronald. V. 1989: 3). From the summary of syllabus drawn by Brumfit, the writer takes two points that define a syllabus: A syllabus is the specification of the works of a particular department in a school or college, organized in subsections defining the work of a particular group or class. It is a document of administrative convenience and will only be partly justified on theoretical backgrounds and so is negotiable and adjustable.

When a syllabus is available, it becomes a useful starting point in surveying the existing situation (Olshtain and Dubain 2986: 2).

### **7. An Ideal Syllabus**

An ideal syllabus should contain several points as described by (Olshtain and Dubain 2986: 2). For what we are calling 'syllabus' might have the title of 'curriculum', 'plan', 'course outline', or any number of other names.

Whatever it is called, it is a document which ideally describes: What the

learners are expected to know at the end of the course, or the course objectives in operational terms. What is to be taught or learned during the course, in the form of an inventory of items? When it is to be taught, and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time constraints of the course? How is it to be taught, suggesting procedures, techniques, and materials? How it is to be evaluated, suggesting testing and evaluating mechanism?

### 8. Types of Syllabi

There are two types of syllabi which are salient characteristics summarized and suggested by Davis (1976) stated in White, (1989: 44) and differentiated become ten points as follows:

Type A	Type B
Interventionist	Internal to the learner
External to the learner	Inner direct or self fulfilling
Determined by authority	Negotiated between learners and teachers
Teacher as decision maker	Learner and teacher as joint decision makers
Content = what the subject is to the expert	Content = what the subject is to the learner
Content = a gift to the learner	Content = what the learner brings

	and wants
Objectives defined in advanced	Objectives described afterwards
Subject emphasized	Process emphasis
Assessment by achievement or by mastery	Assessment in relationship to learners' criteria of success
Doing things to the learner	Doing things for or with the learner

From the table above, the writer tends to get type B as the basis for designing the syllabus in this study. It becomes a main reason for adopting the type of the syllabus as the syllabus of type B intended to the learner to learn communication skills then immersed in the real life communication in a living community “a non-interventionist, experiential, ‘natural growth’ approach on the other, ‘which aims to immerse the learner real life communication without any artificial preselection or arrangement of items’ (Allen 1984: 65) in (White 1989: 44). In other words, the types are explained by Bloom in his taxonomy. Those two types; type ‘A’ belongs to Teacher-centered and type ‘B’ belongs to learner-centered.

Richard elaborates further about types of syllabuses. There are ten types of syllabuses as mentions by (Richard 2001: 152 - 164):

*a. Grammatical (or structural) syllabus*

Grammatical (or structural) syllabus is a syllabus that is organized around grammatical items. Traditionally, grammatical syllabuses have

been used as the basis for planning general course, particularly for beginning level learners. In developing a grammatical syllabus, the syllabus planner seeks to solve the following problems:

- To select sufficient patterns to support the amount of teaching time available
- To arrange items into a sequence that facilitates learning
- To identify a productive range of grammatical items that will allow for the development of basic communicative skills

*b. Lexical syllabus*

Lexical syllabus identifies a target vocabulary to be taught normally arranged according to levels such as the first 500, 1,100, 1,500, 2,000 words.

Today there is a large degree of consensus in English-language teaching concerning targets for vocabulary teaching at different levels and textbook and materials writers tend to keep materials within target vocabulary bands. Typical vocabulary targets for a general English course are:

*Elementary level; 1,000 words*

*Intermediate level: an additional 2,000 words*

*Upper Intermediate level: and additional 2,000 words*

*Advanced level: an additional 2,000 + words*

(Hindmarsh 1980; Nation 1990 in Richard 2001:

154)

*c. Functional syllabus*

One that is organized around communicative functions such as requesting, complaining, suggesting and agreeing. A functional syllabus seeks to analyze the concept of communicative competence into its different components on the assumption that mastery of individual functions will result in overall communicative ability.

d. Situational Syllabus

One that is organized around the language needed for different situations such as at the airport or at a hotel. A situation is a setting in which particular communicative acts typically occur. A situational syllabus identifies the situations in which the learner will use the language and the typical communicative acts and language used in that setting.

e. Topical or content based syllabus

One that is organized around themes, topics, or other units content. With a topical syllabus, content rather than grammar, functions, or situations is the starting point in syllabus design.

f. Competency based syllabus

One based on a specification of the competencies learners are expected to master in relation to specific situations and activities. Competencies are a description of the essential skills, knowledge, and

attitudes required for effective performance of particular tasks and activities.

g. Skills syllabus

One that is organized around the different underlying abilities that are involved in using a language for purposes such as reading, writing, listening, or speaking.

h. Task based syllabus

One that is organized around tasks that students will complete in the target language. A task is an activity or goal that is carried out using language such as finding a solution to puzzle, reading a map, and giving directions, or reading a set of instructions and assembling a toy.

i. Text based syllabus

One that is built around texts and samples of extended discourse.

j. An integrated syllabus

Decision about a suitable syllabus framework for a course reflect different priorities in teaching rather than absolute choices. In more courses there will generally be a number of different syllabus strands, such as grammar linked to skills and texts, tasks linked to topics and functions, or skills linked to topics and texts.

The categorized syllabuses above are employed in this study, in order to classify kinds of categories that in this syllabus employs in this study.



## 9. Aspects of Syllabus

As the requirements of an ideal syllabus mentioned previously, there is one of the activities mentioned that is learning. The activity is included in one of the subsections of a syllabus. As we know that learning is concerned in an institution, college or a course, it is because the learning activities then need to be proven in the real world application. Barkley, Cross, and Major (2005) in (O'Brien, Millis and Cohen remind 2008: 1) faculty of the need to pay attention to what students are learning: "At a time when students and parents consider a college education a necessity . . . legislators, accrediting agencies, the American public, and educators themselves are raising questions about what students are learning in college — and they are asking for evidence" (p. xi). Successful of learning is the thing which is the most concerned in this study, learning-centered approach is employed in this study and in the course syllabus design.

Students have different aims and preferences in learning which are vary, since they have visions in life to consider their learning which brings advantages in their life to reach the visions. Generally, during the learning knowledge are acquired and then are supported by learning practices on field. By doing so, it is not only that the learning results are just enough acquired as knowledge to be understood, but also should be useful for them and then can be applied in the reality. " They want to learn, but they want to learn only what they have to learn, and they want to learn it in a style that is best for them . . . Often they prefer to learn by doing " (Carlson, 2005, p.

A36) in (O'Brien, Millis and Cohen 2008 : 2). The theory is also supported by Harris and Cullen (2007) in (O'Brien, Millis and Cohen 2008 : 2) note that the Millennials 'penchant for " doing rather than knowing " leads them to favor experiential learning and trial and error over abstract knowledge, an observation supporting the shift toward a learning - centered pedagogy (p. 5).

Learning is connecting with teaching. From the theory mentioned above, an instructor who teaches students, he or she is claimed to create significant learning experiences which are delivered to the students, since they focus on their learning. So during the course, the students are prepared to acquire knowledge and skills which have implication that is applicable in the real world. Preparing students for the purposeful and effective lifelong learning that these conditions require has strong implications for course content, structure, and the materials and strategies that is used to promote learning. Students will require more carefully thought - out information and well - honed tools. It is concerned with the learning-centered; so an instructor who teaches the visionary students has a role in conducting the course. From a learning - centered perspective, your task as an instructor is to interact with students in ways that enable them to acquire new information, practice new skills, reconfigure what they already know, and recognize what they have learned (B. G. Davis, 1993) in (O'Brien, Millis and Cohen 2008: 3).

Bransford, Brown, and Cocking (2000) in (O'Brien, Millis and Cohen 2008: 13) discuss three fundamental learning principles, which are amply illustrated and applied in a later work. The first two principles are fairly well known and accepted by teachers in higher education: (1) Because we must build on what students already bring to our courses, discovering what they know and do not know, including uncovering preconceptions and misconceptions, is critically important. (The work of Angelo and Cross [1993] on classroom assessment techniques dovetails nicely with this learning principle.) (2) Students need deep foundational knowledge that rests on conceptual frameworks that facilitate retrieval and application. For most faculty, deep knowledge is a given. Less understood is the third principle, metacognition — that is, thinking about thinking: (3) Students must know where they are headed and monitor their progress toward learning objectives. Considering the fundamental of learning principles they are used as the aspects to design this syllabus. The aspects focus on students learning. So when an instructor designs a course they need a suitable approach which is employed as a tool to design the syllabus and it is a learning-centered approach.

## 10. Components of Syllabus

There are several things to be considered in designing or revising a course and conveys into a syllabus. The following chart shows some components suggested of a comprehensive course syllabus. Not all components must be included, but they can be adapted based on the course needs. Below are the components of a comprehensive syllabus which are adapted in this study in designing the syllabus (Davis, G. B 2000: 28-31).

### Checklist: Components of a Comprehensive Course Syllabus

Basic Information	Course Description	Materials
<ul style="list-style-type: none"> <li>• name of university, semester, year</li> <li>• course title, number, unit value</li> <li>• course meeting times and location</li> <li>• instructor, GSI names</li> <li>• how to contact instructor/GSIs:               <ul style="list-style-type: none"> <li>– in-person office hours, times and location (with map if needed); drop-in or by appointment?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• prerequisites               <ul style="list-style-type: none"> <li>– prior courses</li> <li>– knowledge/skills (needed to succeed in this course)</li> <li>– permission of instructor needed?</li> </ul> </li> <li>• overview of course               <ul style="list-style-type: none"> <li>– what is the course about: its purpose, rationale?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• primary or required books/readings for the course               <ul style="list-style-type: none"> <li>– author, title, edition</li> <li>– costs, where available</li> <li>– availability of electronic or alternative formats, for students with disabilities</li> </ul> </li> <li>• supplemental or optional books/readings</li> </ul>

<ul style="list-style-type: none"> <li>– online office hours, times and how to access (URL)</li> <li>– email addresses</li> <li>– phone numbers (private office and department lines)</li> <li>– fax number</li> <li>– optional: times other than office hours when instructor can be reached</li> <li>– optional: home or cell phone number and limits on its use</li> <li>• <b>instructor web page URL</b></li> <li>• <b>course web page URL</b></li> <li>• <b>online chat days, hours and access address, if available</b></li> <li>• <b>group maillist address, if available</b></li> </ul>	<ul style="list-style-type: none"> <li>– what are the general topics or focus?</li> <li>– how does it fit with other courses in the department or on campus?</li> <li>– who is the course aimed at?</li> <li>– why would students want to take this course and learn this material?</li> <li>• <b>student learning objectives</b></li> <li>– what will students be expected to know or do after this course?</li> <li>– what competencies/skills/knowledge will students be expected to demonstrate at the end of the course?</li> <li>• <b>methods of instruction</b></li> <li>– lectures</li> <li>– discussion</li> <li>– group work</li> <li>– etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>websites and links</b></li> <li>• <b>other materials</b></li> <li>– lab equipment</li> <li>– art supplies</li> <li>– software</li> <li>– etc.</li> </ul>
<b>Requirements</b>	<b>Policies</b>	<b>Schedule</b>
• <b>exams and quizzes</b>	• <b>grading procedures</b>	• <b>tentative calendar of topics and</b>

<ul style="list-style-type: none"> <li>– how many</li> <li>– what kind (e.g., open/closed book; essay/multiple choice)</li> <li>– type of knowledge and abilities tested</li> <li>– place, date and time of final exam</li> <li>• <b>assignments/problem sets/projects/reports/research papers</b></li> <li>– provide general information on type, length, and when due (detailed information can be distributed during the term)</li> <li>– clarify the relationship between the learning objectives and assignments</li> <li>– identify criteria for assessing student work</li> <li>– indicate whether students submit their work online or in hard copy format</li> <li>– for research papers and projects:</li> </ul>	<ul style="list-style-type: none"> <li>– describe how students will be graded: on a curve or absolute scale?</li> <li>– clarify weighting of course components</li> <li>– explain policies regarding incompletes, pass/not pass</li> <li>– describe grade appeals</li> <li>• <b>attendance and tardiness</b></li> <li>• <b>class participation</b></li> <li>• <b>classroom decorum</b></li> <li>– no eating</li> <li>– no reading newspapers</li> <li>– turn off cell phones</li> <li>– etc.</li> <li>• <b>interrupted exams (e.g., fire alarms)</b></li> <li>• <b>missed exams/make up exams</b></li> <li>• <b>missed assignments</b></li> <li>• <b>late assignments/extensions</b></li> <li>• <b>reporting illness and family</b></li> </ul>	<ul style="list-style-type: none"> <li><b>readings</b></li> <li>– by week rather than by session</li> <li>– or leave some sessions empty for flexibility</li> <li>• <b>firm dates for exams and written assignments</b></li> <li>• <b>dates of special events</b></li> <li>– field trips</li> <li>– performances</li> <li>– exhibits</li> <li>– etc.</li> <li>• <b>last day to withdraw from the course</b></li> </ul>
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<ul style="list-style-type: none"> <li>• introduce students to the steps in conducting research</li> <li>• create shorter assignments that build to the research paper (e.g. annotated bibliography of primary sources, thesis statement, fact sheet, etc.)</li> <li>• specify the skills and knowledge students need to complete the research assignments</li> <li>• connect research assignments to course goals and student learning objectives</li> </ul>	<p><b>emergencies</b></p> <ul style="list-style-type: none"> <li>• <b>extra credit opportunities</b></li> <li>• <b>permissible and impermissible collaboration</b></li> <li>• <b>standards for academic honesty and penalties for infractions</b></li> </ul>	
<b>Resources</b>	<b>Statement on Accommodation</b>	<b>Evaluation of the Course and Assessment of Student Learning</b>
<ul style="list-style-type: none"> <li>• <b>tips for success</b></li> <li>– how students might approach the material</li> <li>– how students can manage their time</li> <li>– tips for studying, taking notes,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>a request that students see the instructor to discuss accommodations for:</b></li> <li>– physical disabilities</li> <li>– medical disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>student feedback strategies during the semester (other than quizzes and tests)</b></li> <li>• <b>end-of-course evaluation procedures</b></li> </ul>

<p>preparing for exams</p> <ul style="list-style-type: none"> <li>- common student mistakes or misconceptions</li> <li>• <b>copies of past exams or model student papers</b></li> <li>• <b>glossaries of technical terms</b></li> <li>• <b>links to appropriate support material on the web (e.g., style manuals, past student projects, web based resources, etc.)</b></li> <li>• <b>academic support services on campus</b></li> <li>• <b>information on the availability of videotapes or webcasts of lectures</b></li> <li>• <b>space for students to identify two or three classmates' names and their contact information</b></li> <li>- in case they miss class</li> <li>- in case they want to form a study</li> </ul>	<ul style="list-style-type: none"> <li>- learning disabilities</li> <li>• <b>a statement on reasonable accommodation for students' religious beliefs, observations, and practices</b></li> </ul>	
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group		
<b>Rights</b>	<b>Safety &amp; Emergency Preparedness</b>	<b>Disclaimer</b>
<ul style="list-style-type: none"> <li>• statement of students' and instructor's rights to academic freedom (e.g., respect the rights of others to express their points of view)</li> <li>• statement on copyright protection for the contents of the course, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• what to do in case of an earthquake, fire, hazardous spill, accident or injury, bomb threat, or other emergency</li> <li>• notification procedures for inclement weather</li> <li>• evacuation procedures</li> <li>• lab safety precautions</li> </ul>	<ul style="list-style-type: none"> <li>• syllabus/schedule subject to change</li> <li>• acknowledge faculty, if any, whose syllabi or assignments you have used to create this course</li> </ul>

## 11. Components of Learning-Centered Syllabus

The components above are then supported by other specific components of learning-centered syllabus and must be fulfilled in this syllabus design, they are shown in the following table (Peer,K., Martin, M. The Learner-Centered Syllabus: From Theory to Practice in Allied Health Education. The Internet Journal of Allied Health Sciences and Practice. April 2005. Volume 3 Number 2).

