

Communicative Competence-Based Syllabus Design for Initial English Speaking Skills

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Abstract: It is widely recognized that English is the only foreign language included as a compulsory subject in university level in Indonesia. However, few universities make effort to teach English according to students' needs and level which in turn has negatively influenced the outcome of the teaching process such as the students' low level of English proficiency. This study has two main objectives i.e. Firstly, it is aimed at improving the quality of teaching English at the university level by aligning the students' needs and the expectations of the lecturers, and graduates (a needs analysis) in designing a standard syllabus and developing teaching materials. Secondly, this research is intended to give contributions to the development of theory in syllabus design since this study provides different views and syllabus design framework from pre-existing syllabus design frameworks for a language program. This study is restricted to gather information on the students' needs as an essential part to design a speaking course syllabus which focuses on Speaking course one. Research and Development (R&D) design by using mixed method is used to carry out this research with three systematic steps i.e. preliminary phase, development phase, as well as review phase.

1. Step one (Preliminary phase).

In this phase needs analysis (NA) is administered by involving 137 respondents (116 students, 10 lectures, and 11 graduates) who are selected using purposive sampling technique. The data are gathered through needs analysis questionnaire which are analyzed by using descriptive approach

2. Step two (Development Phase)

The information of the needs analysis is then used to formulate the aims and the objectives for selecting course contents, designing syllabus, developing materials, and reviewing the materials. Two experts, who are purposively selected, have reviewed the prototypes of the teaching materials by using checklists which are then descriptively analyzed.

3. Step three (Review Phase)

This phase is initiated by trying out the teaching materials which involved 3 English lecturers and 15 freshmen students who are randomly selected. To find out the effect of the teaching materials toward the students' progress in speaking, questionnaires and tests (pre-test and post test) are used. The data are then analyzed by using SPSS 20.1. The findings of this research have found out two important novelties i.e. the first, a standard syllabus design for initial speaking skills with lesson plans and a set of instructional materials for eleven units and topics. The second, this study has also found a syllabus design model which here is called communicative competence-based syllabus design and a framework of communicative competence-based syllabus. It is highly recommended that teachers of English should consider using the results of this study as a formal a real example to design syllabus and to develop course contents for other English courses such as listening, reading, and writing courses.

Keywords: Communicative Competence, syllabus design, syllabus framework.

1. Introduction

It is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global or international language. Besides, English is presently recognized as the only foreign language included as a compulsory subject in schools which is taught for eight or nine years from primary schools (from Grade 4 or 5) to higher education. In higher education level, English is taught according to the Government Regulation No.19/2005, article 9 which states that the curriculum in higher education for undergraduate students should include religious education, civic education, Indonesian and **English**. However, some Indonesian tertiary institutions, which offer English Program for the Strata I (S1) or even undergraduate levels, which specifically carries out education of English language, do not provide appropriate English courses according to the students' needs and level. The fact can obviously be seen in the statements of the courses aims and objectives, courses syllabi, as well as teaching materials

available in the curriculum of the institutions. In spite of the fact that the objectives of the courses have officially been stipulated, however, they are not formulated based on a needs analysis. The aims, the objectives, as well as the syllabus of the speaking courses are drawn up based on the course designer's perceptions and subjective personal belief rather than an objective assessment of the learners' situation and needs. In other words, the needs analysis is ignored in the process of formulating the courses' goals and objectives.

With regard to formulating the course aims and objectives for a language program, Richards (2001) suggests that aims and objectives statements should be derived from information gathered during a needs analysis. In addition, Brown (1995) is of the opinion as well that the process of needs analysis can generate a tremendous amount of information that must be sorted and utilized in some way within the curriculum. One way to use this information is to apply what has been gathered in the needs analysis for the formulation of program goals and objectives. Brown further mentions that in a language program, a needs analysis is very important because it is the basis for developing a curriculum that will meet the learning needs of a particular group of students. Once the students' needs are identified, they can facilitate the curriculum designers to state goals and objectives which, in turn can be used to develop syllabus, teaching materials, teaching activities, as well as evaluation strategies.

In case of the speaking courses syllabus and teaching materials, they are also developed by neglecting the needs analysis. English lecturers who are teaching English courses stated that the courses syllabi are normally designed based on their intuitions about what they think good for the students to learn in the classroom and not preceded by a needs analysis. Consequently, the syllabus design is not reliable to ensure that the course is appropriate, effective, practical, and realistic to enable the students succeed in both academic and occupational settings. Paradowski (2002) considers that the first step of every syllabus design should be needs analysis, i.e. a set of techniques and procedures used for obtaining information about the learners and situations and purposes for which they want to learn the language. Therefore, to determine what the students need to achieve through the medium of teaching them English skills e.g. speaking, it is very important to carry out the needs analysis before designing the course syllabus. With regard to the statement, Richards (2001) mentions that different types of students have different language needs and what they are taught should be restricted to what they need. Similarly, Engelmann (1993) stated that the curriculum applied by the teachers in the classroom interaction must be relevant to the students' needs.

2. Literature Review

This study is shaped by two main theories. The first theory is the one that gives the shape to the study that is the theory of syllabus design and curriculum development in language teaching. The second theory is something to do with the communicative competence, which will lead us to explore the concept of communicative competence-based syllabus design in language program.

2.1 Curriculum and Syllabus

Some confusion exists over the distinction between curriculum and syllabus since the concept of curriculum has changed in the past years and the terms are used differently in the existing literature on education of different educational system in some countries e.g. British vs. US. Therefore, it is essential to provide a clear concept of the two terms in this discussion. From the point of view of the existing literature on education, many scholars have proposed their ideas on curriculum and syllabus. For instance, Rodgers (1989) as cited by Richards (2001) states that syllabi prescribe the content to be covered by a given course from only small part of the total school program. Curriculum is a far broader concept. Curriculum is all those activities include not only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment and in what kind of facilities.

In this study, curriculum and syllabus are distinguished based on the differences as outlined above. A syllabus is a specification of what takes place in the classroom, which usually contains the aims and contents of teaching and sometimes contains suggestions of methodology. A curriculum, however, contains (1) general ideas about the rationale a language program (language learning and language teaching), (2) detailed information of the goals of a language program (aims, objectives and targets learning purpose) and (3) implementation of a program (teaching methodology and evaluation). In other words, we can say that a syllabus is a part of curriculum elements.

