DEVELOPING A CONTENT-BASED SYLLABUS FOR STUDY PROGRAM OF ANTHROPOLOGY FACULTY OF CULTURAL STUDIES UNIVERSITAS BRAWIJAYA

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Abstract

This study is intended to develop a content-based syllabus for Study Program of Anthropology (SPA) at Faculty of Cultural Studies Universitas Brawijaya since this study program has not had a syllabus for English course yet. The developmental research is implemented when conducting this study. In this study, the syllabus was developed by using the educational research and development (R & D) from modified Borg and Gall (1983)'s theory following five steps: (1) needs analysis, (2) syllabus development, (3) expert validation, (4) try-out, and (5) final product.

The need analysis was conducted as the significant step in this research and therefore, it was done to find out the students’ needs and expectation in English course. The need survey was implemented to the fresh undergraduate students and the fifth semester students of SPA. The interview was also conducted to gain the exact situation need and the information on what those respondents expect to have syllabus of English course.

The syllabus implemented in English course used content-based approach which in line with Anthropology field. Regarding to the content-based approach, the syllabus contains a set of topics related to Anthropology program’s outcome covering tourism, media, and East Indonesia. The topics were presented in sixteen meeting included 2 quizzes, mid-term test, and final semester test. Moreover, the materials and the learning strategies were given in each meeting in relation with the topics. The syllabus concerns to reading, writing and speaking skills which in relation with the program’s outcome. To make the valid syllabus, the syllabus was validated by the expert of ESP syllabus from Universitas Brawijaya. After validating, it is tried out to the controlled English class and then revised until it becomes the final product.

The developed syllabus is designed by referring to the softskills on IQF’s parameters which are integrated in the learning strategies. The syllabus contains the course description, the course objective, the standard competence, the indicators, the learning objectives, the list of the topics or materials, the teaching strategies, the assessment, the teaching aids, and the time allotment. Moreover, the result of this study is accompanied by a unit sample and a lesson plan. Finally, for others who have interest in ESP syllabus, this syllabus can lead them to a further research either on different aspect of the same filed like developing English syllabus for Academic English 2 in SPA, or on other research development study in developing instructional materials.

Keywords: Learning English, Content-Based Syllabus, Anthropology.

INTRODUCTION

Universitas Brawijaya (UB) has attempted to increase a quality content of curricula for each study program in this institution since 2013 to meet the demands of an increasingly mobile and globalized
higher education sector. UB motivates all study programs to apply national and international curriculum-based syllabus as the efforts to increase the quality of education and Faculty of Cultural Studies contributes to this effort, it has been applying national standard properly and attempts to combine with international standard.

Faculty of Cultural Studies (FIB) is one of the new faculties in UB Malang. According to the decree of Rector number 0279A/SK/ 2009, FIB has ten study programs covering (1) Study Program of English Literature, (2) Study Program of Japan Literature, (3) Study Program of France Language and Literature, (4) Study Program of China Literature, (5) English Language and Education Department, (6) Study Program of Japan Education, (7) Study Program of Indonesia Language and Education, (8) Study Program of Anthropology, (9) Study Program of Fine Art, and (10) Master Program of Linguistics Study. From those programs, six of them have been born recently; and one of them is Study Program of Anthropology (SPA). According to the Decree of The Directorate General of Higher Education (DGHE) number 595/ E/ O/ 2011, Study Program of Anthropology (SPA) has carried out the learning process. Just like a newborn child who still works laboriously to walk or even speak, this program is also still working that way to conduct particularly teaching and learning activities. The teaching and learning process must include in determining the learning objectives, the materials, and determining the techniques and criteria of assessment. Those activities are involved in a syllabus design. Nevertheless, SPA has not had a syllabus yet especially in English course. Since the syllabus design is needed in a language course as Richards and Renandya (2002) stated a syllabus reflects a content of learning and teaching-learning process. Thus, the syllabus roles essentially in teaching and learning as a route map of the course (Robinson, 1991).

The syllabus is necessary for teachers especially for novice teachers in language course. Since it is intended to prepare all instructional stuffs needed at learning process, the lecturer will achieve the goal for each meeting. Moreover, the lecturer is able to plan and provide the materials, the various activities, and assessment which fit with the students’ needs. Although, the preparation does not guarantee successful learning, but teaching unprepared is often the beginning of disastrous learning. Therefore, both of the novice and experienced teacher need to design the syllabus for the sake of better learning.