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| <ol style="list-style-type: none"><li>1. student's role and responsibilities</li><li>2. instructor's role and responsibilities</li><li>3. student learning outcomes of course</li><li>4. Evaluation standards and procedures</li></ol> |
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## 12. Syllabus Design Procedure

Then how the course syllabus is structured, it is discussed and elaborated in this study.

Planning and composing a learning - centered syllabus are the main important stages in the process of crafting educational experiences for students described by (O'Brien, Millis, and Cohen 2008). The process is carried out into three steps; the process first requires a well-developed rationale concerning a syllabus designer's personal beliefs and assumptions about the nature of learning and how it is promoted and produced. The process requires next that the syllabus designer establishes what skills, knowledge, and attitudes which are believed and most worth, how they can be built into the course, and how they will be appropriately assessed. It

requires that learning environment is created for students using teaching and learning strategies that are consistent with those beliefs. And finally, it requires that you compose a syllabus that will communicate the expectations and intentions to the students that is the third step of the final process, composing a syllabus. Focusing on the composing stage, (O'Brien, Millis and Cohen 2008: 39) elaborate further that in general, there are several things that a syllabus should do the following things: Describe the course, including its goals and objectives. Outline the structure of the course and its significance within the general program of the study (particularly any nontraditional aspects of it that may be new to the students). Discuss the obligations that you and the students share for learning outcomes, for the activities and process of learning, and for respecting the behavioral codes valued by a syllabus designer as well as the instructor, the program, and the campus. Give a clear explanation of assessment and evaluation practice-that is, how you will provide feedback on how well students have been achieving and meeting the course goals objectives. Provide critical logistic and procedural information about what will happen, when it will happen, and where it will happen, including activities and assignments.

## **E. Needs Analysis**

### **4. Definition of needs analysis**

Before learning is conducted in a course, what a learner needs in learning should be investigated in advance in order to meet the results in learning after the course. The term needs is not as straight forward as it might appear, and hence the term is sometimes used to refer to wants, desire, demands, expectation, motivations, lacks, constraints, and requirements (Brindy 1984, 28) in Richard (2001: 54). Needs are often described in terms of a linguistic deficiency, that is as describing the difference between what a learner can presently do in a language and what he or she should be able to do (Richard 2001: 54). So it is really possible that all learners do not always have the same needs from learning, because each learner needs in learning may be vary.

##### **5. Times to conduct needs analysis**

Richard mentions and explains when analysis needs can be done, “Need analysis may take place prior to, during, or after a language program. Much of the literature on needs analysis is based on the assumption that it is part of the planning that takes place as a part of the development of a course. It assumes that time and resources are available to plan, collect and analyze relevant information for a planned program of instruction. This assumes adequate time and resources to devote to needs analysis.” (Richard 2001:54). The needs analysis in this study was done in the prior to teaching and during the course.

## 6. Procedures to conduct needs analysis

There is a way to investigate the learners' needs that is by conducting need analysis. There are ways which can be done in conducting needs analysis which one of the ways is the needed information can be gained from learners who are involved in the course. The learners' needs in learning a subject, like a second or foreign language are necessary to be investigated in order to find out what language skills a learner needs to perform a particular role, such as sales manager, tour guide, or university student and to determine current levels of language proficiency of learners.

There are procedures in conducting needs analysis. Richard mentions the procedures for collecting information during needs analysis can be selected from among the following (Richard 2001: 60): questionnaire, self-rating, interviews, meetings, observation, collecting learner language samples, task analysis, case studies, and analysis of available information.

Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and can also be used to elicit information about many different kinds of issues, preferred classroom activities, and attitudes and beliefs.

Self-ratings consist of scales that students or others use to rate their knowledge or abilities. This is also possible to be included in a questionnaire.

Interviews allow for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are

only feasible for smaller groups. An interview may often be useful at the preliminary stage of designing a questionnaire, since it will help the designer get a sense of what topics and issues can be focused on in the questionnaire.

Meetings allow a large amount of information to be collected in a fairly short time. For example, a meeting of teachers on the topic “students’ problems with listening comprehension” might generate a wide range of ideas. However, information obtained in this way may be impressionistic and subjective and reflect the ideas of more outspoken members of a group.

An observation of learners’ behavior in a target situation is another way of assessing their needs. For example, observing clerks performing their jobs in bank will enable the observer to arrive at certain conclusions about their language needs.

Collecting learner language samples or collecting data on how well learners perform on different language tasks (e.g., business letters, interviews, telephone calls) and documenting the typical problems they have is useful and direct source of information about learners’ language needs

Task analysis refers to analysis of the kinds of tasks the learner will have to carry out in a target language future occupational or educational setting and assessment of the linguistics and demands of the tasks.

With a case study, a single student or a selected group of students is followed through a relevant work or educational experience in order to determine the characteristics on that situation. For example, a newly arrived

immigrant might be studied for three months, during which time student keeps a log of his or her daily language experiences in English, the situations in which the language is used, and the problems he or she encounters.

Analysis of available information can be done in any situation when a needs analysis is needed and a large amount of relevant information is generally available in various sources. The sources include: books, journals articles, reports and surveys, records and files.

## **F. Teaching Techniques**

As a teacher of language, the teacher thinks about how to teach. It means that thinking to teach needs methods as a tool in teaching to bridge between the thoughts and action in teaching. There are eight teaching methods which provide techniques to teach a foreign language, as mentioned by (Freeman 2000). The teaching methods and the techniques are chosen and adapted based on the needs from the language skill(s) taught and learning achievements. Teaching techniques are employed in this study because it belongs to one of the crucial parts that must be included as one of the requirements to be an ideal syllabus. The teaching methods and the techniques are elaborated further as follows:

### **9. The grammar-Translation approach**

This approach was historically used in teaching Greek and Latin. Classes are taught in the students' mother tongue, with little active use of the target language.

*a. Translation of literary passage*

Students translate reading passage from the target language into their native language. The reading passage then provide the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons. The translation may be written or spoken or both. Students should not translate idioms and the like literally, but rather in a way that shows that they understand the meaning.

*b. Reading comprehension questions*

Students answer questions in the target language based on their understanding of a reading passage. Next, students will have to make inferences based on their understanding of the passage. This means they will have to answer questions about the passage even though the answers are not contained in the passage itself. After that, questions require students to relate the passage to their own experience.

*c. Antonym or Synonyms*

Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words.

*d. Cognates*



Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages. Students are also asked to memorize words that look like cognates but have meanings in the target language that are different from those in the native language. This technique, of course, would only be useful in languages that share cognates.

*e. Deductive application of rule*

Grammar rules are presented with examples. Exceptions to teach rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

*f. Fill-in-the-blanks*

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

*g. Memorization*

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also asked to memorize grammatical rules and grammatical paradigms such as verb conjugations.

*h. Use words in sentences*

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

*i. Composition*

The teacher gives the students a topic to write about in the target language.

## **10. The Direct Method**

This approach is developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

*a. Reading aloud*

Students take turns reading sections of a passage, play, or dialogue out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples or other means to make the meaning of the section clear.

*b. Questions and answer exercise*

Question and answer exercise this conducted only in the target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them.

*c. Getting students to self-correct*

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied. There are, however, other ways of getting students to self-correct. For example, a teacher might simply repeat what a student just

said, using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the students said, stopping just before error. The student knows that the next word was wrong.

*d. Conversation practice*

The teacher asks the students a number of questions in the target language, which the students have to understand to be able to answer correctly.

*e. Fill-in-the-blank exercise*

All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

*f. Dictation*

The teacher reads the passage three times. The first time teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again read at a normal speed, and students check their work.

*g. Map Drawing*

The class included one example of a technique used to give students listening comprehension practice. The students were given a map with the geographical featured unnamed. Then the teacher gave the students

directions such as the following, 'Find the mountain range in the west. Write the words "Rocky mountains" across the mountain range.' He gave instructions for all geographical features of the United States so that students would have a completely labeled map if they followed his instruction correctly. The students then instructed the teacher to do the same thing with a map he had drawn on on the blackboard. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.

*h. Paragraph writing*

The teacher in this class asked the students to write a paragraph in their own words on the major geographical features on the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.

## **11. The Audio-Lingual Method**

This approach is developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

*a. Dialog Memorization*

Dialog or short conversations between two people are often used to begin a new lesson. In the Audio-Lingual Method, certain sentence patterns and

grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of the dialog.

*b. Backward build-up (expansion) drill*

This drill is used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs student attention to the end of the sentence, where new information typically occurs.

*c. Repetition drill*

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.

*d. Single-slot substitution drill*

A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. The first student greets or asks a question of

the second student and the chain continues. A chain drill also gives the teacher an opportunity to check each student's speech.

*e. Multiple-slot substitution drill*

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time that fit into different slots in the dialog line. The students must recognize what part of speech each cue fits, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

*f. Transformation drill*

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformation to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

*g. Question-and-answer drill*

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

*h. Use of minimal pairs*

The teacher works with pairs of words which differ in only one sound; for example, 'ship/sheep.' Students are first asked to perceive the difference between the two words and later to be able to say the words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between students' native language and the language they are studying.

*i. Complete the dialog*

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

*j. Grammar game*

The games are designed to get students to practice a grammar point within context. Students are able to express themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.

**12. The silent way**

The audio lingual method has students listen to or view tapes of language model acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times.

*a. Sound-color chart*

The chart contains block of color, each one representing a sound in the target language. The teacher, and later the students, points to blocks of color on the chart to form syllables, words, and even sentences. Although

we did not see it in this lesson, sometimes the teacher will tap a particular block of color very hard when forming a word. In this way the teacher can introduce the stress pattern for the word. The chart allows students to produce sound combinations in the target language without doing so through repetition. The chart draws the students' attention and allows them to concentrate on the language, not on the teacher. When a particularly sound contrast is new for students and they can't perceive which sound of the two they are producing, the sound-color chart can be used to give them feedback on which sound they are making.

Finally, since the sound-color chart presents all of the sounds of the target language at once, students know what they have learned and what they yet need to learn. This relates to the issue of learner autonomy.

*b. Teacher silence*

The teacher gives just as much help as is necessary and is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation (for example, 'Take a \_\_\_\_ rod'), and then is silent. Even in error correction, the teacher will only supply a verbal answer as a last resort.

*c. Peer correction*

Students are encouraged to help another student when he or she is experiencing difficulty. It is important that any help be offered in a



cooperative manner, not a competitive one. The teacher monitors the aid so that it is helpful, not interfering.

*d. Rods*

Rods can be used, to introduce it, or to enable students to practice using it. The rods trigger meaning: Situations with the rods can be created in such a way that the meaning is made clear; then the language is connected to the meaning. At the beginning level, the rods can be used to teach colors and numbers. Later on, they can be used for more complicated structures; for example, statements with prepositions ('The blue rod is between the green one and the yellow one') and conditionals ('If you give me a blue rod, then I'll give you two green ones'). They can be used abstractly as well; for instance, for students to make a clock when learning to tell time in the target language, to create a family tree or to make a floor plan of their house, which they later describe to their classmates. Sometimes teachers will put the rods down on the desk in a line, using a different rod to represent each word in a sentence. By pointing to each rod in turn, while remaining silent, the teacher can elicit the sentence from the students. He can also make concrete to students' aspects of the structure, for example, the need to invert the subject and auxiliary verb in order to form questions.

The rods are therefore very versatile. They can be used as rods or more abstractly to represent other realities. They allow students to be

creative and imaginative, and they allow for action to accompany language.

*e. Self-correction gestures*

Some of the particular gesture of the Silent Way could be added to this list. For example, in the class observed, the teacher put his palms together and then moved them outwards to signal to students the need to lengthen the particular vowel they were working on. In another instance, the teacher indicated that each of his fingers represented a word in a sentence and used this to locate the trouble spot for the student.

*f. Word chart*

The teacher, and later the students, points to words on the wall charts in a sequence so that they can read aloud the sentences they have spoken.

*g. Fidel chart*

The teacher, and later the students, point to the color-coded Fidel charts in order that students associate the sounds of the language with their spelling. For example, listed together and colored the same as the color block for the sound /ey/ are ay, ea, ei, eigh, etc., showing that these are all ways of spelling the /ey/ sound in English (e.g. in the words ‘say,’ ‘steak,’ ‘veil,’ ‘weigh’). Because of the large number of ways sounds in English can be spelled, here are eight Fidel charts in all. There are a number of charts available in other languages as well.

#### *h. Structured feedback*

Students are invited to make observations about the day's lesson and they have learned. The teacher accepts the students' comments in a non-defensive manner, hearing things that will help give him direction for where he should work when the class meets again. The students learn to take responsibility for their own learning strategies in class. The length and frequency of feedback sessions vary depending on the teacher and the class.

### **13. Desuggestopedia**

Desuggestopedia focuses more on liberation as Lozanov describes "desuggestive learning" as "free, without a mildest pressure, liberation of previously suggested programs to restrict intelligence and spontaneous acquisition of knowledge, skills and habits." The method implements this by working not only on the conscious level of human mind but also on the subconscious level, the mind's reserves.

#### *a. Classroom set-up*

The challenge for the teacher is to create a classroom environment which is bright and cheerful. This can be accomplished in the classroom where the walls were decorated with scenes from a country where the target language is spoken. The conditions are not always possible. However, the teacher should try to provide as positive an environment as possible.

#### *b. Peripheral learning*

This technique is based upon the idea that we perceive much more in our environment than that to which we consciously attend. It is claimed that, by putting posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly. The teacher may or may not call attention to the posters. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying.

*c. Positive suggestion*

It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring them. Teachers can do this through direct and indirect means. Direct suggestion appeals to the students' consciousness: A teacher tells students they are going to be successful. But indirect suggestion, which appeals to the students' subconscious, is actually the more powerful of the two. For example, indirect suggestion was accomplished in the class we visited through the choice of a dialog entitled, 'To want to is to be able to.'

*d. Choose a new identity*

The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves. For instance, later on they may be asked to talk or write about their fictional; hometown, childhood, and family.

*e. Role play*

Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation. In the lesson we observed, the students were asked to pretend that they were someone else and to introduce themselves as that person.

*f. First concert (active concert)*

The two concerts are components of the receptive phase of the lesson. After the teacher has introduced the story as related in the dialog and has called students' attention to some particular grammatical points that arise in it, she reads the dialog in the target language. The native language and refer to it as the teacher reading.

Music is played. After a few minutes, the teacher begins a slow, dramatic reading, synchronized in intonation with the music. The music is classical; the early Romantic period is suggested. The teacher's voice rises and falls with the music.

*g. Second concert (passive concert)*

In the second phase, the students are asked to put their script aside. They simply listen as the teacher reads the dialog at a normal rate speed. The teacher is seated and reads with musical accompaniment. The content governs the way the teacher reads the script, not the music, which is pre-Classical or Baroque. At the conclusion of this concert, the class ends for the day.