2.2 Syllabus Design Model in Richard's Curriculum Development Model

One of language curriculum development theories was proposed by Richards in 2001. He proposed a model of curriculum development which could also be adapted into syllabus design procedures in language program development. Richard's model is focused on needs analysis, situational analysis, planning learning outcomes (aims and objectives), course organization, selecting and preparing teaching materials, providing for effective teaching and evaluation (Richard, 2001). He further claims that these curriculum elements must be viewed as forming a network of interacting system.

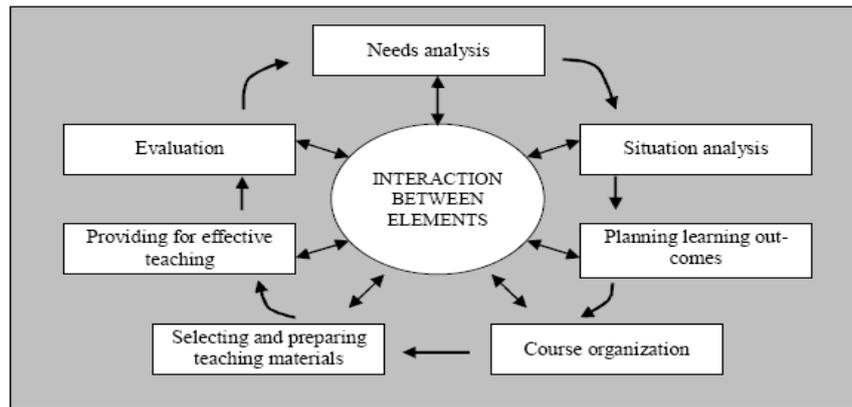


Figure 1. Richards' model of curriculum development

Needs analysis

The term needs tend to be interpreted differently by some people. The people frequently use the term to refer to wants, desires, demands, expectations, motivations, lacks, constraints, and requirements (Brindley 1984 cited in Richards 2001). In language teaching perspective, Richards (2001) proposes a description on what needs are. He points out that needs can be described in term of '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.

Situational Analysis

A language program from a particular curriculum is carried out in particular contexts or situations. Each context for a curriculum contains factors that can potentially facilitate or hinder the success of a curriculum implementation (Richards 2001). It is therefore very important to identify these factors with a process called situational analysis. Print (1999) defines situational analysis as the process of examining the context for which a curriculum is to be develop and the application of that analysis to curriculum planning. In addition, Richards (2001) states that situation analysis is an analysis of factors in the context of a planned or present curriculum project that is made in order to assess their potential impact on the project. Situational analysis thus serves to identify potential obstacles to implementing a curriculum project and factors that needed to be considered when planning the parameters of a project. According to Richards, information gained through situation analysis functions to complement the information gathered during needs analysis. Even, it is sometimes considered as a dimension of needs analysis.

Planning goals and learning outcomes.

In this part, we will discuss another important aspect of curriculum development that is determining the goals and the outcomes of the curriculum. Richards (2002:112) proposes several key assumptions about the reasons for stipulating goals in curriculum development i.e. People are generally motivated to pursue specific goals, the use of goals in teaching improves the effectiveness of teaching and learning, a program will be effective to the extent that its goals are sound and clearly described. In language program, curriculum developers mostly describe goals in terms of aims and objectives. According to Prints (1999), aims state what is to be hopefully achieved by the curriculum. In addition, Richards (2001) also states that an aim refers to a statement of a general change that a program seeks to bring about in learners. The aim statements are normally developed from information collected during a needs analysis. Aims are very general statements of the goals of a program. In order to give more precise focus to program goals, aims are often accompanied by statements of more specific purposes. These are recognized as objectives. Richards (2001) is of the opinion that an objective refers to a statement of specific changes a program seeks to bring about and results from an analysis of the aim into its different component.

Course planning and syllabus design.

Traditionally, syllabus design in language teaching used to be considered as the starting point in planning a language program rather than viewed as an activity occurs in the process of curriculum development. As an integrated part of curriculum development, syllabus design (i.e. selecting and organizing the course content) must be based on the aims and objectives that have previously been formulated from needs analysis. Richards (2001) suggest a number of different levels of designing syllabus such as developing a course rationale, describing entry and exit level, choosing course content, sequencing course content, planning the course structure as well as preparing the scope and sequence plan.

Providing for effective teaching.

The focus of this part is how quality teaching can be achieved in a language program. Richards (2001) states that quality teaching is achieved not only as a consequence of how well teachers teach but through creating contexts and

work environment that can facilitate good teaching. Therefore, the attainment of quality teaching must consider some determinant factors such as institutional factor, teacher factors, teaching factors, and learner factors.

Evaluation.

In language program perspective, Richard (2001) specifically defines evaluation as to collect information about different aspects of language program in order to understand how the program works. This can be done by analyzing and examining several contexts in the language program such as the goals attainment, the process of implementing the syllabus and the course contents, and how effective the language program respond the learners’ needs.

2.3 The Concept of Needs Analysis in Language Program Development

In recent language teaching perspective, the term needs tend to be interpreted differently. Some people frequently use the term to refer to wants, desires, demands, expectations, motivations, lacks, constraints, and requirements. In the case of language programs, needs will be language related. According to Brown (1995), needs analysis is an integral part of systematic curriculum building which can serve as the basis for stating goals and objectives, developing tests, materials, teaching activities and evaluation strategies. Therefore, he considers needs analysis as an activity carried out to gather information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students within the context of particular institutions that influence the learning and teaching situation (Brown, 1995). That, the concept of ‘needs’ in language program development setting, is not only related to what the learners’ needs in learning but also related to identifying the needs of teaching institutions, user-institutions graduates (e.g. companies, business enterprises, banking etc.) as well as society’s needs in a larger spectrum.

Needs analysis which is seen as an integral part of the systems approach to language program development, is also demonstrated by Richards (2001). He is of the opinion that needs analysis is procedures used to collect information about learners’ needs as a basis for curriculum development which is carried out for some different purposes (Richards, 2001) i.e. to find out what language skills a learner needs in order to perform a particular role, such as university student, sales manager, tour guide etc, to help determine if an existing course adequately addresses the needs of potential students, to determine which students from a group are the most in need of training in particular language skills, to identify a change of direction that people in a reference group feel is important, to identify a gap between what students are able to do and what they need to be able to do, to collect information about a particular problem learners are experiencing. For the reason, Richards suggests that the first step in conducting a needs analysis is to decide exactly what its purposes are. However, Richards (2001) then emphasizes that needs in language curriculum is not a matter of the language skills that the learners need to survive in an English dominant society (students’ language needs), but seeks to enable them to critically examine and become active in shaping their own roles in it (language use in society).