Based on the observation and interview of the researcher with the students of SPA and the English lecturers, some problems exist in the teaching and learning processes of English in SPA. The problems appeared in the English class related to the absence of syllabus, different learning objectives for each lecturer, and assessment. As the result, they were able to inhibit the effectiveness of the teaching and learning process. Furthermore, they could not meet and cover the students’ need of the course which in turn reduces the students’ motivation in learning activity.

The absence of the syllabus gives bad impacts to the teaching and learning activities such as formulating the objective of the course, selecting the content, sequencing the learning activities, monitoring the goal, and administering the assessment. Moreover, it impacts in achieving the SPA vision and mission in which English is one of the tools. So, it is necessary to develop an English syllabus to be implemented as guidelines and manuals to run the teaching learning process effectively and efficiently. Meanwhile, the existence of syllabus will
also be beneficial for SPA in completing the document for accreditation process.

Regarding the availability of the syllabus in teaching and learning process, the syllabus also must reflect the national curriculum referring to conduct lifelong learning. According to presidential decree no. 8 year 2012, Indonesian Qualification Framework (IQF) which emphasizes on four parameters (1) moral and ethics, (2) work competences, (3) Knowledge comprehension, and (4) autonomy and responsibility, must be implemented into the higher education level. Therefore, this study attempts to integrate the syllabus with national curriculum’s parameters.

Dealing with developing syllabus, some researchers have conducted the study in the effort to fulfill the students’ need for English. Nurisma (2013) conducted a study on developing an English syllabus for the medical students of Brawijaya University. The result of the students’ need showed that the Medical students need to improve the ability to read various texts of medical science. Similar to Nurisma (2013), this study proposes a syllabus focuses on reading skill but this study also utilizes speaking and writing as the productive skills.

Anshori (2015) developed an English syllabus for Accounting Department at Darussalam University Ambon. The results of the study are a package of syllabus Lab. English Practice for Accounting Department, sample lesson plans, and course outline. The product researches were designed to adjust the character and needs of students in order to be applied by faculty and students in the learning process. Moreover, the syllabus provides four skills to be accomplished by the students. Both of the studies have shown that syllabus is necessary to be provided in English course to achieve the learning objectives and gain the institution’s goal in successful education.

Considering the existing problems having no standardized English syllabus in teaching and learning process in SPA, the researcher tends to develop an English syllabus for freshmen of SPA of Faculty of Cultural Studies UB. The proposed syllabus is expected to give contribution on the effectiveness of teaching and learning English. Moreover, this study is in relation to the SPA’s needs to enrich the knowledge and experiences in reading the literacy in Anthropology discipline. Therefore, this study concerns to develop content-based syllabus assigned to SPA.

**METHOD**

As this research is conducted to develop teaching syllabus, the suitable type of research is Research and Development (R&D). Latief (2011) defines R&D as a research design aimed at developing educational products, like curriculum, syllabus, text books, instructional media, modules, assessment instruments, etc. In other words, R&D creates a product as final output. In this study, the final output is the ESP syllabus which is used for Study Program of Anthropology (SPA) for Academic English 1 course.

This study applies adapted model of research and development proposed by Borg and Gall (1983) covers five steps; they are (1) need analysis (based on the first step), (2) syllabus development (simplified from the second and the third step), (3) expert validation (simplified from the fourth until sixth step), (4) try-out (simplified from the seventh and eighth step), and (5) Final product (based on the ninth step). While the last step was left out since the syllabus will be used by the English teacher in following year and the limited time of the study. While the process of validating the syllabus to the expert and trying-out, the syllabus needs to be revised after having validation and
trying-out. Considering the sake of the practicality, the adaptation of the design was implemented in this study. The stages of the research are described in **Figure 1.1**.

![Figure 1.1: The Adapted Model of Development (adapted from Borg & Gall, 1983)](image)

As it is a Research and Development (R&D), the first two steps of developing syllabus belong to Research process (R). The result of the research is used to develop the syllabus (D). Theoretical views of learning are very important for both, conducting the research and developing the syllabus.