#### *h. Primary activation*

This technique and the one that follow are components of the active phase of the lesson. The students playfully reread the target language dialog out loud, as individuals or in groups. In the lesson we observed, three groups of students read part of the dialog in a particular manner: the first group, sadly; the next, angrily; the last, cheerfully.

#### *i. Creative adaptation*

The students engage in various activities designed to help them learn the new material and use it spontaneously. Activities particularly recommended for this phase include singing, dancing, dramatizations, and games. The important thing is that the activities are varied and do not allow the students to focus on the form of the linguistic message, just the communicative intent.

### **14. Community language learning**

This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. The native instructor of the language is not considered teachers but, rather is trained counseling skills adapted to their roles as language counselors.

*a. Tape recording student conversation*

This is a technique used to record student-generated language as well as give the opportunity for community learning to come about. By giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning.

*b. Transcription*

The teacher transcribes the students' tape recorder target language conversation. Each student is given the opportunity to translate his or her utterances and the teacher writes the native language equivalent beneath the target language words.

*c. Reflection on experience*

The teacher takes time during and/ or after the various activities to give the students the opportunity to reflect on how they feel about the language learning experience, themselves as learners, and their relationship with one another. As students give their reactions, the teacher understand them-shows that he has listened carefully by giving appropriate understanding response to what the student has said. He does not repeat what the learner says, but rather shows that he understands it essence. Such responses can encourage students to think about their unique engagement with the language, the activities, the teacher, and the other students, strengthening their independent learning.

*d. Reflective listening*

The students relax and listen to their own voices speaking the target language on the tape. Another possible technique is for the teacher to read the transcript while the students simply listen, with their eyes open or shut. A third possibility is for the students to mouth the words as the teacher reads the transcript. Human Computer

A student chooses some part of the transcript to practice pronouncing. She is 'in control' of the teacher when she tries to say the word or phrase. The teacher does not correct the student's mispronunciation in any way. It is through the teacher's consistent manner or repeating the word or phrase clearly that the student self-corrects as he or she tries to imitate the teacher's model.

*e. Small group tasks*

The small group in the class we observed were asked to make new sentences with the word on the transcript. Afterward, the groups shared the sentences they made with the rest of the class. Later in the week, students working in pairs made sentences with the different verb conjugations.

There are a lot of different activities that could occur with students working in small groups. Teachers who use small group activities believe students can learn from each other and can get more practice with the target language by working in small groups. Also, small groups allow



students to get to know each other better. This can lead to the development of a community among class members.

## 15. Total Physical Response

James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate.

Freeman says that the major technique is the use of commands to direct behavior. Asher acknowledges that, although this technique is powerful, a variety of activities is preferred for maintaining student interest. Following is further description of using commands (Freeman 2000: 115 – 117).

### *a. Using commands to direct behavior*

It should be clear that the use of commands is the major teaching of TPR. The commands are given to get students to perform an action; the action makes the meaning of the command clear.

The following is an example in a lesson to introduce the form of the past tense in English and can be adopted in teaching Indonesian:

TEACHER Ingrid, walk to the blackboard

(Ingrid gets up and walked to the blackboard)

TEACHER Class, if Ingrid walked to the blackboard, stand up.

(The class stands up)

TEACHER Ingrid, write your name on the blackboard.

(Ingrid writes her name on the blackboard.)

TEACHER Class, if Ingrid wrote her name on the blackboard, sits down.

(The class sits down.)

*b. Role reversal*

Students command their teacher and classmates to perform some actions.

Asher says that students will want to speak after ten to twenty hours of instruction, although some students may take longer. Students should not be encouraged to speak until they are ready.

*c. Action sequence*

This technique is connected commands. For example, the teacher told the students to point to the door, walk to the door, and touches the door. As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure. While we did not see a long action sequence in this very first class, a little later on students might receive the following instruction:

Take out a pen.

Take out a piece of paper.

Write a letter (imaginary).

Fold the letter.

Put it in an envelope.

Seal the envelope.

Write the address on the envelope.

Put a stamp on the envelope mail the letter.

This series of commands is called an action sequence, or an operation.

## 16. Communicative Language Teaching

Communicative Language Learning (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

### *a. Authentic materials*

To overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations, adherents of CLT advocate the use of language materials authentic to native speakers of the target language. The materials can be taken from a real newspaper article, a live radio or television broadcast.

### *b. Scrambled sentences*

The students are given a passage (a text) in which the sentences are in a scrambled order. This type of exercise teaches students about the cohesion and coherence properties language. They learn how sentences are bound together at the suprasentential level through formal linguistic devices such as pronouns, which make a text cohesive, and semantic propositions, which unify a text and make it coherent.

*c. Language games*

Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.

*d. Picture strip history*

The activity just described is an example of using a problem-solving task as a communicative technique. Problem-solving tasks work well in CLT because they usually include the three features of communication. What's more, they can be structured so that students share information or work together to arrive at a solution. This gives students practice in negotiating meaning.

*e. Role play*

Role plays are very important in CLT because they give students an opportunity to communicate in different social contexts and in different social roles. Role plays can be set up so that they are very structured (for example, the teacher tells the students who they are and what they should say) or in a less structured way (for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say).

## **G. Learning Strategies**

Learning strategies (LS) are defined by Weinstein and Mayer (1986) broadly as "behaviours and thoughts that a learner engages in during learning" which are "intended to influence the learner's encoding process" (p. 315). Later Mayer (1988) more specifically defined LS as "behaviours of a learner that are intended to influence how the learner processes information" (p. 11).

Language learning strategies -- specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability (Oxford, 1992/1993, p. 18).

Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. Oxford's (1990:17) taxonomy of language learning strategies is categorized from direct, indirect, social strategies.

Direct Strategies include memory, cognitive, and compensation strategies. Learners can memorize by creating mental linkages, applying images and sounds, reviewing well and employing action. Cognitive activities can be done by practicing, receiving and sending messages strategies, analyzing and reasoning, creating structure for input and output. Compensation strategies can be applied by guessing intelligently, overcoming limitations in speaking and writing.

Indirect Strategies include metacognitive strategies and affective strategies. Metacognitive strategies can be done by centering your learning, arranging and planning your learning, evaluating your learning. Affective Strategies can be done by lowering your anxiety, encouraging yourself, taking your emotional temperature.

Social Strategies can be done by asking questions, cooperating with others, empathizing with others.

The following table is the definition of learning strategy, defined by Chamot in (Wenden . A and Rubin. J 1978: 77).

<b>Learning Strategy</b>	<b>Description</b>
<i>Metacognitive</i>	
Advance organizers	Making a general but comprehensive preview of the concept or principle in an anticipated learning activity.
Directed Attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.
Selective Attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
Self –management	Understanding that conditions that help one learn and arranging for the presence of those conditions.
Advance Preparation	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
Self Monitoring	Correcting one’s speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.

Delayed Production	Consciously deciding to postpone speaking o learn initially through listening comprehension.
Self Evaluation	Checking the outcome of one's own language learning against an internal measure of completeness and accuracy.
<b><i>Cognitive</i></b>	
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Resourcing	Defining or expanding a definition of a word or concept through use of target language reference materials.
Directed Physical Response Translation	Relating new information to physical actions, as with directives. Using the first language as a base for understanding and/ or producing the second language.
Grouping	Reordering or reclassifying and perhaps labeling the material to be learned based on common attribute.
Note-Taking	Writing down the main idea, important points, outline, or summary of information presented orally or in writing.
Deduction	Consciously applying rules to produce or understand the second language.
Recombination	Constructing a meaningful sentence or larger language sequence by combining known eleent in a new way.
Imaginery	Relating new information to visual concepts in memory via familiar easily retrievable visualizations, phrases, or locations.
Auditory Representation	Retention of the sound or similar sound for a word, phrase or longer sequence.

Key Word	Remembering a new word in the second language sequence by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship between the new word.
Contextualization	Placing a word or phrase in a meaningful language sequence.
Elaboration	Relating new information to other concepts in memory.
Transfer	Using previously acquired linguistic and/ or conceptual knowledge to facilitate a new language learning task.
Inferencing	Using available information to guess meanings of new items, predict outcomes, or fill in missing information.
<i>Social-affective</i>	
Cooperation	Working with one or more peers to obtain feedback, pool information, or model a language activity.
Question for Clarification	Asking a teacher or other native speaker for repetition, paraphrasing, explanation and/ or examples.

## H. Learning – Styles

Learners have their own styles when learning; they have their styles to process information or knowledge in different ways. Keefe and Skehan define learning styles in (Brown 2000: 114) as follow. Learning styles might be thought of as “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment”



(Keefe 1979: 4). Or, more simply, as “a general predisposition, voluntary or not, toward processing information in a particular way” (Skehan 1991: 288).

There are salient learning styles in a formal classroom setting as mentioned by Brown. Yet another dimension of learning style – one that is salient in a formal classroom setting – is the preference that learners show toward either **visual** or **auditory** input. Visual learners tend to prefer reading and studying charts, drawings, and other graphic information, while auditory learners prefer listening to lectures and audiotapes (Brown 2000: 122).

In this course, the learner also has the learning styles to process information during the course. It is necessary to know the learning styles of the learner in order to adjust the suitable teaching and materials conducted by the instructor of the course. The result shows whether the learner belongs to visual or auditory learner. Then after the learning styles are figured out, the instructor can have clues about best ways to deliver the teaching methods, techniques and materials to the learner.

## **I. Indonesian**

Indonesian (*Bahasa Indonesia*) is the official language of Indonesia. Indonesian is a form of the Riau dialect of Malay, an Austronesia language which has been used as a lingua franca in the Indonesian archipelago for centuries. The Indonesian name for the language is *Bahasa Indonesia* (literally "the language of Indonesia"). This term can sometimes still be found in written or spoken English. In addition, the language is sometimes referred to as

"Bahasa" by English speakers, though this simply means "language" and thus does not specifically designate the Indonesian language.

### 1. Vocal and Consonant Phoneme

The phonetics in Indonesian are different from English and other languages. The following tables show the vowel and consonant sounds in Indonesian (Muslich 2008: 95).

These are the vocal phoneme in Indonesian language:

Vowel			
	Front	Central	Back
High	/i/		/u/
Mid	/e/	/ə/	/o/
Low		/a/	

These are the consonant phoneme in Indonesian language:

Consonant								
Manner of Articulation	Point of Articulation							
	Bilabial	Labio-Dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glotal
Plosive	p		t					
	b		d					
Affricative					c		k	
					j		g	
Fricative		f		s			x	h
				z				
Lateral				l				
Rolled				r				
Flapped								

<b>Nasal</b>	m			n		ñ	ŋ	
<b>Semi-vowel</b>	w					y		

## 2. Diphtong

Indonesian also has diphthongs. A diphthong is a kind of vowel sound with a special feature, that is there is a deliberate glide made from one vowel position to another vowel position and which is produced in one syllable (Ramelan 1999: 81). There are four diphthongs in Indonesian /au/, /ai/, /oi/ and /ua/ (Muslich 2008: 69-70).

## 3. Vowel Sounds

Vocal Phoneme	Indonesian Words	Phonetic Transcriptions	Meaning in English
i	lima	[lima]	five
o	tolong	[toloŋ]	please
u	satu	[satu]	one
aa	saat	[saat]	moment
ai	sampai	[sampai]	until
au	haus	[ha-us]	thirsty

## 4. Consonant Sounds

Consonant Phoneme	Indonesian Words	Phonetic Transcriptions	Meaning in English
b	bambu	[bambu]	bamboo

<b>d</b>	<b>duri</b>	[duri]	thorn
<b>f</b>	<b>sifat</b>	[sifat]	character
<b>g</b>	<b>lagu</b>	[lagu]	song
<b>h</b>	<b>hitam</b>	[hitam]	black
<b>j</b>	<b>banjir</b>	[banir]	flood
<b>k</b>	<b>Kacang</b>	[kaca ŋ]	peanut
<b>l</b>	<b>pulang</b>	[pula ŋ]	to go home
<b>m</b>	<i>makan</i>	[makan]	to eat
<b>n</b>	<b>nakal</b>	[nakal]	naughty
<b>p</b>	<b>lampu</b>	[lampu]	lamp
<b>s</b>	<b>siang</b>	[siaŋ]	afternoon
<b>t</b>	<b>tuan</b>	[tuan]	Mr
<b>w</b>	<b>Warna</b>	[warna]	color
<b>y</b>	<b>ya</b>	[ya]	yes
<b>z</b>	<b>zat</b>	[zat]	essence
<b>r</b>	<b>tidur</b>	[tidur]	to sleep
<b>kh</b>	<b>makhluk</b>	[maħluk]	special
<b>ng</b>	<b>senang</b>	[sena ŋ]	happy
<b>ny</b>	<b>kenyang</b>	[keŋaŋ]	full (of food)
<b>ngg</b>	<b>minggu</b>	[miŋgu]	sunday
<b>sy</b>	<b>syarat</b>	[šaratʼ]	requisite

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter explains about research design, population, sample, research data and data collection procedures, research instrument and procedure of data analysis.

#### **A. Research design**

Needs analysis conducted in this study is in order “to find out what language skills a learner needs in order to perform a particular role” (Richard 2001: 52). It is done in the beginning and during the course. Needs analysis may take place prior to, during, or after a language program (Richard 2001: 54).

The procedures to conduct the needs analysis in this study are adopting several ways by using questionnaire, self rating which can be included in the questionnaire, interview, a prior meeting before the course started, observation and case study.

This study is a research which is done on a field and has one of the aims to describe the phenomenon happens on the field. The topic area in this research focuses on describing the teaching-learning activities learning Indonesian for survival daily communication with local people.

This research is categorized into descriptive research. Descriptive research may focus on individual subjects and go into great depth and detail in describing them, in this research the writer is concerned and concentrates with an individual student and wants to practice designing syllabus in a specific and limited nature. From the purposes mentioned, the writer

employed case study as an approach to the research as the investigated subject is a person. Case studies work on quite a different principle. Case studies concentrate on what is *unique* (i.e. with individual units: an individual student; an individual event; a particular group; a particular class; a particular school, etc.) (Wallace MJ 1998: 161).

The writer employs descriptive research as a research method and case study as an approach to the research.

In this research, the writer has purposes to provide a detailed, highly accurate picture and to document a casual process or mechanism in a form of syllabus and then to report the background or context of a situation. The purposes are supported by the following theory that descriptive research has purposes to a) provide a detailed, highly accurate picture, b) Locate new data that contradict past data, c) Create a set of categories or classify types, d) clarify a sequence of steps or stages, e) document a casual process or mechanism, e) report on the background or context of a situation (Neuman 1991: 34). So from the purposes mentioned above, the writer employed descriptive research as the research method as it is explained further Description. You may have a highly develop idea about a social phenomenon and want to describe it. Descriptive research presents a picture of the specific details of a situation, social setting, or relationship. (Neuman 1991: 34-35). It is also stated that descriptive research is a “research which the primary purpose is to “paint a picture” using words or numbers and to present a

profile, a classification of types, or an outline of steps to answer questions such as who, when, where, and how (Neuman 1991: 35).

There are steps to conduct this descriptive research which is explained by Isaac (1981: 46) as follow: 1) Define the objective in clear, specific terms. What facts and characteristics are to be uncovered? 2) Design the approach. How will the data to be collected? How will the subjects be selected to insure the represent population to be described? What instrument and observation techniques are available or will need to be developed? Will the data collection needs to be field-tested and will data gathers need to be trained? 3) Collect the data. 4) Report the result.