The concept that will be used in this study is a working concept stipulated to facilitate the process of needs assessment as an integral part of language syllabus design. In this study, the phrase ‘needs analysis’ refers to a systematic process of gathering information on the learners’ necessities, lacks, and wants on the basis of subjective (the learners) and objective (the course designers, teachers, graduates) views to satisfy the language learning requirements of students for designing a communicative competence-based syllabus.

2.4 Communicative Competence-Based Syllabus Design for Speaking Course

As for some linguists, the central word in the communicative competence is the word ‘competence’. Since Chomsky proposed and defined the concept of ‘competence’ in 1970s, many linguists have given their valuable contributions to the further development of the concept communicative competence. Hence, it is essential to overview some linguists’ views about communicative competence for the sake of providing a clearer concept of the term ‘communicative competence’ that the study of this syllabus design refers to.

Linguists	Definition of Communicative competence
Chomsky (1965)	Abstract abilities speakers posses that enable them to produce grammatically correct sentences in language (knowledge of structure of language).
Dell Hymes (1971)	The underlying knowledge a speaker has of the rules of grammar including phonology, orthography, syntax, lexicon, and semantics, and the rules for their use in socially appropriate circumstances.
Savignon (1971)	The ability of classroom language learners to interact with other speakers, to make meaning as distinct from their ability to recite dialogues or perform on discrete point tests of grammatical knowledge.

Canale and Swain (1980)	Communicative competence as a synthesis of knowledge of grammatical principles, knowledge of how to use language in social context in order to fulfill communicative functions, and knowledge of how to combine utterances and communicative functions with respect to discourse principles and skill needed for communication.
Widdowson (1983)	Communicative competence as the knowledge of linguistic and sociolinguistic conventions and the ability to use knowledge as means of creating meaning in language.
Ellis (1994)	Communicative competence in the knowledge that users of a language have internalized to enable them to understand and produce messages in the language.
Bagaric (2007)	A competent language user should possess not only knowledge about language but also the ability and skill to activate that knowledge in a communicative event

On the basis of the linguists’ empirical research and theories on communicative competence, the concept of communicative competence for this research is then defined that language speakers who have communicative competence are those who not only possess knowledge of language (i.e. phonology, morphology, syntax, and semantic) but also the ability and skill to activate that knowledge functionally and socially in communicative events. The concept of communicative competence above can be illustrated as a schematic representation

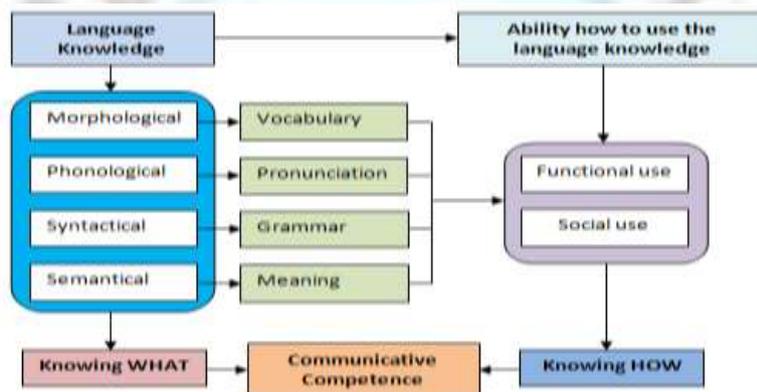
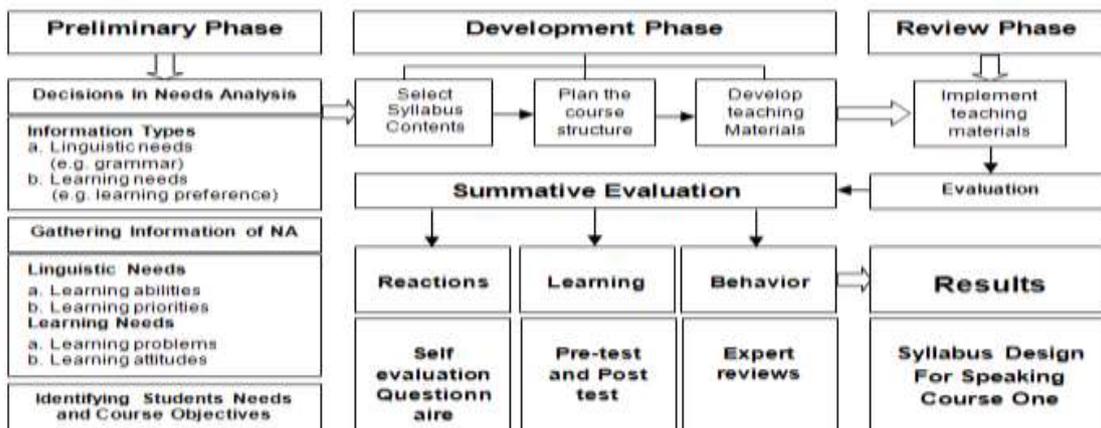


Figure 2. Schematic representation of communicative competence for syllabus design

3. METHODOLOGY

This research is constructed from a research design called Research and development (R&D) which integrates two research approaches (mixed method) i.e. descriptive and pre-experimental. In order to design “Communicative Competence-Based Syllabus”, the writer use three phases of designing syllabus which are identified by unifying components of curriculum developments proposed by Richards (2001). The unification comes up with three main phases which can be illustrated in the following figure:



Step one (Preliminary phase).

In this phase needs analysis (NA) was administered by involving 137 respondents from English Education study program at STAIN Parepare. The respondents are classified into 116 students, 10 lecturers, and 11 graduates. All participants were selected by using purposive sampling technique. The data are gathered through needs analysis questionnaire which are explored by using semi structured interview. The collected data were then analyzed by using descriptive approach to come up with the needs inventory in two categories i.e. linguistic needs and learning needs.