**Research**

Before doing the research, the researchers conducted a preliminary study to know the learning and target situation, the researchers start from doing needs analysis. This step is conducted to know the student’s needs in learning English.

The need analysis was done in SPA by distributing questionnaires to the fresh undergraduate students and the fifth semester students to analyze students’ needs and expectations in the SPA. They were distributed to the fresh undergraduate students around 43 students who enroll in the university in the academic year 2015/2016, also distributed to the fifth semester students. The reason for choosing the first semester students to find out what language skills needs, to find out students’ level of proficiency, to identify a gap between what students can do and what they need to do, and to find out a specific problem students are facing (Richards, 2001). Whereas, distributing the questionnaires to the fifth semester students to evaluate the previous implemented English learning, to find out the problems appeared in English class, and the expectation of the students regarding the future needs.

Interview is also conducted in order to support the result of the questionnaires. The researchers interview with the Head of SPA, the Anthropology lecturers as the subject specialist, and English lecturers. Questionnaire and interview are very important as the researchers need to know: a) the preferable language skills; b) the objectives of the course; c) the expectations of the materials; d) the preferable classroom activities. The next step is developing the syllabus. It is done firstly by drawing up a written description of purpose which refers to find out the purposes of designing a syllabus. After getting the outcome of the SPA and the course, the designer determine the standard competence and basic competence of the course then determine the indicators which refers to Bloom’s taxonomy. Afterwards, the researcher determines the course outcomes based on the general objectives of SPA. Then they elaborate into learning objectives which determining the learning strategies, selecting the materials, and determining the test instrument.

**Model Development**

After determining the attitudes, wants, learning and teaching situation, skills,
and competency of the students of SPA, the researchers develop an English syllabus. The syllabus is appropriate for Anthropology field and it is developed based on Indonesian Qualification Framework (IQF)’s parameters. The syllabus contains the course description, the course objectives, the standard competence, the indicators, the materials, the learning strategies, the assessment, the teaching aids, and the time allotment. Moreover, this syllabus is designed by referring to the softskills based on the parameters in the National curriculum or IQF and applying Bloom’s taxonomy.

**Product Evaluation**

After producing the syllabus, the product must be validated to related expert and revising it to get quality assurance. In this step, the researcher assigns an expert to review the syllabus and to give valuable feedback and provides the rubric for assessing the product. The comments of the expert are used as the basis to revising the syllabus.

The steps of developing the syllabus are limited into revising the syllabus after having field testing in the class. Classroom observation is done to investigate the engagement of all students in class, the ability to receive and understand the given material, and the ability to do the instruction given by the lecturer.

**Finding**

The finding of the research based on the result of need analysis of the students’ responses to the questionnaires and the interviews with the Head of SPA, the SPA lecturers, and The English lecturers. The data analysis was conducted to gain the valuable information from the students and the purposes in acquiring the target course. Thus, the results of the analysis together with the suggestion and expectations from the students, the Head of SPA, the English lecturers, and the subject specialists were used as the basis of designing the proposed syllabus for SPA. The data collected were analyzed in a descriptive.

**Students’ Questionnaire**

Based on the result of the questionnaire filled by the students who have taken and are taking English course, reading, speaking and writing skills are more preferable as the output in learning English. Students think English reading skill can help them in comprehending the literacy which mostly written in English. Thus, reading activities cannot be avoided. Meanwhile, speaking and writing skills can accommodate their future needs in a job as a researcher or a lecturer. They need speaking ability at work as their medium of communication.

In terms of learning activity, most students prefer discussion. It is stated in the result of the questionnaire filled by the students. Besides, they also expect that the lecturer also applies presentation as the teaching method. The students can express their speaking ability by conducting structured presentation.

**Head of SPA’s Interview**

According to the result of interview with the Head of SPA expects to have high outcome of English competences at the end of the 4 year education. To strengthen the process of English course, it must be supported by good teaching and learning process. The head of SPA expects the learning strategies must be active, productive, and fun since English is a ‘ghost’ subject for most students. The activities in the English class must involve the students (student-centered) and promote them to be independent learner who can learn actively and produce something based on students’ comprehends.
Besides, the learning material must be considered in the teaching and learning process. The Head of SPA suggest to provide materials in relation with Anthropology field in order the students can understand well and apply English well in their field. In addition, by providing interactively learning strategies, it is also suggested by the stakeholder because this effort can motivate students to learn English well. Using video in learning is able to enhance the motivation of learning and the materials are more authentic.