The steps mentioned had been done in this research conduct and explained further as follows.

Firstly, the first step was done by defining the objective in a specific term. The objective in this research was syllabus design in Indonesian speaking course which was negotiated by the instructor and the learner. The facts in the phenomenon were that the learner did not have any knowledge at all (0%) about Indonesian and wanted to learn speaking Indonesian. It was because the learner, Yurie Takahashi comes from Japan came to Indonesian for the first time and did not have any background about Indonesian, meanwhile the learner had to communicate with native Indonesians to run the activities during her stay in Indonesia.

Then the second step was done by designing the approach. The employed approach is case study. It was employed because the writer wanted

to focus on investigating a student in learning Indonesian then followed up by designing the syllabus gained from the teaching learning process to be documented. After that the writer planned to collect the data which was gained from the questionnaire as the needs analysis. Interview, photographs, audio recording and videos were also obtained during the teaching-learning process. As it had been mentioned above that this research result would not be generalized, the research subject was chosen based on the approach of case study and the availability a foreign volunteer(s) on the project site of Fatimatuszahro orphanage. The instruments which will be developed are questionnaire, a teaching journal interview, photographs, audio recording and videos. The observation techniques used were structured and unstructured observation and a mediated observation technique was also gathered from audio recording and videos. The data collection did not need to be field tested and the data gathered did not need to be trained, because the writer would not compare the result from the pre and post test. The exposed data gained was the needs analysis from the subject or the learner and then it was described by words to present the phenomenon occurred on the situation n dealing with teaching-learning needs.

After that, the fourth step was done to collect the data. The collected data were gained during the teaching-learning process.

At last, the fourth step is reporting the data which is described in a documented form that is syllabus.



## **B. Population**

Population is the abstract idea of a large group of many cases from which a researcher draws a sample and to which results from a sample are generalized (Neuman 1991: 224). The population in this research is the foreign volunteers of IWC who conduct a project at Fatimatuzzahro orphanage Semarang Central-Java Indonesia, located in Dukuh Juwono RT 02 RW 03, Kelurahan Mangunharjo, kecamatan Tembalang Kota Semarang.

## **C. Sample**

Sample is a smaller set of cases a researcher selects from a larger pool and generalizes to the population (Neuman 1991: 219). A sampling element is the unit of analysis or case in a population. It can be a person, a group, an organization, a written document or symbolic message or even a social action (e.g.. an arrest, a divorce, or a kiss) that is being measured. The sample of this study is a foreign volunteer of IWC. The volunteer who came from Japan named Yurie Takahashi was twenty two years old. She conducted a social project of international voluntary service at Fatimatuzzahro Orphanage Semarang Central-Java Indonesia.

## **D. Research data and data collection procedure**

Common methods of data collection in a research are: observation, interview and questionnaire (Sugiyono, 2002). Ways to collect the data in this study are obtained by questionnaires, notes, observation, interview, and recording

(video and audio recordings). An initial questionnaire is distributed before the course started. It is done in order to get the initial information used as the needs analysis, to find the learner needs in learning. Notes are used as the teaching journal and when the instructor explains the materials on paper. Observation is employed to observe the learner ability and the result of learning. Interview is undertaken to investigate the learner needs in learning during the course. Videos and audios recording are also collected to support the others data as the evidence that the learner has achievement from the learning.

## **E. Research Instrument**

### **6. Questionnaire**

Questionnaire is employed in this research, and used to find the learner needs in learning as the needs analysis which is distributed in the beginning before the course started. It is also used as self assessment and the evaluation toward the learning. The questionnaires for self assessment and the learning evaluation are distributed in the mid period of the course and at the end of the course.

### **7. Note**

Taking notes are required in this research as it is done on field. Neumen (2006: 398) states that most field research data are in the form of filed notes. The taken notes in the research are used as the teaching journal and when the instructor explains the materials on paper. The note which is

used to explain the materials, then it is used as the evidence to develop the authentic materials to be the handout.

### **8. Observation**

Observation is done during the teaching-learning process and on fields as the practice in the reality. The instructor observes the learning progress of the learning at the same time when the instructor teaches, accompanies and supervises the learner in the class and do practice on the fields.

### **9. Interview**

Interview is done to investigate further about the learner needs in learning during the course.

### **10. Recording**

Recording is also employed as the medium data. It is done without the knowledge of the research subject and obtained during the teaching-learning process. Both tape and video recordings are obtained using cellular phone.

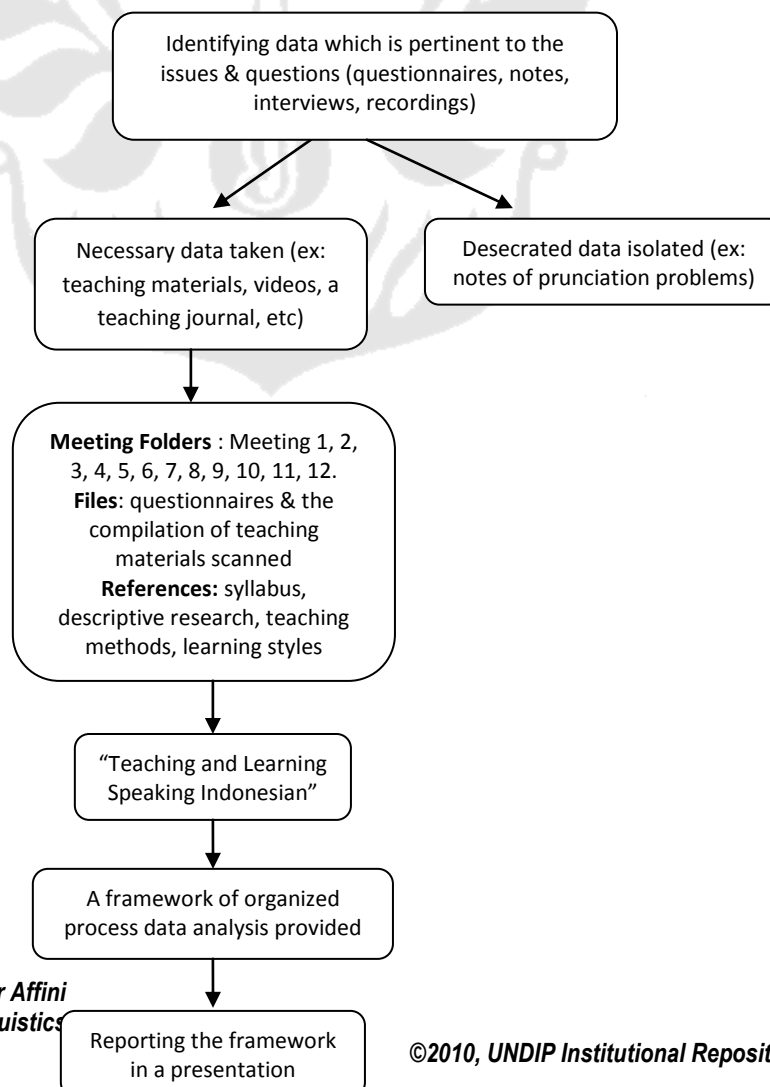
## **F. Procedure of data analysis**

In this phase, the researcher interprets and renders understandable the problematic experiences being considered. Analysis is the process of data distilling large quantities of information to uncover significant features and

elements that are embedded in the data (Stringer 1998: 95). Analysis may be envisaged as a process of reflection and interpretation, providing participants and other stake holding audience with new ways of thinking about the issues and events investigated (stringer 1998: 95). The researcher employed *categorizing and coding* data to interpret activities which expose the conceptual structure that explains the conduct in this research. The major task of the procedure is to identify the significant features and elements that make up the experience and perception of the people involved in the study (stakeholders). The procedure is explained as the following.

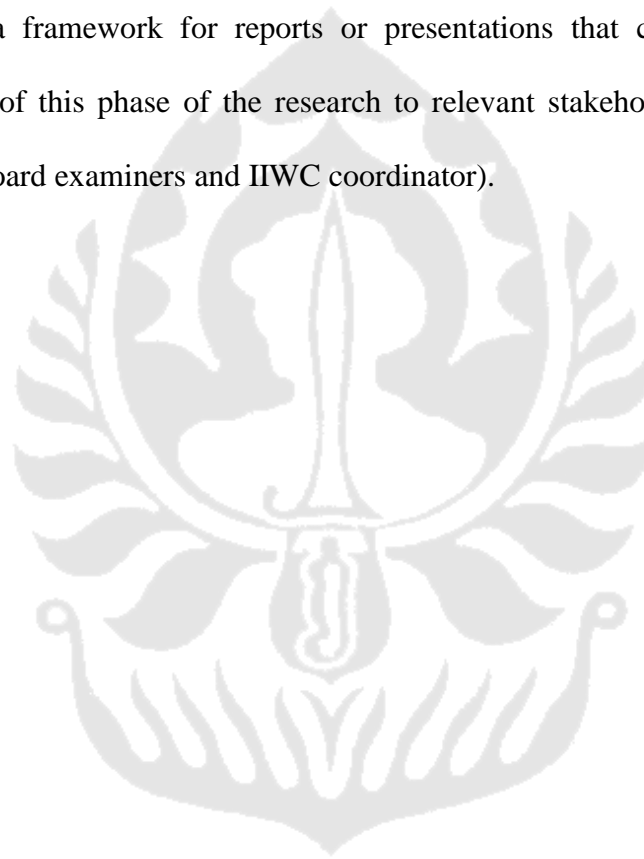
At first, the writer reviewed the collected data by identifying data (information) that is pertinent to the research issues and questions. Then it was followed up by unitizing the data which includes extra information. The data might need to be added to make meaning clear and able to answer the research issues and questions. After that, the necessary data were collected while the desecrated data were isolated. After collecting and desecrating the data, then categorizing and coding were complete. Once the data had been unitized, the units of meaning had to be sorted into related groups of categories. Ex: there were several meetings in the course. Each meeting had different information and teaching materials, therefore there was a folder containing its information in it for each meeting (meeting 1, meeting 2, meeting 3 etc). Then themes need to be identified from research participants' perspective in order to identify themes – issues or experiences that they had in common. From the learner's perspective, she wanted to learn and be able to

speak Indonesian. The main problems were: she did not have any knowledge about Indonesian and could not speak Indonesian at all (0%) before joining the course. From the researcher's (Indonesian instructor's) perspective, the main problem was that the course did not have any syllabus for Indonesian courses. Then the researcher was inspired to design and contributes a syllabus for Indonesian speaking course by teaching the subject. So from the researcher's and the learner's perspectives are combined to be a theme that is "Teaching and Learning speaking Indonesian". The next procedure was organizing a category system. The writer provided a clear picture of the process of analysis which was organized in a logical order as it is shown in the chart below.



A frame work of data process analysis

Eventually, a report needs to be developed. In this phase, the writer provides a framework for reports or presentations that communicate the outcomes of this phase of the research to relevant stakeholders (a research advisor, board examiners and IWC coordinator).



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### C. Findings

After analyzing the data, there are some findings mentioned in this part. It consists of the suitable learning needs in learning Indonesian, the design model of the syllabus and the materials development.

##### 1. The Suitable Learning Needs in Learning Indonesian

In this research, needs analysis is done prior and during the teaching. The way to find out the needs analysis is by conducting the procedures of needs analysis. The selected procedures employ in this investigation of needs analysis are questionnaire, self rating which is included in the questionnaire, interview, meetings and case study. The results of needs analysis is elaborated further in several terms as they are correlated items needed to run the teaching-learning activities during the course dealing with; a) language functions, materials and the language setting, b) learning styles and strategies employed by the learner to learn, and c) teaching methods and techniques employed by the instructor to teach.

##### a. Language Functions and Materials

There are four statements mentioned by the learner about the learner's learning needs which are obtained from the needs analysis. The learner has an expectation to be able to speak with Indonesian natives. The most important thing to learn dealing with Indonesian is speaking

Indonesian. It is also crucial to the learner to be able to speak Indonesian with children who stay at the orphanage. What the learner needs to master in a short time is the ability to speak Indonesian. The aim of learner in learning speaking Indonesian has function as elaborated in the table below as well as the suitable materials to learn for the learner during the course.

<b>Language Functions</b>	<b>Materials</b>
Spell and pronounce the alphabets in Indonesian	pronunciation
Do transaction and counting money in rupiah (Rp)	numbers
Mention days & months in a conversation and to make an appointment	days & months
Greet in Indonesian times & greet Indonesian people with appropriate titles in a culturally appropriate manner	greetings
Introduce oneself to someone	introductions
Tell the time in a conversation and to make an appointment	time
Construct questions in a conversation	asking
Express oneself in giving statement “yes” or “no” in a conversation	saying yes / no
Going by bus & telling a direction to go to a bus conductor	directions
Greet to native Indonesians based on the appropriate time & pronouns	addressing people
Cooking with children at the orphanage	cooking
Telling activities in a conversation with	simple talk



children	
Offering drinks to a guest or a friend & requesting a drink to a friend	drinking
Mention colors of things around to make origami with children at the orphanage	colors
Make a story and tell activities in the past, present & future	telling activities
Shopping	ask for price
Share a story and talk to children about family members	family
Share a story and talk to children about their school activities	school
Order foods at a stall or a restaurant	food
Have a conversation to print photos at a photo printing shop	printing photos

The language settings in this course are taken place in and outside class. The language is set based on what, where and with whom the learner use the language. They are taken place in a simple room as the classroom and outside class like in the bus and in a minimarket Indomaret. The language teaching- learning setting is set based on the learner's need to learn in the classroom and apply the learning in real-world communication shown in the pictures below.



**Picture. 1**  
In a room during the  
teaching-learning process

Picture 1 shows where the learner use the language with the instructor in one of the meetings during the teaching-learning process.



**Picture. 2**  
Outside class: in a bus  
going to IWC office

Picture 2 shows the condition that the learner uses the language on the field. She is in a bus and she has to talk to the bus conductor, saying the destination to go.



**Picture. 3**  
Outside class: shopping at  
Indomaret

Picture 3 shows one of the outside class activities that are shopping at Indomaret. She speaks to one of the shop assistant, asking for a little towel.

#### b. Learning Styles and Strategies

Classroom Learning – Styles setting gained from the initial questionnaire. The chart below shows the learning-styles owned by the learner in learning Indonesian in the classroom setting. Based on the chart below, the learner can be categorized that the learner belongs to auditory learning style which states that the learner learn best when practicing Indonesian sound, listening to the teacher's explanation, being told the mistakes by the teacher and hearing Indonesian natives.

<b>Visual</b>	Scale	<b>Auditory</b>	Scale
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(reading, studying chart, drawings & graphic)		(listening to lectures & audiotape)	
In Indonesian class, I like to learn by reading	Little	I like to practice the Indonesian sound	Best
		I like the teacher to explain everything to me	Best
		I like the teacher to tell me all my mistakes	Best
		I like to learn Indonesian words by hearing them	Good

Auditory style dominated the learner to learn during the course, so that the instructor adjusted to the learner's learning-style. The understanding from the instructor to commit and adjust the learner's learning – style in the teaching, then brought good result from the learning which was shown and evaluated in the mid course evaluation gained on the questionnaire. Pronunciation in Indonesian words and sentences and having dictation give moderate help. The result shows that the lecture explanation gives much help.

The learning strategies are also employed by the learner to enhance the learning during the course. They are observed by the instructor and show the result as follow; reviewing well and employing action, practicing, centering the learning, arranging and planning the learning, evaluating the learning, asking questions and cooperating with others.