Step two (Development Phase)

The information from the needs inventory is then used to formulate the course aims and the objectives which were used as a cornerstone for selecting course contents, designing syllabus, developing materials, and reviewing the materials. Two experts with TESOL background had reviewed the prototypes of the teaching materials by using checklists. The two experts were selected by using purposive sampling. The data provided by the experts in the form of checklists were then analyzed by using descriptive qualitative. .

Step three (Review Phase)

This phase is initiated by trying out the teaching materials in the classroom by selecting three units randomly. This process involved 3 English lecturers and 15 freshmen students who were both randomly selected. To find out the effect of the teaching materials toward the students' progress in speaking, questionnaires and tests (pre-test and post test) are used. The questionnaires were given to the students after achieving treatment from the three selected materials. Besides, pre-test was administered before the treatment and post-test was also given after the treatment. The data are then analyzed by using SPSS 20.1 to uncover the effectiveness of the teaching materials toward the students' speaking skills.

4. Research Findings

4.1 The Results of the Preliminary Phase

In this phase, the writer has conducted needs analysis procedures and needs inventory of the linguistic needs and the learning needs of the students of English education study program have been identified. The analysis of needs inventory of the students' linguistics and learning needs have enriched the understanding of overall needs that are required to design syllabus of speaking course one for the students at the English education study program. The result of the analysis from the students, the graduates, as well as the lecturers' perceptions found out various needs categories to be taken into account when designing syllabus and developing instructional materials of speaking course one as follows:

A. Needs Inventory from the linguistics needs

Identifying linguistic needs is carried out by analyzing the students' learning ability and learning priorities. The results of the analysis are used for prioritizing the components of speaking skills and selecting appropriate teaching materials which are required to design the syllabus of speaking course one.

a.1 Learning ability

The process of identification is first of all carried out by analyzing the students' learning ability in speaking course. Learning ability is measured based on the result of analysis of the students' proficiency level in the area of the three speaking components i.e. vocabulary, pronunciation, and grammar. The result of analysis indicates that the students' proficiency level of all the speaking components ranges around level 'poor' and 'fair' as indicated in the following average scores achievement.

1. Vocabulary (the average score is 1.7 = fair).
2. Pronunciation (the average score is 1.63 = fair)
3. Grammar (the average is 1.44 = poor)

Even if the students' grammar average score is felt poor, but the lecturers should not give priority to this component due to the students' tendency to have less attention to learn grammar in speaking subject. However, grammar may not totally be ignored in the speaking course. The lecturers should prioritize vocabulary and pronunciation in teaching speaking and be strengthened out by grammar rules after speaking practices in the classroom.

a.2 Learning priorities

Determining learning priorities is conducted by analyzing the respondents' perceptions on the importance level of giving the speaking skills' components (i.e. vocabulary, pronunciation, and grammar) to speaking course one. The results of the analysis can be recognized as follows:

1. Vocabulary (the average score is 3.93 = very important)

2. Pronunciation (the average score is 3.80 = very important)
3. Grammar (the average score is 3.45 = important)

The findings above illustrate that the syllabus designers need to give the first priority to vocabulary enrichment, the second priority to pronunciation drills, the last priority to grammar in each unit or lesson.

The needs for learning vocabulary and pronunciation

Vocabulary and pronunciation are the items of speaking skills which have been the priority to learn in speaking course one. With regard to learning the two items, almost all respondents think, it is 'very important' to learn speaking by enriching the students' vocabulary from real life topics with average score 3.51. Twenty real life topics were given to the respondents to be selected. Twelve topics were then selected based on the analysis of the respondents' perceptions according to the level of importance as follows:

- 1) Classroom (3.55 = very important)
- 2) Cooking and food (3.53 = very important)
- 3) Days & daily routine (3.51 = very important)
- 4) Future (3.48 = important)
- 5) Meeting people (3.48 = important)
- 6) Work chores (3.48 = important)
- 7) Occupation (3.45 = important)
- 8) Money (3.34 = important)
- 9) Time (3.32 = important)
- 10) Clothes & color (3.31 = important)
- 11) Free time (3.29 = important)
- 12) Family (3.28 = important)

Conclusively, all the speaking topics as listed above should be included since they are considered important or very important for the students to be learnt in speaking course one at the English education study program.

The needs for learning grammar

In addition to learning speaking through real life topics, the students also need to learn grammar, even if grammar in speaking subject is not very important since it is frequently regarded as a hindrance for the students' fluency. However, the lecturers should not entirely ignore it when teaching speaking. It is necessary that the lecturers describe the importance of grammar for the students to help them speak English effectively. A variety of grammar items were given to be selected by all the respondents. The results of analysis of their perceptions associated with the grammar items resulted in selecting nine (9) grammar items, as listed below:

1. Pronouns	3.55 = very important	1 session
2. Adjectives	3.51 = very important	1 session
3. Prepositions	3.50 = important	1 session
4. Adverbs	3.50 = important	1 session
5. Article	3.48 = important	1 session
6. Be, verb	3.48 = important	2 sessions
7. Action verb	3.46 = important	3 sessions
8. Singular and plural	3.42 = important	1 session
9. Possessive noun	3.35 = important	1 session
Total		12 Sessions

The grammar items as listed above are going to be adapted with the speaking topics given in each session and will become integral parts of each lesson in the instructional materials of speaking course one. The overall linguistic needs of the students are illustrated in the following table:

Table 1: The overall needs inventory from linguistic needs

Linguistic Needs	
Learning Abilities	Learning Priorities
1. Fair in vocabulary 2. Fair in pronunciation	1. Vocabulary is the first priority 2. Pronunciation is the second priority
Learning vocabulary and pronunciation from real life topics	
1. Classroom 2. Cooking and food 3. Days & daily routine 4. Future 5. Meeting people 6. Work chores	7. Occupation 8. Shopping and Money 9. Time 10. Clothes & color 11. Free time 12. Family
3. Low in grammar	3. Grammar is the third priority
Basic grammar items to be used with vocabulary and pronunciation	
1. Pronouns 2. Adjectives 3. Prepositions 4. Adverbs 5. Article	6. Be, verb (Simple present 1) 7. Action verb (Simple present 2) 8. Singular and plural 9. Possessive noun

a. Needs Inventory from learning needs

The students learning needs in this study were identified by analyzing the students learning problems and learning attitudes. The students' learning problems were described based on the analysis of the respondents' perceptions (the students' the lecturers, and the graduates) on the obstacles to the students learning success to be able to speak effectively in speaking subject. While to explain the students' attitude, the writer analyzed the students' learning preferences and learning styles based on the respondents' perceptions since these two factors were believed able to affect the students' attitudes in learning.

b.1 The students' learning problems

Based on the analysis of the respondents' perceptions on the students' learning problems, it is found that the students learning difficulties can apparently stem from many causes. These include:

- a. The psychological problems such as feeling shy speaking English, being afraid of making mistakes, being afraid of being criticized by teachers and other students due to their mistakes.
- b. The mother tongue interference problem like using the native language when they should speak English in the classroom activities most of the time.
- c. The problem of insufficient knowledge of the topic like having no enough information and vocabulary to talk about the topics being discussed.
- d. The problem of limited linguistic resources e.g. lack of vocabulary, pronunciation, and grammar, which causes the students unable to speak English effectively.