**Lecturers’ Interview**

The result showed from the structured interview that the subject specialists expected English is a mean to understand the literacy in English and students are able to perform using English even in speaking or writing. Yet, many sources written in English were utilized by the lecturers in the class. This, of course, can be solved by enhancing the students to learn English more. Thus, the English course becomes a main point to achieve the sufficient learning process in SPA. In addition, they expect the English materials used must be related to the Anthropology subjects that will ease the students to encounter English materials through their field. However, the fact shows that the materials given to them so far indeed help them with their general English but not for Anthropology. Thus, the topics given must cover the Anthropology fields. Moreover, they expect the activities in the English class must involve the students (student-centered) and promote them to be autonomous learner. It means that the role of the lecturer is to facilitate the students to gain the information, to motivate, and to provide the feedback. So far, the English lecturer dictated and fed the students with grammar only and asked them to do the exercises. As a result, this learning strategy will not enhance the students’ English competence.

**The Expert’s Validation**

The data of the expert’s validation were collected from the feedback given. The expert who is a lecturer of Faculty of Cultural Studies Universitas Brawijaya is an expertise of ESP syllabus design. The experts’ validation sheet was handed in person in June 2016. The validation sheet contains several elements to be evaluated covering the indicators, the learning objectives, the material, the teaching and learning activities, the assessment, the course, and the time allotment. For exact explanation related to the syllabus, the researcher consulted directly to the expert. The expert’s feedbacks are in the form of descriptive qualitative data aimed at getting confirmation on the quality of the syllabus for the sake of the betterment.

Based on the feedback, it was found out that the expert responded to the way of writing the indicators, the availability of learning objectives column, the priority of language skill, and the existence of teaching aids column in the syllabus. However, she gave valuable written feedback in the form of suggestion related to no availability column for teaching aids in the column provided. Furthermore, the expert also gave another oral suggestion related to the feasibility of the objectives to be achieved related to the indicators and the materials given. Based on the inputs, therefore, necessary revisions were taken.

**DISCUSSION**

This discussion covers some points in the validation stage and the try-out. It also points out whether or not the product has been an answer to the issue at hand.

**The Final Product**

The final product of this study is the developed syllabus which has been revised based on the result of expert validation and try-out stage. This syllabus contains the course description,
the course objective, the standard competence, the basic competences, the indicators, the learning objectives, the list of the topics or materials, the teaching strategies, the assessment, the teaching aids, and the time allotment.

The syllabus is developed to cover the needs of English course in SPA. For that reason, the course in which the syllabus implemented is defined as Academic English 1 for fresh undergraduate students in SPA. The description of the course which is in line to the institution’s expectation formulates this course which comprises the four language skills of English (Listening, Speaking, Reading and Writing) but dominantly on reading as a receptive skill and speaking and writing as productive skills is particularly designed to teach the students knowledge of English in Anthropology. It provides some materials in Anthropology especially Tourism, Media and East Indonesia. The Academic English 1, as stated in the SPA’s curriculum, provides 16 meeting in which each meeting last for 150 minutes. This course focuses on improving reading skill, speaking and writing and also seasoning with the grammar materials. The total 16 meetings are included 14 meetings for regular class, 2 quizzes, mid-term test and final semester test.

Following the course description above, the course objective has already been set. The objective stated that by the end of this course, students are expected to effortlessly read ethnography texts and produce simple ethnography essays in English. In addition, the students are able to breeze access the English references. This objective is translated into standard competence and basic competences. Furthermore, this syllabus provides some indicators. The indicators were developed based on Bloom’s taxonomy at starting from the easiest level to the hardest level. Basically, the indicators reflect the learning objectives for each meeting. Moreover, the indicators are also regarded as the criteria in evaluating or assessing the students of SPA.