### c. Teaching Methods and the Techniques

The course structure involves teaching and learning. How the instructor teaches in this course is by adapting some teaching techniques in teaching a foreign language. The teaching methods and the techniques employed are; the direct method, the audio-lingual method, Total Physical Respond (TPR) and communicative language teachings (CLT). The teaching method of direct approach can employ reading aloud, questions and answer, conversation practice and dictation as the teaching techniques. The audio – lingual method can employ dialog memorization and repetition drill as the teaching techniques. TPR can use command to direct behavior as the teaching techniques. CLT can use authentic materials, picture strip history and role play as the teaching techniques. The other teaching methods and techniques can be employed adjusted on the achievements based on the materials taught and English is frequently used as the medium instruction during the teaching-learning process.

## **2. Constructing Design model syllabus**

There is a basic initial process to construct a syllabus in this study, and they are carried out into the following steps:

- 1) The process first requires a well-developed rationale concerning a syllabus designer personal beliefs and assumptions about the nature of learning and how it is promoted and produced. Then needs analysis taken place in this phase.

- 2) The process requires next that the syllabus designer establishes what skills, knowledge, and attitudes which are believed and most worth, how they can be built into the course, and how they will be appropriately assessed. It requires that learning environment is created for students using teaching and learning strategies that are consistent with those beliefs.
- 3) And finally, it requires composing the syllabus that will communicate the expectations and intentions to the students.

### 3. The Authentic Materials Development

The chart below is the development teaching-learning materials taught during the course.

Unit	Lessons	Language Function (Students will learn to)
1	Alphabet & the pronunciation in Indonesian	Distinguish and pronounce the letters of the alphabets and its pronunciation in Indonesian
2	Numbers	Use and pronounce the numbers
3	Days and months	Pronounce the names of the days and months
4	Greetings	Use greetings with Indonesians in a culturally appropriate manner
5	Self introduction	Demonstrate self introduction
6	Time & Clocks	Read and tell the time and clock

7	Common questions words	Demonstrate common question words
8	Expressing self	Express oneself
9	Typical first encounters conversation	Use the questions and answers in typical first encounters conversation
10	Going by bus	Give direction to a destination
11	Addressing people	Address people with their appropriate titles
12	Cooking	Recognize vocabulary about cooking and ingredients
13	Simple talk	Building simple sentences
14	Colors	Indicate colors
15	Telling activities	Past, present, future
16	Shopping	Demonstrate shopping
17	Family members	Tell about family members in conversation
18	Activities at school	Tell about school activities in conversation
19	Ordering foods	Ordering foods
20	Printing photos	Have photos printed at a photo printing shop

#### **D. Discussion**

The discussion presents the findings by analyzing and elaborating further about the needs analysis chart. It also explains and the procedure to construct the syllabus and the development of the authentic materials, served in a table of content.

## 1. The Suitable Learning Needs in Learning Indonesian

Teaching-learning materials are gained from needs analysis through implementing the procedures to conduct needs analysis as mentioned by (Richard 2001). The employed procedures to conduct needs analysis in this study are questionnaire, self rating which is included in the questionnaire, interview, a prior meeting before the course started, and case study.

A questionnaire is used in prior to investigate the learning needs dealing with the language skill(s), and the language skill is speaking.

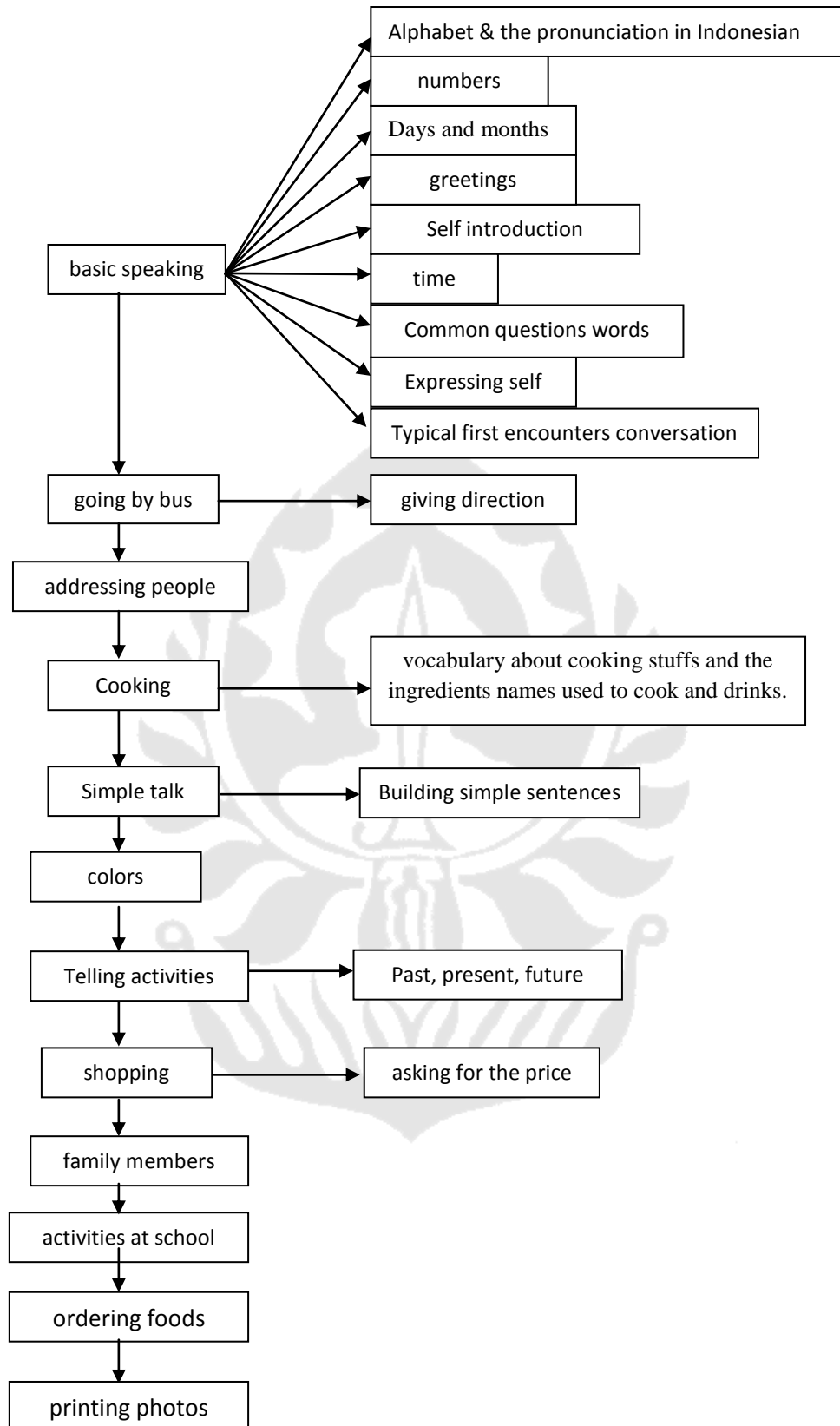
Self rating is also included in the questionnaire to find out the scale of the learner, to rate the learner's knowledge or abilities to the language learned.

Interview is then employed. It is used to conduct further investigation of the learning needs during the course. The result of interview is attached in the appendices.

Case study is employed as well to support the data gained from the needs analysis. It is used to find out the relevant works at the orphanage in order to determine the characteristics and the situation at the project site.

The result of needs analysis is then structured as layers of knowledge which are learned in the course. Then the layers are structured into the following chart below.





The chart presents the result of the needs analysis obtained from the learner. It also functions as the foundational knowledge in this course and the course outlines of the syllabus.

In the very beginning of the course, the alphabets and its pronunciation are taught, so that the learner knew the sound in Indonesian alphabets which would be applied later in speaking. Basic information which is usually involved in conversation like numbers, days and months, greetings, introduction, time, expressing yourself and the typical first encounters conversation was added later on the meetings. Numbers are taught, because the learner would face interaction with Indonesian natives to do transaction when the learner wants to buy something and it deals with money. In this context, days and months are taught because the learner plans to go elsewhere and the learner is normally asked by the children and the staff at the orphanage like “*berangkat kapan?*”, “*sampai kapan?*”. Then greetings are taught because the learner needs to know how to greet people in certain times like in the morning, afternoon and evening. The learner is a new person in the community where she lives there. She meets different people who do not know her, that are why she needs to introduce herself when necessary. By doing so, introduction is needed to be taught. Telling time is also taught, because the learner has some teaching-learning activities with the children at the orphanage at the scheduled time. So the learner has to inform the children about the time about when the class starts and ends. Then expressing yourself is taught,

because when the learner is asked or offered something, the learner could express it by answering “*ya*” or “*tidak*”. After that, typical first encounters conversation is taught so that the learner knew what kind of talks that normally occurred in the first conversation.

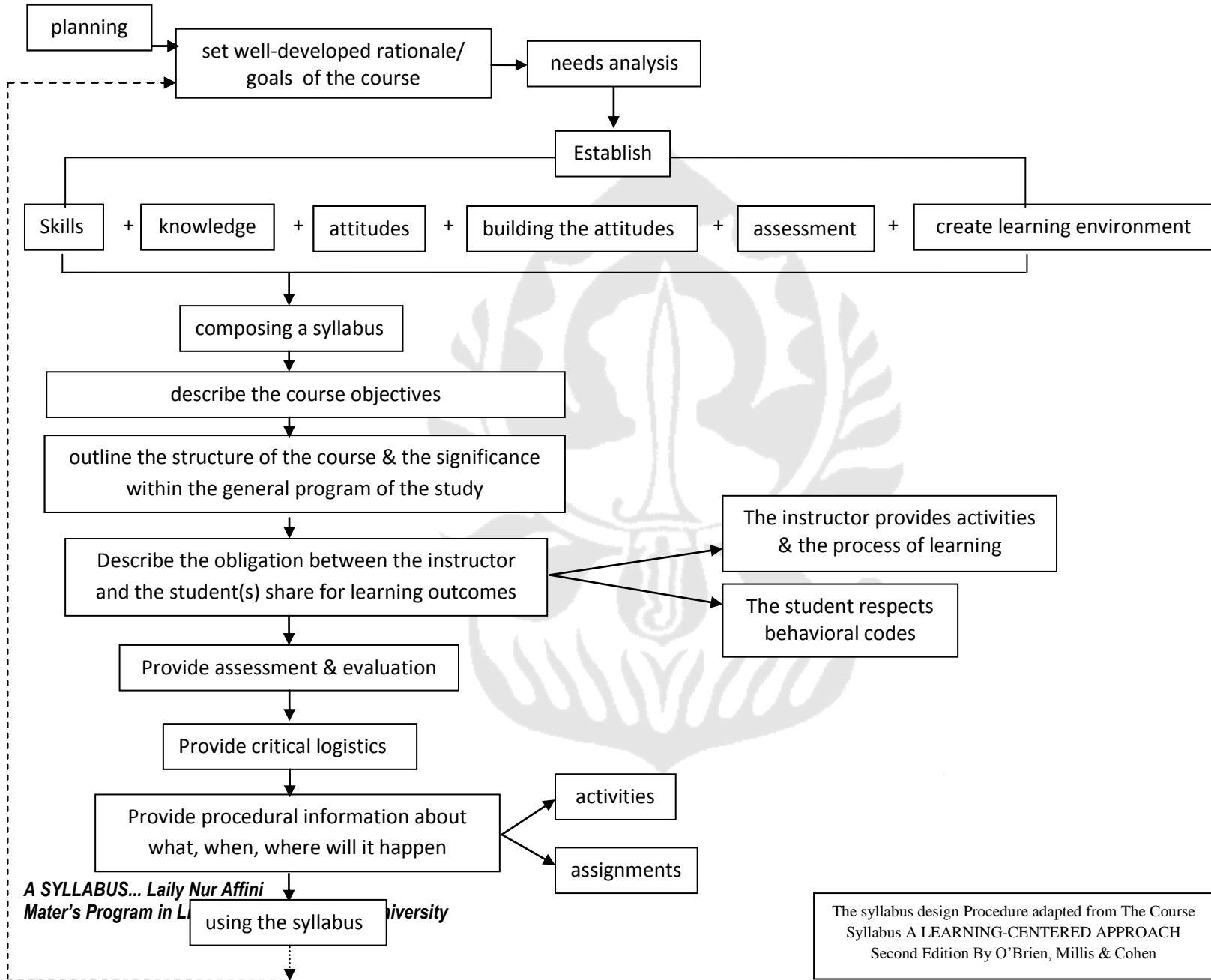
The learner needs to go to IWC office to join weekly Monday meeting. So the learner has to be independent to do so, going by bus. The learner learns about giving directions and how to talk to a bus conductor. The learner has cooking activities with the children, so information about cooking like the names of the cooking stuff in the kitchen, the ingredients names to cook and drinks are learned. Another activity, origami is done by the learner with the children as well. Colorful papers, crayon, pencil colors and markers colors are the materials to make the origami. The learner needs to know the name of each color in Indonesian, because she wants to mention about which color of paper to use to make the origami. When the learner has an intention to talk to someone, she sometimes needs to address people before expressing what the learner wants to say like an example: “*pak beli pulsa*”, or to mention the person’s title in the end of the conversation like “*terimakasih mbak*”. So the learner needs to learn how to address people by titles and pronouns. The learner needs to report her activities or the projects at the orphanage on the weekly meeting at the office of IWC. So the learner needs to learn how to tell daily activities in a simple talk to talk about the learner’s activities. The learner needs to fulfill her daily needs and she needs to do shopping in a stall, vendors or a

mini market to buy the needs. So the learner needs to learn how to shop and ask for price. The learner is concerned about the children at the orphanage. She is curious to know why they stayed at the orphanage, about their school and study as well. So the learner needed to learn vocabulary about family members and schools. The learner is a backpacker and she likes to visit new places and visits some places in Semarang during her stay. For this, she has to possess the skill to order foods in a stall or a restaurant. Finally, the learner needs to send some photos to her family in Japan. Before the photos are sent, the learner has to print the photos at a photo printing shop. So the learner has to learn the conversation to print photos at a photo printing shop.

## **2. Constructing Design model syllabus**

The learner needs are gained from the needs analysis, then are composed and documented to be a syllabus of individual negotiated learning program in speaking Indonesian course.

There is a procedure to compose or to revise a syllabus. The procedure is undertaken in three steps and they are elaborated further in details. The following is the elaborated process and the chart of the syllabus design in the perspective of learner-centered adopted in this study.



At first, it takes a starting point in designing a syllabus by setting well-developed rationale for the course. The course rationale is taken place in the first step, because it will help to provide focus and direction to some of the deliberations involved in course planning and the course rationale seeks to answer the following questions: who is the course for? What is the course about? What kind of teaching and learning will take place in the course? (Richard 2001: 145).

<p><b>Course Rationale</b></p>	<p>This course is held for IWC foreign volunteers to provide basic communication skills in basic speaking Indonesian to communicate with local partners and the community (native Indonesians).</p> <p>The course structure involves teaching and learning. How the instructor teaches in this course is by adapting some teaching techniques in teaching a foreign language. The teaching techniques employed are; the direct method, the audio-lingual method, Total Physical Respond (TPR) and communicative language teachings (CLT). The other teaching methods and techniques can be employed adjusted on the achievements based on the materials taught and English is frequently used as the medium instruction during the teaching-learning process.</p> <p>With the help from the instructor, student is pleased to figure out the learning strategies as ways to enhance</p>
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	<p>the learning achievement which the student finds the best ways in learning during the course. The learning strategies employed can be like; reviewing well and employing action, practicing, centering the learning, arranging and planning the learning, evaluating the learning, asking questions and cooperating with others, etc.</p>
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Needs analysis is taken place in this phase. It is done to conduct a survey dealing with the learning needs and the community that the learner lives with. It is needed to know in prior so that the syllabus designer as well as the instructor can predict and prepare in advance about what kind of communication that the learner will carry on and with whom, also thinking about how the teaching-learning activities will be undertaken during the course. In this research, needs analysis is done prior and during the teaching.