After acknowledging the students' learning problems, the lecturers can start addressing to choose the most appropriate teaching methods to help the students learn and to minimize the effect of the learning problems to their learning success in speaking subject.

b.2 The students learning attitudes

It has already been stated that learning attitudes are analyzed to uncover how well the students like to learn. For the reason, the focus of this discussion deals with identifying the students learning preferences and styles in learning to speak in speaking course one based on the respondents' perceptions. The identification of the learning preferences and styles will enable the teachers to better understand the strategies and methods that might be the most efficient for teaching speaking course one which in turn will serve to produce more desirable learning outcomes and significantly increases the students achievement level (Dunn, Deckinger, Withers, & Katzenstein, 1990).

The students’ learning preferences

The students’ learning preferences in speaking course one are specifically focused on describing the students’ preferences in learning vocabulary and pronunciation. From the analysis results of the respondents, it is found out that the students prefer to learn vocabulary by:

1. Communicating the vocabulary
2. Learning dialogues or conversations
3. Listening and repeating
4. Learning it though real life topics

The listed ways of preferred vocabulary learning should be taken into account to be selected as strategies in teaching vocabulary for speaking course one. In identifying the students preference in pronunciation, three possible ways of learning pronunciation were given to the respondents so that they provide their perceptions and the results of the data analysis convey that the students prefer to learn pronunciation from: “Native English speakers’ voice recording” Thus, this information should become the only strategy to employ in teaching pronunciation for the students of speaking course one at the English education study program of STAIN Parepare.

The students’ learning styles

The results of the data analysis associated with the students’ learning styles indicate that the students at the English education study program of STAIN Parepare can mostly be categorized as communicative and concrete learners. Those categories are drawn up by matching the respondents’ most preferred activities in learning speaking and the typical characteristics of the four learning styles as stated by Willing (1981). They are:

1. Learning speaking by talking to friend in English
2. Learning speaking by language games
3. Learning speaking from films and videos
4. Learning speaking by talking in pairs
5. Learning speaking by pictures
6. Learning speaking in small group
7. Learning speaking by role play

Detailed information on the students’ learning needs can be seen in the following table:

Table 2 The overall needs inventory from learning needs

Learning Needs	
The learning problems	The learning attitudes
<ol style="list-style-type: none"> 1. The psychological problems <ul style="list-style-type: none"> - Feel shy speaking English, - Afraid of making mistakes, - Afraid of being criticized by teachers 2. The mother tongue interference <ul style="list-style-type: none"> - Cannot avoid using the native language 3. Insufficient knowledge of the topic <ul style="list-style-type: none"> - No enough information to talk about the topics 4. The problem of limited linguistic resources <ul style="list-style-type: none"> - Lack of vocabulary, - Lack of pronunciation - Lack of grammar 	<p>Learning preferences</p> <ol style="list-style-type: none"> 1. Vocabulary <ul style="list-style-type: none"> - Communicating the vocabulary - Learning dialogues or conversations - Listening and repeating - Learning it though real life topics 2. Pronunciation <ul style="list-style-type: none"> - Native English speakers’ voice recording <p>Learning styles</p> <ol style="list-style-type: none"> 1. Talking to friend in English 2. Language games 3. Learning from films and videos 4. Talking in pairs 5. Learning by pictures 6. Learning in small group 7. Learning by role play

C. Determining the aims and objectives of the course

Another crucial dimension of decision making in syllabus design after identifying the needs is to determine the aims and the objectives of a language program. In syllabus design context, the terms 'aims' or 'goals' refer to general statements or 'signposts' reflecting the underlying ideology of the curriculum. This research then formulates the course aims and objectives based on the needs inventory from the students of English education study program. These syllabus and course materials are specifically designed to meet the needs of the first semester students in learning speaking through speaking course one.

The course aims:

- a. To help students communicate effectively and confidently in English by developing the students' vocabulary, pronunciation, and basic grammar.**
- b. To prepare students have a good basic foundation in speaking which enables them to communicate everyday situations and topics.**

Course Objectives

- a. Students are able to practice some basic expressions for greeting and farewell when meeting other people, to introduce themselves and others, as well as to get and give personal information in informal situations.
- b. Students are able to talk about their families using vocabulary for family members, able to address basic questions for requesting information about family members, as well as able to describe and illustrate family members.
- c. Students are able to use appropriate expressions and vocabulary to tell the time and ask the time in English.
- d. Students are able to ask a daily routine of someone they know and able to talk about their own daily routines
- e. Students are able to use appropriate expressions when talking about chores at home and identify the responsibilities they normally do at home
- f. Students are able to talk about their leisure time and then to practice speaking about their own free time activities using the phrases they have learned
- g. Students are able to state intention to purchase items, to ask price of items, and to request correct change when incorrect change is received
- h. Students are able to state clothing needs, including color and size, and to differentiate sizes by reading tags and tape measure.
- i. Students are able to talk about food and to encourage them to discuss their own preferences and attitudes towards food and cooking
- j. Students are able to use appropriate phrases to express future plans and able to state and to talk about their ambitions or dreams for the future
- k. Students are able to identify kinds of jobs, to talk about jobs by asking someone what they do for a living (job) and answering someone if they ask, and to give a description of jobs and where they work

4.2 The Results of the Development Phase

After the course aims and objectives are stipulated in the preliminary phase, a number of different activities of planning and developing a set of instructional rules have to carry out.

a. Selecting and sequencing syllabus content

In this research, the selection of syllabus content is conducted by selecting the major topics and determines the order in which the topics will be presented in the classroom. Needs analysis and consultation with teachers have been carried out to obtain an initial list of course topics. As Richards (2001) states that information gathered during needs analysis contributes to the planning of course content, as do additional ideas from other resources such as available literature on the topic, published materials on the topics, review similar courses offered elsewhere, review test or exams in the area, analysis of the students' problems, consultation with teachers familiar with the topics, as well as consultation with specialists in the area.