Meanwhile, the lists of the topics are derived from the needs analysis. The topics chosen were based on the general scheme of the SPA covering the tourism, media, and East Indonesia which is elaborated into several topics in the syllabus. In addition, the topics were arranged based on the level of difficulties and the Anthropology subjects which the students must take. For example, the meaning of dream unit delivers in the first meeting since the fresh undergraduate students get the basic course of Anthropology that is the introduction of Anthropology. The meaning of dream unit asks the students to review based on the culture simply so that delivering it in the first meeting is appropriate with the level of students’ competence. The topics also influence the materials given. As the result of the needs analysis, grammar is also included in the material as the language focus which is arranged based on the level of difficulties.

Learning strategies are performed to achieve the objectives. The learning strategies is displayed in three phases cover pre-teaching, whilst-teaching and post-teaching in order to ease the lecturer translate into lesson plans. The activities are focused on the students’ active involvement in oral communication in the form of discussion and presentation, while information on teaching aids should be found in a column in this syllabus. The teaching
aids aim at facilitating the lecturer on the teaching and learning process. Moreover, the teaching aids can ease the lecturer to prepare media utilized in English class.

The assessment column containing evaluation technique used to measure the achievement of each indicator is provided in this syllabus. The assessment techniques are adjusted with the operational verbs stated in the indicators. It means that the test administered must consider the level of difficulties. Stating instructions in the test must start from the easiest to the hardest one in order to achieve the learning objective. Moreover, it eager students to complete the test instead of stuck in doing an item in the test. In addition, determining the assessment should be based on the instructional objectives, content, necessary skill, and behaviors. This syllabus use authentic assessment instead of conventional assessment since authentic assessment emphasizing on application of knowledge and skill as well as real-world application. The assessment is authentic because it is based on activities that reflect classroom and real-life settings (O’Malley, 1996). This method of assessment is used since the students are not only assessed on the result but also on the process. This technique allows the students to demonstrate what they know and can actually apply in certain situation.

The time allotment column is presented to give information about the prediction of the amount of time which needs to be spent for the teaching and learning activities in order to achieve the goals. The time allotted is based on the SPA’s expectation and outcome that is 3 x 50 minutes means 3 credits.

Try-Out

A new product needs to be evaluated, and the syllabus as well. The evaluation of this syllabus is conducted through try out and expert validation. The try out is important to get input especially from the language users or the students. Based on the try out, the expectation of the researcher was fulfilled as well since the students were able to achieve the learning goal and apply the techniques well. Yet, the learning objectives are clearly stated in the syllabus and feasible applied in the class. Moreover, the learning strategies are organized well in the syllabus in which ease the lecturer to translate into lesson plan and implement in teaching and learning process.

CONCLUSIONS AND SUGGESTIONS

As a Research and Development (R&D) design, this study develops a content-based syllabus for SPA at Faculty of Cultural Studies Universitas Brawijaya (UB). The purpose of this development is to fulfill the needs of the students of SPA as well as the institution. Yet, SPA at Faculty of Cultural Studies has not the syllabus yet for English course. The syllabus was designed through stages of development proposed by Borg and Gall (1983). By passing the stages this study resulted a syllabus which concern on reading skill as receptive skill and writing and speaking as the productive skills.

The syllabus design used is content-based syllabus emphasizing on the language use and the contents. Moreover, this syllabus is designed by referring to the softskills on the IQF’s parameters. The syllabus is the answer of the SPA’s need in conducting English course. In addition, it suits the students’ needs and expectation in learning English. It is proved from the result of the needs analysis. In addition, based on the try-out, the students eager to learn English with the topics which related to Anthropology
field and they construct cooperative learning which students work together in group to share information (Brown, 2001). The syllabus design applies Bloom’s Taxonomy in constructing the indicators which reflect the learners’ activities in the class and as a tool to achieve the goal. In addition, the taxonomy reflects the assessment techniques which are adjusted with the operational verbs stated in the indicators. It means that the test administered must consider the level of difficulties.

In term of application, it also suggested to the lecturer to translate the syllabus into several lesson plans since this syllabus has already been set detailed learning objectives and sample of lesson plan in 1 meeting. Moreover, it is suggested to English lecturers to translate the syllabus into English materials in the form of unit. Yet, the syllabus was developed firstly aims at guiding the English lecturer teaching English to the students of SPA in order to develop suitable instructional materials due to the needs analysis result. Finally, for others who have interest in ESP syllabus, this syllabus can lead them to a further research either on different aspect of the same field like developing English syllabus for Academic English 2 in SPA, or on other research development study in developing instructional materials.

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