There are four statements mentioned by the learner about the learner's learning needs which are obtained from the needs analysis. The learner has an expectation to be able to speak with Indonesian natives. The most important thing to learn dealing with Indonesian is speaking Indonesian. It is also crucial to the learner to be able to speak Indonesian with children who stay at the orphanage. What the learner needs to master in a short time is the ability to speak Indonesian.

Dealing with the materials learned, the following is the result of needs analysis to speak Indonesian. The learner needs to learn alphabets and the pronunciation in Indonesian, numbers, days and months, greetings, self introduction, time, common questions words, expressing self, typical first encounters conversation, going by bus (giving direction), addressing people, cooking (vocabulary about cooking stuff and the ingredient names used to cook and drinks), simple talk (building simple sentences), colors, telling activities (past, present, future), shopping (asking for the price), family members, activities at school, ordering foods, printing photos. The result of needs analysis is mentioned above in the first finding.

Then the second step is to establish skill(s), knowledge, and attitude and then build the attitudes. After that, the next step is providing an appropriate assessment to the students and then creating learning environment as it gives positive impacts to the student's learning by having learning experience.

There are four language skills in learning a language; they are listening writing, reading and speaking. Based on the needs analysis mentioned previously, the learner wanted to be able to speak Indonesian. So the course focused on the skill is speaking.

After establishing the skill, then it is carried out by establishing knowledge as the foundation to be applied in the reality as the learning result. Students need deep foundational knowledge that rests on conceptual frameworks that facilitate retrieval and application (O'Brien, Millis and Cohen 2008: 2). The knowledge information needed to be established in this



syllabus is retrieved from the result of needs analysis. Speaking is the main activity done in this course, so the instructor has to establish the very basic knowledge which later could facilitate the learner to speak. The foundational knowledge are; alphabet & the pronunciation in Indonesian, numbers, days and months, greetings, self introduction, time, common questions words, expressing self, typical first encounters conversation, going by bus (giving direction), addressing people, cooking (vocabulary about cooking stuff and the ingredients names used to cook and drinks), simple talk (building simple sentences), colors, telling activities (past, present, future), shopping (asking for the price), family members, activities at school, ordering foods, printing photos.

The syllabus designer establishes the attitudes from the instructor and the learner. The student is recommended to have positive attitudes; cooperative, active and employ learning strategies. The student is required to be cooperative in discussing the desired learning, active in participating the learning activities and employ learning strategies. The participation of these can be conducted by reviewing well and employing action, practicing, centering learning, arranging and planning learning, evaluating learning, asking questions and cooperating with others.

The instructor's attitudes have to be positive; cooperative from negotiation, willing to do things for or with the learner. The instructor has to be cooperative with the student as well. It happens when the student offers and negotiates ideas as the learning needs that the student wants to learn. So

the instructor could take the ideas and bring them to the course and teach them. The instructor is also willing to do things for or with the learner, the example of this willingness happened when the learner needed to go by bus to IWC office, the instructor accompanied the learner and made sure the activity ran well and the learner arrived at the destination place.

Huba and Freed (200) in (O'Brien, Millis and Cohan 2008: 16-17) remind us that assessment is a central part of learner-centered teaching. It shows how a student is successful in learning. So the assessment items show how the grade come up which reflects the whole activities during the course. The assessment in this syllabus involved assignments, role play, mid and final test and the grading system.

Learning environment is created in order to bring the learner to gain maximum results from the learning. Harris and Cullen (2007) in (O'Brien, Millis and Cohen 2008: 2) note that Millennials' penchant for "doing rather than knowing" leads them to favor experiential learning and trial and error over abstract knowledge, an observation supporting the shift toward a learning-centered pedagogy (p.5). So the instructor designs the learning that the learner has to learn the materials in class, and then practice them on the fields for the outside class. The real practice on the fields include go by public transport, shopping in mini market at Indomaret, reloading credit at a credit vendor, ordering foods and printing photos at a photo printing shop.

The next step was moving from planning to composing syllabus. In the section of course description includes the course goals and the course objectives.

### **Course description**

<b>Course Description</b>	<p>In this course, the student learns how to speak in Indonesian and communicate with Indonesian people in different situations in daily life. The student does activities in and outside class. The student gets prior learning activities in class delivered by the instructor like role play and drilling in order to be applied later in outside class as the field practice. In order to achieve the learning outcomes, the student should be eager and outgoing when practicing with the community members in real situations. The instructor gives assignments to the student, which the student is assumed to carry out. The student can negotiate tasks and the contents of the meetings to the instructor.</p>
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The course goals provide a stimulating of the course by emphasizing the relevance of the course and stating general outcomes that the course is designed to be achieved. The objectives of the course provides lists as

specifically as possible about learning outcomes that the course intends to produce.

### Course objectives

<p><b>Course objectives</b></p>	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish and pronounce the letters of the alphabet and pronounce Indonesian correctly in conversations (as the likes of an Indonesian).</li> <li>2. Use and pronounce the numbers in conversations, activities and transactions that occur in real situations accurately.</li> <li>3. Pronounce the names of the days and months in conversation correctly.</li> <li>4. Use greetings with Indonesians in a culturally appropriate manner.</li> <li>5. Practice self introduction with members of the community as necessary.</li> <li>6. Read and tell the time and clock as intended in the conversation correctly.</li> <li>7. Recognize common question words clearly.</li> <li>8. Express oneself in a conversation appropriately.</li> <li>9. Explain in a conversation clearly and do real practice in the field about asking for and giving directions.</li> </ol>
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	<ol style="list-style-type: none"><li>10. Tell directions about a destination to a bus conductor clearly when taking a bus.</li><li>11. Distinguish and practice addressing people with their appropriate titles.</li><li>12. Use vocabulary about cooking and ingredients when talking to children clearly.</li><li>13. Use simple sentences in conversations correctly.</li><li>14. Practice conversations about ordering foods and making drinks.</li><li>15. Indicate and use colors accurately.</li><li>16. Use the past, present and future correctly.</li><li>17. Ask questions in conversations correctly.</li><li>18. Do shopping in a mini market.</li><li>19. Tell daily activities in conversation correctly.</li><li>20. Tell about family members in conversation correctly.</li><li>21. Tell about school activities in conversation simply.</li><li>22. Have photos printed at a photo printing shop.</li></ol>
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Then it gives the outline of the course and the significant within the general program. The course outline includes areas of the study, topics of the study, situation in real life, language functions and assignments.

**Course outlines:**

	<b>AREAS</b>	<b>TOPICS</b>	<b>SITUATION IN REAL LIFE</b>	<b>LANGUAGE FUNCTION (student(s) will learn to)</b>	<b>Assignments</b>
1	Pronunciation, counting, days & months, greetings, introductions.	1. The alphabet and the pronunciation of Indonesian 2. Numbers 3. Days and months 4. Greetings and more greetings 5. Self introductions	1. spelling 2. counting money 3. mentioning days & months in a conversation 4. greetings in Indonesian times & greeting Indonesian	1. Spell the alphabet 2. Mention numbers and counting money in a transaction 3. Mention the names of days & months 4. Greet in a culturally appropriate manner	

			people 5. Introducing oneself to someone	5. Introduce one self	
2	Time, asking, saying yes / no, directions, talking to a bus conductor	1. Mention time and read the clock 2. Common question words 3. Express yourself 4. Give directions 5. How to talk to a bus conductor	1. Telling time 2. Constructing questions in a conversation 3. Giving statement yes/ no in a conversation 4. Telling where to go 5. Going by bus & telling a direction to go to a bus conductor	1. Tell time 2. Construct common questions 3. Express oneself in giving statement “yes” / “no” 4. Give directions 5. Practice in a dialogue in a role play going by bus & give direction to a bus conductor	

3	Going by bus (outdoor activities)	Direction & talking to a bus conductor	Take a public transportation (bus) trip from the orphanage to the IIWC office, then go back	To do real practice on the field, go by bus, talk to a bus conductor & give a direction	
4	Addressing people, cooking, talking, drinking	<ol style="list-style-type: none"> <li>1. Address titles and pronouns</li> <li>2. Cooking and ingredients</li> <li>3. Simple sentences</li> <li>4. Drinks</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting to native Indonesian(s) based on the appropriate time &amp; pronouns</li> <li>2. Cooking with children at the orphanage</li> <li>3. Telling activities in a conversation</li> <li>4. Offering drinks to a</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice addressing people</li> <li>2. Practice &amp; talk to children about cooking</li> <li>3. Use very simple sentences</li> <li>4. Offer &amp; ask for a drink</li> </ol>	Make a list of Indonesian unfamiliar vocabulary, phrases and sentences



			guest / a friend & requesting a drink to a friend		
5	Colors, telling activities	1. Colors 2. Past, present and future	1. Mentioning colors of things around 2. Telling activities in the past, present & future	1. Mention colors 2. Tell activities in the past, present & future	Continuing to make a list of Indonesian unfamiliar vocabulary, phrases and sentences
6	Questioning & shopping	1. Ask questions 2. Shopping	1. Asking for price 2. Shopping needed things at Indomaret	1. Ask for price of items 2. Do real shopping practice	
7	<b>Mid Evaluation</b>				
8	Family & school	1. Family members. 2. Activities at	1. Talking to children at the orphanage about	1. Talk to children about their family	

		school.	family 2. Talking to children about school activities	2. Talk to children about their school activities	
9	Food	Ordering food	Going outside to have meals & ordering food	Order foods	Giving an assignment (make any conversation with children in any topics)
10	Printing photos I	How to print photos at a photo shop (vocabulary & dialogue)	Constructing vocabulary to print photos at a photo shop, then practicing a created dialogue and doing roleplay	Know vocabulary, practice a dialogue & roleplay about printing photos at a photo printing shop	
11	Printing photos	Printing photos at a	Printing photos at a	Do real practice on the	

	II (outdoor activities)	photo printing shop	photo printing shop (real practice)	field to print photos at a photo printing shop	
12	<b>Final Evaluation</b>				



Obligations between the instructor and the student are mentioned in this part. The instructor has a role and is responsible to run the course by teaching and providing the process of learning. The instructor's role as a task is to interact with students in ways that enable them to acquire new information, practice new skills, reconfigure what they already know, and recognize what they have learned (B. G. Davis, 1993) in (O'Brien, Milles and Cohen 2008 : 4). So the instructor provides teaching techniques which are used as tools to teach and interact with the student as patterns of communication. Activities are provided for the student to apply the learning which includes in the course outline in the column of situation in real life. The process of learning is established with the foundational of knowledge that the learner learns from the beginning up to the end of the course. The learning process is elaborated in the course outline in the column of topics.

As for the student's responsibility, she is responsible for her learning process. It was done by doing the assignments as mentioned in the section of course outline in the column of assignments.

Dealing with respecting behavioral codes from academic dishonesty, the student has to be responsible and does the assignments based on the expected result and done on the due dates and giving responsibilities to the learner in order to control the learning. That way can be done by giving assignments to the learner.

<b>Obligation between</b>	Both the instructor and the student are expected
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<p><b>the Instructor and the Student</b></p>	<p>to be cooperative and responsible in each activity, assignment and part of the course.</p> <p>The instructor has a task to interact with the student in ways that enable them to acquire new information, practice new skills, reconfigure what they already know and recognize what they have learned. The instructor provides learning activities; they can be like drilling pronunciation, providing vocabulary, creating dialogues, doing role plays, practicing on the field for outdoor class and giving homework.</p> <p>The student is encouraged to discuss information and concepts covered in the class with the instructor and assignments should be carried out as expected to improve the student's skills.</p>
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Critical logistics are provided in order to know the needed items which should be included in the syllabus and can be presented in the table of content of the syllabus.

<b>Critical</b>	include:
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<b>Logistics</b>	<ul style="list-style-type: none"> <li>• Table of content</li> <li>• Instructor information</li> <li>• Student information</li> <li>• Letter to the students and teaching philosophy statement</li> <li>• Course rationale</li> <li>• Course description</li> <li>• Course objectives</li> <li>• Course outline</li> <li>• The signification within the course</li> <li>• Obligation between the instructor and the student</li> <li>• Assessment</li> <li>• Resources</li> <li>• How to succeed in this course</li> </ul>
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The following is the table of content in the syllabus.

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The following is the instructor information

<b>Instructor Information</b>	Organization : Indonesia International Work Camp (IIWC)
	Period : February - March 2010, 12 Meetings (18 hours)
	Location : Faimatuzzahro Orphanage, Semarang Central Java Indonesia
	Address : Dukuh Juwono RT 02 RW 03, Kelurahan Mangunharjo, kecamatan Tembalang Kota Semarang.
	Instructor : Laily Nur Affini, S.Pd
	Office : Jl. Jembawan Raya No.8, 2nd floor PKBI Jawa Tengah, Semarang Central Java Indonesia 50145
	E-mail : <a href="mailto:iiwcindonesia@hotmail.com">iiwcindonesia@hotmail.com</a>
	Phone : +62-24-7603503



	Fax : + 62-24-7601989  How to contact the instructor:  Office hours : Drop-in or by appointment  E-mail : laily_naffi@yahoo.com  Cell Phone : +6285225369837  Course URL : www.k12lessonplans.com/lailynaffi
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The following is the student information

<b>Student information</b>	Name : Yurie Takahashi  Project site : Fatimatu Zahro Ophanage, Semarang Central Java Indonesia  Address : Dukuh Juwono RT 02 RW 03, Kelurahan Mangunharjo, kecamatan Tembalang Kota Semarang.  Mobile : +6285727651629
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The following is letter to the students and teaching philosophy statement

letter to the students and teaching philosophy statement	I am so pleased that you are in my composition I class. My goals as an instructor are to inspire my student to learn and to challenge them to reach their fullest potential. To help my students achieve these goals, I embrace the following philosophy regarding
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	<p>teaching.</p> <ol style="list-style-type: none"><li>1. As an instructor in this course, I have committed to teach students I have not students I wish I had.</li><li>2. I take my role in the learning process seriously. I want my student to know that I am personally invested in their success or failure because I care very deeply that they learn.</li><li>3. I believe that I should continuously improve my teaching skills and the content of my courses. This includes keeping the materials current based on the learners needs and practice in the reality.</li><li>4. I cannot just <i>go</i> into a class; I have to <i>get</i> into it.</li><li>5. Teaching is something I do <i>with</i> students, not something I do <i>to</i> them.</li><li>6. A class day is wasted if I haven't smiled and laughed with you.</li><li>7. If I want to be free and happy in teaching, I have to sacrifice routine and boredom.</li><li>8. I will focus on the student and his/her learning and worry about the subject and teaching later.</li><li>9. I do not enter the classroom expecting students to fail. I expect them to learn and succeed. I try and help each student expect that of him or</li></ol>
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	<p>herself.</p> <p>10. Every student starts with a clean slate. I strive not to judge students by anything other than their contribution to today's class.</p> <p>11. I care about every student. It is OK to be disappointed in or even frustrated with their lack of effort or success, but I will not stop caring about them as people.</p>
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The logistics for course rationale, course description, course objectives and course outlines and obligation between the instructor and the student are mentioned previously in the part of syllabus design procedure.