The decision about the course content has been sequenced determined based on 'need' criteria in which the topics are organized in order of importance to the students' needs in personal and social lives, starting from the needs of talking something associated with their personal lives such as how to introduce themselves to others, the next acknowledging and introducing their family members, talking about their daily routines and responsibilities at home in their family, talking about the leisure time activities they do indoor and outdoor to talking about the needs in interacting with other people outside such as shopping, talking about their future plans to the others e.g. pursuing their advanced study or looking for a job, as well as the needs of telling the others about the types of jobs they want. Besides, the topics are also sequenced by taking into account the logical relationships from one to the other topics according to a theme or storyline. In addition, the logical sequence of the topics above is then linked with the grammar items selected according to the grammatical demands of each topic to be taught and practice altogether in the classroom interactions.

b. Planning course structure (designing syllabus)

The next stage in course development is to map the logical sequence of course structure into a syllabus design as a fundamental instrument for teaching effectively. The idea of designing syllabus of the course can be initiated by selecting a syllabus framework which normally has closed relationship to developing instructional materials based on the formulated syllabus framework. Referring to the results of needs analysis in learning English specifically speaking skills for the students at the English education study program, this research used integrated or mixed syllabus framework as an alignment of three different types of syllabus. The course design in this study is called communicative competence-based syllabus design which integrated three types of syllabus i.e. topical or content-based syllabus, structural syllabus, as well as competency-based syllabus. The alignment of the three types of syllabus is determined to satisfy the linguistic needs and the learning needs of the students to learn to speak on speaking course one at the English education study program.

c. Developing teaching materials

Another important thing to do associate with developing the course is to map out the course in terms of sections or instructional blocks. Instructional block represents the instructional focus of the course which may be very specific in a single lesson or more general in a unit of work consisting of several lessons. The representation of the instructional block can be initially made by writing a lesson plan before composing the instructional materials of text book for the course. A lesson plan is certainly required since it serves as a road map for a class session.

c.1. Lesson Plans of Speaking course one

A lesson plan in a language program functions to identify the learning destination (objective of the lesson) and to mark out the route (activities for each stage of the lesson). It is an aid for a teacher to plan his teaching strategies effectively. Therefore, a well-prepared teacher should write down the details of each activity in the form of lesson plans which will guide the interactions between teacher and students in implementing how detailed a lesson plan needs to be. Brown (2001) proposes six essential elements of a lesson plan should be namely; 1) Goals, 2) Objectives, 3) Materials and equipments, 4) Procedures, 5) Evaluation, and 6) Extra-class work. The syllabus framework that has been designed in this study was then used as the guideline to write the lesson plans for speaking course one. The entire lesson plans required for the course have completely been compiled which have finally resulted in eleven lesson plans for eleven units and topics.

c.2. Instructional materials for Speaking course one

Materials here refers to anything (e.g. linguistic, visual, and auditory) which can be used to facilitate the learning of a language, to inform learners about the language, to provide experience of the language in use, and to help the learners to discover the language for themselves. The instructional materials in this section are developed based on the needs analysis results which have previously been transformed into syllabus and lesson plans. The organizational structures of the instructional materials for this study are planned by units in which each unit represents a topic and consists of three lessons. The lessons are identified as lesson A: Skill Getting, lesson B: Skill Using, and lesson C: Review.

Lesson A: Skill Getting is aimed at preparing and equipping the students with specific elements of knowledge which compose communicative ability for later communication. Therefore, this lesson presents knowledge of linguistic forms that the students need to be able to speak English in a certain topic such as vocabulary and pronunciation drills. After the students equip with the linguistic forms, they have to take a part in pair practice which is aimed at linking between the language forms being learnt (vocabulary and pronunciation) and their potential usage in communication.

In addition, lesson B: Skill Using makes effort to bridge the gap between the students' knowledge of linguistic forms and the ability to talk about a particular topic. There are two sub activities in this lesson i.e. functional communication and social interaction activities. Functional communication activity shows how the vocabulary and expressions being learnt function in real conversation. This lesson gives a particular real life situation with specific language structure, vocabulary, as well as pronunciation that the students may use in a real conversation when talking about a particular topic. Besides, social interaction activity gives the students opportunity to use their knowledge of linguistics forms in a half dialogue role play. This lesson enables the students to be involved in a social interaction of a particular topic by using the previous equipped language forms.

On the other hand, lesson C: Review is aimed at measuring how much the students have learnt in a certain given unit. This lesson provides three sub activities i.e. language game, grammar presentation, and extra class work. Language game requires the students to show off their language creativity in speaking naturally and enable them to interact spontaneously in a conversation. Grammar presentation is given to help the students understand a particular language form that they have used in the previous communicative activities e.g. in pair practice, functional communication activities. The teacher needs to focus on explaining a particular rule of a language structure and evaluates all the students have learnt by giving extra class work that is to grammar exercises to do at home.

c.3. Reviewing the Instructional materials by the experts

Before implementing the developed teaching materials in the classrooms, reviewing the teaching materials is carried out to make sure that the teaching materials have been well developed and ready to use according to the experts' judgments. For the reason, three out of eleven teaching materials' contents that had been developed were selected to be reviewed and validated by two experts who had achieved TESOL certificates. The selected three teaching materials are unit two, five, and ten. They are randomly selected and served as the samples of this study product which are going to be implemented in the classrooms next time.

The instrument employed to review the contents of the teaching materials was checklist containing questions and spaces for comments. The checklist was completed by using five option categories namely; 4=very good, 3=good, 2=sufficient, 1=bad, and 0=very bad. The data provided by the two reviewers indicated that the samples of teaching materials for speaking course one seem to be relevant to the students' needs and level in terms of lessons sequences, topics selection, vocabulary and language focus (grammar), language functions, and language activities. The analysis of the two experts' responses resulted in the total average score 3.92 which means 'very good' and the follow up is 'no revision needed'. The fact illustrates that the teaching materials' drafts are then ready to be used for teaching initial speaking skill in the classroom.