The following is the significant within the course:

<p><b>The Significant within the Course</b></p>	<p>Speaking is the skill taught and learned in this course, basic information about Indonesian pronunciation is taught in the beginning of the course, and then basic vocabulary and phrases are gained. After that, phrases and sentences can be provided both from the instructor and by the assignments done by the student. Questions and answers are provided and drilling methods, role play used and then field practices are applied. After the field practices are done in real life communication with the community</p>
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	and it is believed to bring a significant impact to the learner that is able to run the learner's daily activities and communicate with the local community.
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Resource(s) of the course:

Resource(s)	Tim Penyusun Buku Pelajaran BIPA - FSUI. (1996). <i>SEHARI-HARI DENGAN BAHASA INDONESIA Tingkat Dasar Edisi 2</i> . CV Rahmah Grafika.
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The following is the description on how to succeed in this course.

<b>How to succeed in this course</b>	<p>The assignments which are carried out as expected will support the student to improve the student's speaking skills. So by the end of the course, the student will accomplish basic skill communication in speaking Indonesian. Student can study the materials which have been learned in the previous meeting and also provide questions to be discussed the instructor.</p> <p>The learning activities are not just conducted in the class, but to explore and experience the outside class regarding with application from the learning materials which are acquired. The student is suggested to practice conversations with local community, talking about any topics.</p>
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Assessment and evaluation are provided to inform the student on how the student would be assessed. Assessment is taken from assignments, role play, mid and final test which the each item has different percentages to be calculated in order to find the final mark. Evaluation is conducted at the end of the each meeting and final meeting. The grading system in the assessment shows in the table below.

<b>Grade</b>	<b>Percentage Score</b>	<b>Description</b>
A	94 – 100%	Exemplary
A-	90 – 93 %	Excellent
B+	87 – 89%	Very good
B	84 – 86%	Good
B-	80 – 83%	Satisfactory
C+	77 – 79%	Satisfactory
C	73 – 76%	Acceptable
C-	70 – 72 %	Marginally acceptable
D+	67 – 69%	Marginally acceptable
D	63 – 66%	Pass
D-	60 – 62%	Minimal Pass
F	Below 60%	Fail

The areas of scoring are weighted based as follow:

<b>Areas of scoring</b>	Your final grade will be based upon the
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	following categories of assessment:
	1) Assignments = 15%
	2) Role play = 20%
	3) Mid Test = 25%
	4) Final Test =40%
	<b>(Total = 100%)</b>

### Evaluation

<b>Evaluation</b>	Evaluation is done in each meeting, in the end of the meeting. The instructor gives comment about the student learning and things which are still should be improved as the correction. Mid and final evaluation are also done. Then self assessment is done in the last meeting, in end of the course.
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The whole steps are completely composed and the syllabus is ready to be used and attached in the appendices.

If later, there are changes that another learner wants to learn and which is different from the available syllabus, then the syllabus can be revised. The way the syllabus is revised is by returning to the phase of setting well-developed rationale and continues the same steps.

After the learner's learning needs are figured out and the syllabus is finished to design, the researcher continues to make the follow up innovation

that is to develop and create the teaching materials which are based on the learning needs mentioned in the course outline of the syllabus. The teaching materials are gained from the learning context, based on the learner needs and the contextual field of the project site. The context is then considered further to be construct in sequence becoming materials taught and learned. The materials are created as an authentic form compiled and modified, then they are provided as a teaching-learning handout. The handout is attached in the appendices.

### **1. The authentic materials development**

After the learner's learning needs are figured out and the syllabus is finished to design, the researcher continues to make the follow up innovation that is to develop and create the teaching materials which are based on the learning needs mentioned in the course outline of the syllabus. The teaching materials are gained from the learning context, based on the learner needs and the contextual field of the project site. The context is then considered further to be construct in sequence becoming materials taught and learned. The created materials are authentic, and then they are provided structured and made to be a book, used as a teaching-learning handout. The handout is attached in the appendices.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### C. Conclusions

This part discusses the findings of this research as related to the literatures. The first section conveys about the learner needs in learning speaking Indonesian. The second explains about the composition of the learner's learning needs in the course program of speaking Indonesian which is documented in a form of syllabus, where the learning contents in syllabus are negotiated with the learner. The third part explains about the composition of the learning learner's needs to be developed and created to become a handout used for the teaching-learning in that program. Then the last section states about an implication and a suggestion.

The learner needs to be able to speak Indonesian with children who stay at the orphanage and with Indonesian natives.

The learner needs analysis are then collected as the information which is investigated further made as the learning materials and then documented to be a syllabus of individual negotiated learning program in speaking Indonesian. The syllabus design employed a learner-centered approach. The syllabus design adopts one of the syllabus types suggested by Davis (1976) and the type of the syllabus is type B. A *learning-centered approach* adopted in the syllabus design as the basic and major consideration theories. The syllabus prioritizes learners' needs in learning a second or foreign language and



employed the process the learning – centered perspective in designing the syllabus. This syllabus is also categorized into integrated syllabus which consists of competency syllabus linked to skill, functional, situational, topical and task syllabus.

The composition of the teaching materials is made as an authentic product as a handout, used for in teaching-learning course program.

This research has an implication from the existence of the Indonesian speaking syllabus. The syllabus can provide a grip in teaching, especially for the following IWC Indonesian instructors who will teach at the orphanage of Fatimatu Zahro. It is suggested to the instructor to study and consult the syllabus in advance before starting teaching. By consulting the syllabus, it will become a useful starting point which can help the instructor in surveying the existing situation.

#### **D. Suggestions**

There are additional findings in this research apart from those limited by the scope of the study. The findings are about the learner's listening skill and the pronunciation in Indonesian. One of the problems is that the learner had a mistake in catching alveolar sounds of "t" and "d". It was proven when the instructor dictated the learner to write down "putih", and then it was written "pudih". From the issues mentioned above, it is suggested to other researchers to investigate further and then can be contributed as well to knowledge of applied linguistics.

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[www.unesco.org/ccivs](http://www.unesco.org/ccivs)



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<http://www.howtothings.com/hobbies/a4578-how-to-write-a-bibliography.html>

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## Speaking – Indonesian

*Novice*

Use it or Forget it

### Instructor Information

Organization : Indonesia International Work Camp (IIWC)  
Period : February - March 2010, 12 Meetings (18 hours)  
Location : Faimatuzzahro Orphanage, Semarang Central Java Indonesia  
Address : Dukuh Juwono RT 02 RW 03, Kelurahan Mangunharjo, kecamatan Tembalang Kota Semarang.

Instructor : Laily Nur Affini, S.Pd  
Office : Jl. Jembawan Raya No.8, 2nd floor PKBI Jawa Tengah, Semarang Central Java Indonesia 50145  
E-mail : [iiwcindonesia@hotmail.com](mailto:iiwcindonesia@hotmail.com)  
Phone : +62-24-7603503  
Fax : + 62-24-7601989

### How to contact the instructor

Office hours : Drop-in or by appointment  
E-mail : [laily\\_naffi@yahoo.com](mailto:laily_naffi@yahoo.com)  
Cell Phone : +6285225369837  
Course URL : [www.k12lessonplans.com/lailynaffi](http://www.k12lessonplans.com/lailynaffi)

### Student information

Name : Yurie Takahashi  
Project site : Fatimatuzzahro Ophanage, Semarang Central Java Indonesia  
Address : Dukuh Juwono RT 02 RW 03, Kelurahan Mangunharjo, kecamatan Tembalang Kota Semarang.  
Mobile : +6285727651629

### **Letter to the students and teaching philosophy statement**

I am so pleased that you are in my composition I class. My goals as an instructor are to inspire my student to learn and to challenge them to reach their fullest potential. To help my students achieve these goals, I embrace the following philosophy regarding teaching.

12. As an instructor in this course, I have committed to teach students I have not students I wish I had.
13. I take my role in the learning process seriously. I want my student to know that I am personally invested in their success or failure because I care very deeply that they learn.
14. I believe that I should continuously improve my teaching skills and the content of my courses. This includes keeping the materials current based on the learners needs and practice in the reality.
15. I cannot just *go* into a class; I have to *get* into it.
16. Teaching is something I do *with* students, not something I do *to* them.
17. A class day is wasted if I haven't smiled and laughed with you.
18. If I want to be free and happy in teaching, I have to sacrifice routine and boredom.
19. I will focus on the student and his/her learning and worry about the subject and teaching later.
20. I don ' t enter the classroom expecting students to fail. I expect them to learn and succeed. I try and help each student expect that of him or herself.
21. Every student starts with a clean slate. I strive not to judge students by anything other than their contribution to today' s class.
22. I care about every student. It is OK to be disappointed in or even frustrated with their lack of effort or success, but I will not stop caring about them as people.

### **Course Rationale**

This course is held for IWC foreign volunteers to provide basic communication skills in basic speaking Indonesian to communicate with local partners and the community (native Indonesians).

The course structure involves teaching and learning. How the instructor teaches in this course is by adapting some teaching techniques in teaching a foreign language. The teaching techniques employed are; the direct method, the audio-lingual method, Total Physical Respond (TPR) and communicative language teachings (CLT). The other teaching methods and techniques can be employed adjusted on the achievements based on the materials taught and English is frequently used as the medium instruction during the teaching-learning process.

With the help from the instructor, student is pleased to figure out the learning strategies as ways to facilitate and improve their progress in developing the foreign language learned which the student finds the best ways in learning during the course. The learning strategies employed can be like; reviewing well and employing action, practicing, centering the learning, arranging and planning the learning, evaluating the learning, asking questions and cooperating with others, etc.

Each Learner has different styles in learning. The learner can determine the learning styles and then the instructor will adapt the teaching to the preference of the learner's learning style in order to achieve best learning result during the course. The learning styles can be visual or auditory style, but in this syllabus the learner tends to have the auditory style since the learner learns best when practicing Indonesian sound, the teacher explain everything and tell mistakes, and the learner learns good when learning Indonesian words by hearing Indonesian natives.

### **Course Description**

In this course, the student learns how to speak in Indonesian and communicate with Indonesian people in different situations in daily life. The student does activities in and outside class. The student gets prior learning activities in class delivered by the instructor like role play and drilling in order to be applied later in outside class as the field practice. In order to achieve the learning outcomes, the student should be eager and outgoing when practicing with the community members in real situations. The instructor gives assignments to the student, which the student is assumed to carry out. The student can negotiate tasks and the contents of the meetings to the instructor.

### **Course objectives**

By the end of this course, students will be able to:

23. Distinguish and pronounce the letters of the alphabet and pronounce Indonesian correctly in conversations (as the likes of an Indonesian).
24. Use and pronounce the numbers in conversations, activities and transactions that occur in real situations accurately.
25. Pronounce the names of the days and months in every conversation correctly.
26. Use greetings with Indonesians in a culturally appropriate manner.
27. Demonstrate self introduction with members of the community as is necessary.
28. Read and tell the time and clock as intended in the conversation correctly.
29. Demonstrate common question words clearly.
30. Express oneself in a conversation appropriately.
31. Explain in a conversation clearly and do real practice in the field about asking for and giving directions.
32. Tell directions about a destination to a bus conductor clearly when taking a bus.

33. Distinguish and practice addressing people with their appropriate titles.
34. Use vocabulary about cooking and ingredients when talking to children clearly.
35. Use simple sentences in conversations correctly.
36. Practice conversations about ordering foods and making drinks simply.
37. Indicate and use colors accurately.
38. Use the past, present and future correctly.
39. Ask questions in conversations correctly.
40. Do shopping in a mini market.
41. Tell daily activities in conversation correctly.
42. Tell about family members in conversation correctly.
43. Tell about school activities in conversation simply.
44. Have photos printed at a photo printing shop.

### Course Outlines

	<b>AREAS</b>	<b>TOPICS</b>	<b>SITUATION IN REAL LIFE</b>	<b>LANGUAGE FUNCTION (student(s) will learn to)</b>	<b>Assignments</b>
1	Pronunciation, counting, days & months, greetings, introductions.	6. The alphabet and the pronunciation of Indonesian 7. Numbers 8. Days and months 9. Greetings and more greetings 10. Self introductions	6. spelling 7. counting money 8. mentioning days & months in a conversation 9. greetings in Indonesian times & greeting Indonesian people 10. Introducing oneself to someone	6. Spell the alphabet 7. Mention numbers and counting money in a transaction 8. Mention the names of days & months 9. Greet in a culturally appropriate manner 10. Introduce one self	
2	Time, asking,	6. Mention times	6. Telling time	6. Tell time	

	saying yes / no, directions, talking to a bus conductor	and read the clock 7. Common question words 8. Express yourself 9. Give directions 10. How to talk to a bus conductor	7. Constructing questions in a conversation 8. Giving statement yes/ no in a conversation 9. Telling where to go 10. Going by bus & telling a direction to go to a bus conductor	7. Construct common questions 8. Express oneself in giving statement “yes” / “no” 9. Give directions 10. Practice in a dialogue in role play going by bus & give direction to a bus conductor	
3	Going by bus (outdoor activities)	Direction & talking to a bus conductor	Take a public transportation (bus) trip from the orphanage to the IWC office, then go back	To do real practice on the field, go by bus, talk to a bus conductor & give a direction	
4	Addressing people, cooking, talking very simply, drinking	5. Address titles and pronouns 6. Cooking and ingredients 7. Simple sentences 8. Drinks	5. Greeting to native Indonesian(s) based on the appropriate time & pronouns 6. Cooking with children at the orphanage 7. Telling activities in a conversation 8. Offering drinks to a guest / a friend & requesting a drink to a friend	5. Practice addressing people 6. Practice & talk to children about cooking 7. Use very simple sentences 8. Offer & ask for a drink	Make a list of Indonesian unfamiliar vocabulary, phrases and sentences
5	Colors, telling activities	3. Colors 4. Past, present and future	3. Mentioning colors of things around 4. Telling activities in the past, present & future	3. Mention colors 4. Tell activities in the past, present & future	Continuing to make a list of Indonesian unfamiliar vocabulary, phrases

					and sentences
6	Questioning & shopping	3. Ask questions 4. Shopping	3. Asking for price 4. Shopping needed things at Indomaret	3. Ask for price of items 4. Do real shopping practice	
7	<b>Mid Evaluation</b>				
8	Family & school	3. Family members. 4. Activities at school.	3. Talking to children at the orphanage about family 4. Talking to children about school activities	3. Talk to children about their family 4. Talk to children about their school activities	
9	Food	Ordering food	Going outside to have meals & ordering food	Order foods	Giving an assignment (make any conversation with children in any topics)
10	Printing photos I	How to print photos at a photo shop (vocabulary & dialogue)	Constructing vocabulary to print photos at a photo shop, then practicing a created dialogue and doing roleplay	Know vocabulary, practice a dialogue & roleplay about printing photos at a photo printing shop	
11	Printing photos II (outdoor activities)	Printing photos at a photo printing shop	Printing photos at a photo printing shop (real practice)	Do real practice on the field to print photos at a photo printing shop	
12	<b>Final Evaluation</b>				

### **The Significant within the Course**

Speaking is the skill taught and learned in this course, basic information about Indonesian pronunciation is taught in the beginning of the course, and then basic vocabulary and phrases are gained. After that, phrases and sentences can be provided both from the instructor and by the assignments done by the student. Questions and answers are provided and drilling methods, role play used and then field practices are applied.

After the field practices are done in real life communication with the community and it is believed to bring a significant impact to the learner that is able to run conversation the learner's daily activities and communicate with the local community.

### **Obligation between the Instructor and the Student**

Both the instructor and the student are expected to be cooperative and responsible in each activity, assignment and part of the course.

The instructor has a task to interact with the student in ways that enable them to acquire new information, practice new skills, reconfigure what they already know and recognize what they have learned. The instructor provides learning activities; they can be like drilling pronunciation, providing vocabulary, creating dialogues, doing role plays, practicing on the field for outdoor class and giving homework.

The student is encouraged to discuss information and concepts covered in the class with the instructor and assignments should be carried out as expected to improve the student's skills.

### **Assessment**

Grading:

<b>Grade</b>	<b>Percentage Score</b>	<b>Description</b>
A	94 – 100%	Exemplary
A-	90 – 93 %	Excellent
B+	87 – 89%	Very good
B	84 – 86%	Good
B-	80 – 83%	Satisfactory
C+	77 – 79%	Satisfactory
C	73 – 76%	Acceptable
C-	70 – 72 %	Marginally acceptable
D+	67 – 69%	Marginally acceptable
D	63 – 66%	Pass
D-	60 – 62%	Minimal Pass
F	Below 60%	Fail



Areas of scoring:

Your final grade will be based upon the following categories of assessment:

- 5) Assignments = 15%
- 6) Role play = 20%
- 7) Mid Test = 25%
- 8) Final Test = 40% (**Total = 100%**)

### **Evaluation**

Evaluation is done in each meeting, in the end of the meeting. The instructor gives comment about the student learning and things which are still should be improved as the correction. Mid and final evaluation are also done. Then self assessment is done in the last meeting, in end of the course.

### **Resources**

Tim Penyusun Buku Pelajaran BIPA - FSUI. (1996). *SEHARI-HARI DENGAN BAHASA INDONESIA Tingkat Dasar Edisi 2*. CV Rahmah Grafika.

### **How to succeed in this course**

The assignments which are carried out as expected will support the student to improve the student's speaking skills. So by the end of the course, the student will accomplish basic skill communication in speaking Indonesian. Student can study the materials which have been learned in the previous meeting and also provide questions to be discussed the instructor. The learning activities are not just conducted in the class, but to explore and experience the outside class regarding with application from the learning materials which are acquired. The student is suggested to practice conversations with local community, talking about any topics.

# Bahasa Indonesia: A Programmed Course for Novice



Laily Nur Affini

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<b>Unit</b>	<b>Lesson</b>	<b>Language Function (Students will learn to)</b>	<b>Page</b>
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3	Days and months	Pronounce the names of the days and months	5
4	Greetings	Use greetings with Indonesians in a culturally appropriate manner	6
5	Self introduction	Demonstrate self introduction	6
6	Time & Clocks	Read and tell the time and clock	7
7	Common questions words	Demonstrate common question words	8
8	Expressing self	Express oneself	9
9	Typical first encounters conversation	Use the questions and answers in typical first encounters conversation	9
10	Going by bus	Give direction to a destination	10
11	Addressing people	Address people with their appropriate titles	10
12	Cooking	Recognize vocabulary about cooking and ingredients	11
13	Simple talk	Building simple sentences	13
14	Colors	Indicate colors	13
15	Telling activities	Past, present, future	14
16	Shopping	Demonstrate shopping	15
17	Family members	Tell about family members in conversation	16
18	Activities at school	Tell about school activities in conversation	17
19	Ordering foods	Ordering foods	18
20	Printing photos	Have photos printed at a photo printing shop	19

## Unit 1: Alphabet & the pronunciation in Indonesian

The following chart shows the Indonesian Pronunciation corresponds to English.

Indonesian	Example
A	Father
B	Ball
C	Child
D	Doll
E	open OR egg
F	fan
G	go
H	hat
I	Feet
J	jump OR fudge
K	Key
L	Lamp
M	Map
N	Not
O	Vote
P	Pay
Q	Key
R	rolled "rrrr"
S	Sun
T	Top
U	Fool
V	Vote
W	Water
X	taxi
Y	Yellow

Z	Zoo
---	-----

## Unit 2: Numbers

Digit	Indonesian	English
1	satu	one
2	Dua	Two
3	Tiga	Three
4	Empat	Four
5	Lima	Five
6	Enam	Six
7	Tujuh	Seven
8	Delapan	Eight
9	Sembilan	Nine
10	Sepuluh	Ten

Big Numbers	
Indonesian	English
11 = sebelas 12 = dua belas 13 = tiga belas 14 = empat belas 15 = lima belas 16 = enam belas 17 = tujuh belas 18 = delapan belas 19 = Sembilan belas	For <i>teens</i> use <b>belas</b>
10 = sepuluh 20 = dua puluh 30 = tiga puluh	For <i>tens</i> use <b>puluh</b>

40 = empat puluh 50 = lima puluh 60 = enam puluh 70 = tujuh puluh 80 = delapan puluh 90 = Sembilan puluh	
100 = seratus 200 = dua ratus 300 = tiga ratus 400 = empat ratus 500 = lima ratus 600 = enam ratus 700 = tujuh ratus 800 = delapan ratus 900 = Sembilan ratus	For <i>hundreds</i> use <b>ratus</b>
1000 = seribu 2000 = dua ribu 3000 = tiga ribu 4000 = empat ribu 5000 = lima ribu 6000 = enam ribu 7000 = tujuh ribu 8000 = delapan ribu 9000 = sembilan ribu	For <i>thousands</i> use <b>ribu</b>

### Unit 3: Days and Months

#### Days

Indonesian	English
Minggu	Sunday

Senin	Monday
Selasa	Tuesday
Rabu	Wednesday
Kamis	Thursday
Jumat	Friday
Sabtu	

### MONTHS

Indonesian	English
Januari	January
Februari	February
Maret	March
April	April
May	May
June	June
July	July
Agustus	August
September	September
Oktober	October
November	November
Desember	December

### Unit 4: Greetings

Indonesian	English
Pagi	Morning (from early morning to about 10:00 – 11:00 AM)
Siang	Day time (from about 10:00 – 11:00 AM to 3:00 PM)

Sore	Afternoon – (From about 3:00 PM)
Malam	Evening or night - From dusk to sunrise
Selamat pagi	Good morning
Selamat siang	Good day
Selamat Sore	Good afternoon
Selamat malam	Good evening or night
Apa kabar	How are you?
Halo	Hello
Hai	Hi

## Unit 5: Self Introduction

Indonesian	English
Nama	Name
Saya	I or my
Dari	From
Jepang	Japan
Kenal	Kenal
Senang	Happy
Dengan	With
Anda	you
Lengkap	Complete
acquainted	berkenalan

### Short introduction:

Nama saya Yurie.

Nama Lengkap saya Yurie Takahashi.

Saya dari Jepang.





Kapan	When
-------	------

**Example:**

Apa ini?	What is this?
Kenapa dia marah?	Why is she upset?
Mengapa dia mengis?	Why is she crying?
Mengapa kamu tidak makan?	Why don't you eat?
Di mana kamu?	Where are you?
Dimana buku saya?	Where's my book?
Dimana pensil kamu?	Where's your pencil?
Kamu mau pergi ke mana?	Where do you want to go?
Siapa kamu?	Who are you?
Siapa dia?	Who is she?
kamu suka yang mana?	Which one do you like?
Kapan kamu akan makan?	When will you eat?
Kapan kamu akan pulang?	When will you go home?
Kapan kamu beli itu?	When did you buy it?
Berapa harganya?	How much is it?
Kamu punya pensil berapa?	How many pencils do you have?

**Unit 8: Expressing Self**

Indonesian	English
Mau	Want
Suka	Like
Tidak	No
Ya or iya	Yes
Lain kali	Next time

Yang lain	Another
Jangan	Don't
Bukan	Not (as in that is not...)
mungkin	maybe
boleh	please

## Unit 9: Typical first encounters conversation

Indonesian	English
Apa kabar?	How are you?
Kabar baik	I'm fine
Siapa nama anda?	What's your name?
Nama saya.....	My name is.....
Mau kemana?	Where are you going?
Jalan-jalan	Out and about
Saya mau pulang	I want to go home
Apa pekerjaan anda?	What do you do?
Saya mahasiswa	I'm a university student
Anda berasal dari mana?	Where are you from?
Saya dari....	I come from....
Maaf	sorry
Tidak apa-apa	It's ok
Mari	Excuse me
Terimakasih	Thank you

## Unit 10: Going by Bus

Indonesian	English
Saya mau ke...	I want to go to....
Kiri pak/ berhenti pak	Please stop
Berapa pak?	How much sir?
Terimakasih	Thank you
Ini uangnya	This is the money

## Unit 11: Addressing People

Indonesian	English
Pak or bapak	Sir
Bu or ibu	Maam or mother
Mbak (commonly used javanese call for big sister)	Sister
Mas (commonly used Javanese call for big brother)	Brother
Kakak	Big brother or sister
Adik	little brother or sister
dia or ia	She or he
nenek	Grand mother
kakek	Grand father
Anda	You, your, yours (formal)
kamu	You, your, yours (informal and commonly used)
saya	I, me, mine (formal)
Aku	I, me, mine (informal)
kalian	You all
Mereka	They

Kita	We, us, our, ours
kami	Us, us, our, ours

## Unit 12: Cooking

Indonesian	English
Meja	Table
Makan	To eat
Meja makan	Dining table
Belanja	Shopping
Memasak	To cook
Menyajikan	To serve
Makanan	Food
Garpu	Fork
Sendok	Spoon
Ceret	Kettle
Wajan	Wok
Kulkas	Refrigerator
Kompor	Stove
Panci	Pan
Pedas	Spicy
Manis	Sweet
Asin	Salty
Pahit	Bitter
Panas	Hot
Dingin	Cold
bawang merah	Red Onion

bawang putih	Garlic
Wortel	Carrot
Terong	Eggplant
Garam	Salt
Bawang Bombay	Onion
Gula	Sugar
Gula merah	Red sugar
Teh	Tea
Kopi	Coffee

### Unit 13: Simple Talk (building simple sentences)

There are several patterns to build sentences in Indonesian. The following pattern is a pattern which is simply used.

**Subject + Verb ± explanation**

**Example:**

Saya	tidur	
Puji	Pergi	ke Estonia
Nunung	minum	
Ismi	main	diluar
Mereka	berdansa	

### Unit 14: Colors

English	Indonesian
Red	Merah
White	Putih
Black	Hitam
Blue	Biru

Yellow	Kuning
Chocolate	Coklat
Green	Hijau
Orange	Oranye
Purple	Ungu
Grey	Abu - abu
Indonesian use the words “tua” meaning old and “muda” meaning young, to indicate dark and light colors.	
Pink	Merah muda
Dark red	Merah tua
Light blue	Biru muda
Dark blue	Biru tua

### Unit 15: telling activities (past, present, future)

English	Indonesian
Already (something that has happened in the past)	Sudah
Still (indicate we are in the middle of doing something)	Sedang
Still (indicate we are in the middle of doing something)	Masih
Will (something that will happen in the future)	Akan

Example:

Saya sudah belajar.

I have studied.

Dimas sudah tidur.

Dimas has slept

Lely sedang belajar.	Lely is studying.
Dia sedang berfikir.	He's thinking.
Catur akan datang.	Catur will come.
Citra akan pulang ke Kalimantan.	Citra will go back to Kalimantan.

## Unit 16: Shopping

Indonesian	English
Harga	Price
Mahal	Expensive
Terlalu mahal	Too expensive
Murah	Cheap
Toko	Shop
Jual	Sell
Penjual	Seller
Beli	Buy
Pembeli	Buyer
Bayar	Pay
Uang	Money
Uang kembalian	Change
Punya	To have
Kartu kredit	Credit card
Bisa saya bayar dengan kartu kredit?	Can I pay with a credit card?
Ukuran	Size
Besar	Big
Kecil	Small
Lebih	more



lebih besar	Bigger
Lebih kecil	smaller
Celana	Pants
Baju	Shirt or tshirt
Sepatu	Shoes
Telur	Egg
Mie	Noodle
Obat nyamuk elektrik	Electronic mosquito repellent
Obat nyamuk semprot	Mosquito spray
Handuk	towel

## Unit 17: Family Members

Indonesian	English
Bapak	Fatther
Ibu or bu	Mother
Kakak	Big brother or sister
Adik	Little brother or sister
Tante	Auntie
Paman	Uncle
Kakek	Grand father
Nenek	Grand mother
Kakek buyut	Great grand father
Nenek buyut	Great grand mother
Sepupu	Cousin
Kemenakan Laki-laki	Nephew
Kemenakan Perempuan	Niece
Kakak tiri	Step big brother or sister

Adik tiri	Step little brother or sister
Ayah tiri	Step father
Ibu tiri	Step mother

## Unit 18: At School

Indonesian	English
Belajar	Studying
Mengajar	teaching
Istirahat	Break time
Pelajaran	Lesson
Masuk	Enter a class
Selesai	Finish
Ekstra kulikuler	Extracurricular
Ujian	Examination
Liburan	Holiday
Gaduh	Noisy
Remidi	Remedial
Kantin	Canteen
Les	Course
pekerjaan	Home work
Olahraga	sports
Upacara	Ceremony
Siswa atau murid	Student
Guru	Teacher
Kepala sekolah	Head master

## Unit 19: Ordering Foods

Indonesian	English
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Rumah makan	Restaurant
Meja	Table
Kursi	Chair
Tolong	Help
Untuk	For
Tolong meja untuk empat orang	Table for four, please
Pesan	Order
Daftar makanan	Menu list
Spesial	Special
Istimewa	Special
Pedas	Spicy
Manis	Sweet
Sambal	Chili sauce
Terlalu	Too much
Selamat makan!	Bon appetite
Ayam	chicken
Ayam goreng	Fried chicken
Ayam bakar	Grilled chicken
Ikan	Fish
Sapi	Cow
Babi	Pig
Kepiting	Crab
Udang	Shrimp
sate	Satay
sayur	Vegetable
Bon	Bill
Kuitansi	Receipt
Bungkus	Wrap

Tolong tunggu sebentar	Please wait a little bit
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## Unit 20: Printing Photos at a Photo Shop

This is a dialogue between a shop assistant and a person who wants to print photos at a photo shop. Lely is the shop assistant and Yurie wants to print photos.

### Vocabulary

Picture/ photo = gambar

Shop assistant = pembantu toko

Choose = pilih

### Dialogue

Yurie : Selamat malam, saya mau cetak photo.

Lely : Bisa saya lihat kameranya?

Yurie : Ini (while handing over the digital camera to B).

Lely : Berapa gambar? (while showing the pictures)

Yurie : 8 gambar

Lely : Sudah ini saja?

Yurie : Ya

Lely : Ada lagi?

Yurie : Tidak ada

Lely : Sebentar ya mbak..

Yurie : Ya. Mbak, berapa lama saya tunggu?

Lely : 15 menit

Yurie : Berapa Harga satu lembar?

Lely : Rp. 1.300,-

(After 15 minutes)

Lely : Mbak Ini photonya, semuanya Rp. 10.400,-

Yurie : Ini uangnya, terimakasih (while paying)

Lely : Sama-sama.