4.3 The Results of the Review Phase

Review Phase deals with the process of describing the outcomes of trying out the developed course content (e.g. syllabus and teaching materials) of this study. Therefore, this phase was initiated by implementing the instructional materials in the classroom. The implementation of the course contents is aimed at examining the effect of the instructional materials on increasing the targeted students' communicative competence. In evaluating the effect of teaching the course contents to the targeted groups as the results of implementing the syllabus and the instructional materials designs, the writer employed summative evaluation that is checking of what has been learned at a specific point in time i.e. at the end of a unit, or course. It is based on cumulative learning experiences, tests for achievement, and mastery of specific performance objectives. The evaluation procedures were adopted from Kirkpatrick's (1996) four level model of summative evaluation which can be described as follow:

Level 1: Reactions

The first level of evaluation had been conducted by assessing fifteen students' reactions or attitudes after learning with the teaching materials. The students were the first semester students from the English education study program. The instruments used in this level were questionnaires with likert scale and open questions. The students were required to fill in the given questionnaires by selecting one of seven optional categories i.e. 1 = strongly disagree; 2 = disagree; 3 = slightly disagree; 4 = neutral; 5 = slightly agree; 6 = agree; and 7 = strongly agree. After that they needed to provide their answers on five questions which have something to do with their options in the questionnaires. The given questionnaires containing a variety of questions to find out the students' reactions toward their learning experiences and to evaluate the content, the language focus, the activities, the supplementary materials, as well as the illustration of the selected teaching materials after being implemented in the classroom. The result of the questionnaire analysis indicated that the students gave 'positive attitude' to the five components of the teaching materials. This attitude is much affected by the advantages that the students achieve after being taught with the instructions of the designed speaking course one syllabus in this research. The advantages are mostly felt in the progress of the students' vocabulary mastery and the students' speaking fluency. The positive achievements in the students' speaking skill take place since the materials are felt motivating, interesting and suitable for the students' level and needs.

Level 2: Learning

The second evaluation type is to measure what the students have learnt from the presented materials by comparing their performance before and after receiving the instructions. Harris (2002) is of the opinion that speaking is a complex skill to be tested since it requires the simultaneous use of a number of different abilities such as pronunciation, grammar, vocabulary, fluency, as well as comprehension. Hence, as we talk about testing speaking, it must deal with testing the five speech components (i.e. pronunciation, grammar, vocabulary, fluency, as well as comprehension) altogether. The type of oral production test used in this study falls into '**the oral interview**'. This type of test is recognized as a valid and reliable test to measure how well a person speaks a language. In this level of evaluation, the oral interview was carried out twice. This was done to see how effective the treatment able to increase the students' communicative competence. Therefore, the effectiveness of the course content try out can be measured by comparing the students' gain score in the test given at the beginning of the class (pre-test) with their score in the test given at the end (post-test).

a. The results of pre-test

The first oral interview test was given to fifteen (15) students one day before teaching the students using the developed teaching materials. The scores given to the students' speaking skills covered three speaking components i.e. accuracy, fluency, as well as comprehensibility which were analyzed and resulted in the information as shown in the following table:

Table 3 The result of pre-test

No	Respondent Number	Speaking Components			Total
		Accuracy	Fluency	Comprehensibility	
1	001	1	1	1	3
2	002	1	2	2	5
3	003	1	1	2	4
4	004	3	3	4	10
5	005	2	1	3	6
6	006	3	3	3	9
7	007	3	3	3	9
8	008	2	1	3	6
9	009	3	3	3	9
10	010	2	3	3	8
11	011	3	4	4	11
12	012	3	3	4	10
13	013	2	3	3	8
14	014	2	3	4	9
15	015	2	1	2	5
Average		2.2	2.33	2.93	7.46

Source: Primary data processing

Based on the results of pre-test analysis in the table above, it has been found that the total score of this test ranges from one (1) to eighteen (18). The highest total score was achieved by respondent 011 with eleven (11) total score. On the other hand, the lowest total score was achieved by respondent 001 with three (3) total score. However, the overall students achieved **7.46** as the average score for their speaking skills which means that the quality of the students' speaking skills is only **fair** before learning with the teaching materials. The pre-test was also processed and analyzed by using SPSS which had eventually resulted in the following pre-test description:

Statistics		
Pre Test		
N	Valid	15
	Missing	0
Mean		7,47
Median		8,00
Std. Deviation		2,446
Variance		5,981
Minimum		3
Maximum		11

b. The results of post-test

This post-test was administered after the fifteen students achieved some treatments using the developed teaching materials. The test still employed **'the oral interview test'** with the same interviewers who tested and scored the fifteen students in the pre-test. The analysis of the oral test results can be indicated in the following table:

Table 4 The result of post-test

No	Respondent Number	Speaking Components			Total
		Accuracy	Fluency	Comprehensibility	
1	001	3	3	3	9
2	002	3	4	4	11
3	003	2	2	3	7

4	004	4	4	5	13
5	005	3	2	4	9
6	006	4	4	5	13
7	007	3	4	4	11
8	008	3	3	4	10
9	009	4	4	4	12
10	010	3	3	4	10
11	011	5	5	6	16
12	012	4	4	5	13
13	013	3	4	4	11
14	014	3	4	5	12
15	015	3	3	4	10
Average		3.33	3.53	4.26	11.13

Source: Primary data processing

From the data in table 4, we can see that of 15 subjects who participated in this study, one student (R. 011) achieved 16 score as the maximum total score and another student (R. 003) gained 7 score as the minimum total score achieved by the students in this post-test. In all, the result of the post-test scores analysis indicates that the students have achieved **11.33** as the total average score in the post-test which means that the quality of the students' speaking skills after getting treatment using the teaching materials is **good**. The data gathered in the post-test were also processed and analyzed by using SPSS and the result of the analysis can be illustrated in the following statistical description:

Statistics		
Post Test		
N	Valid	15
	Missing	0
Mean		11,13
Median		11,00
Std. Deviation		2,416
Variance		5,838
Minimum		7
Maximum		16

c. The overall results of pre-test and post-test

The comparison of the gain scores between pre-test and post test can be illustrated as follows:

Table 5 Test scores comparison between pre-test and post-test

No	Respondent Number	Total pre and post test scores	
		Pre-test	Post-test
1	001	3	9
2	002	5	11
3	003	4	7
4	004	10	13
5	005	6	9
6	006	9	13
7	007	9	11
8	008	6	10
9	009	9	12

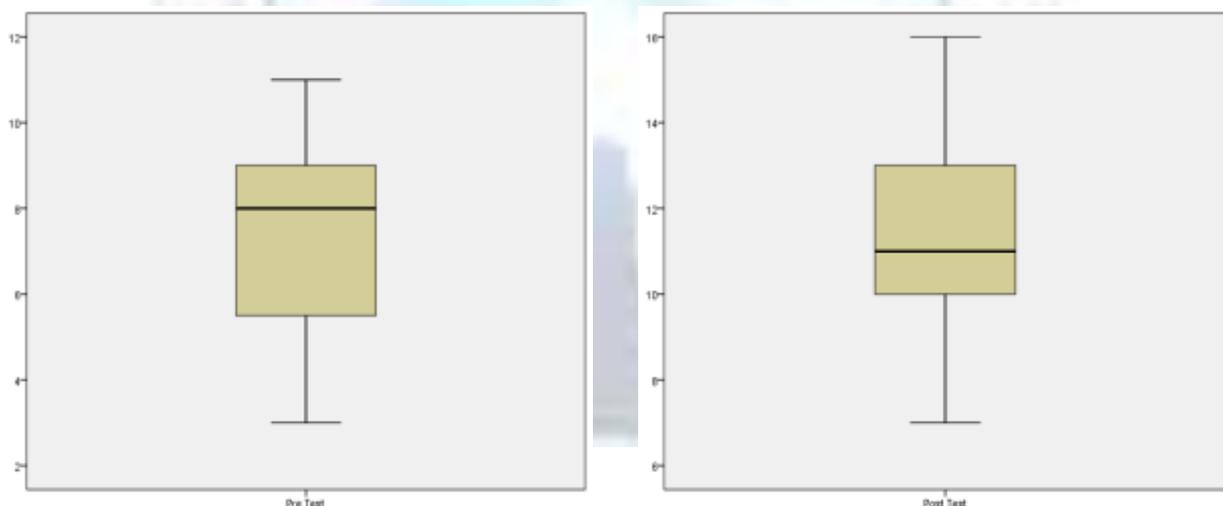
10	010	8	10
11	011	11	16
12	012	10	13
13	013	8	11
14	014	9	12
15	015	5	10
Average		7.46	11.13
Description		Fair	Good

Source: Primary data processing

The table shows that significant improvement takes place in the students' gained score before and after treatment. It means that the students get improvement in their speaking skills after learning with the developed teaching materials in this study. The improvement can be measured by taking a look at the minimum and the maximum scores in the pre-test and the post-test in which three (3) is the minimum score in the pre-test while seven (7) is the minimum score in the post-test. Besides, eleven (11) is the maximum score in the pre-test, while sixteen (16) is the maximum score in the post-test. In addition, the students' progress in learning can also be measured by comparing the students' gain score in pre-test **7.46** and the students' gain score in post-test **11.13**. If the two gain scores are taken into account the students' speaking quality before and after treatment, we may then state that the quality of the students' speaking skills increases from **fair** to **good**.

The data in the table above were also processed and analyzed by using SPSS which resulted in the presentation of Box Plots. The box plots enable us to see the significant improvement of the students' speaking skills before (pre-test) and after treatment (post test).

Chart 1 the comparison between pre-test and post-test scores distribution



The sample distribution test had been carried out to find out whether the sample was normal or non-normal. This test is commonly known as normality test. The normality tests are aimed at testing all hypothesis tests which test a null against alternative hypothesis. The result of the normality tests deals with the statements of hypothesis test namely:
 H_0 = the null hypothesis

The sample has a normal distribution when significant value is greater than 0.05 ($\text{sig} > 0.05$).
 H_1 = the alternative hypothesis

The sample is not normally distributed when significant value is less than 0.05 ($\text{sig} < 0.05$).

In order to test the normality of sample distribution, this study uses Kolmogorov-Smirnov statistical test as follows:

One-Sample Kolmogorov-Smirnov Test

		Pre Test	Post Test
N		15	15
Normal Parameters ^{a,b}	Mean	7,47	11,13
	Std. Deviation	2,446	2,416
Most Extreme Differences	Absolute	,201	,153
	Positive	,126	,153
	Negative	-,201	-,120
Kolmogorov-Smirnov Z		,780	,593
Asymp. Sig. (2-tailed)		,577	,873

a. Test distribution is Normal.

b. Calculated from data.

From the table above, we can obviously see that Significant value of the pre-test = 0.577 > 0.05. It means that there isn't enough evidence to reject the null hypothesis and we can only assume the sample is normally distributed. Significant value of the post-test = 0.873 > 0.05. It means that the sample is also normally distributed.

d. Independent T test

After finding out that the samples of the pre-test and post-test are normally distributed, the implication of the developed teaching materials on the students' speaking skills are tested through the following hypothesis namely:

Ho = The null hypothesis

The students who learn English through the teaching materials of speaking course one do not get improvement in their speaking skills

H1 = The alternative hypothesis

The students who learn English through the teaching materials of speaking course one get improvement in their speaking skills

Generally, if the p-value is below 0.05 (5%), we can reject the null hypothesis and conclude that the given treatment is effective in which there is a statistically significant main effect of treatment on student's achievement in speaking skills. In order to test the hypothesis, the independent t-test is then used to tell us whether we should accept or reject our null hypothesis.

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Post Test - Pre Test	3,667	3,016	,779	1,997	5,337	4,709	14	,000

With regard to the table above, it is found out that SPSS output for one sample t-test = 4.709 and sig (2-tailed) = 0.000. This output reveals that sig = 0.000 < p-value = 0.05. This implies that the treatment has significant main effect on the students' speaking skills achievement. The null hypothesis is therefore rejected.

Level 3: Behavior

This type of evaluation requires the English teachers to be involved in determining if the students really can use all they have learnt from the given teaching materials. Three English lectures took a part to review the learning outcomes by judging the students' performance in speaking after teaching the fifteen students with the prototypes of the teaching materials. Questionnaires were also given to the three lecturers to elicit the information after teaching the students with the developed materials. The results of the questionnaires analysis covered the effects of the course content, the language items, the activities, and the supplementary materials of the course on the students' speaking skills achievement. The analysis of the data associated with the lecturers' perceptions available in the questionnaires after trying out the teaching materials for speaking course one in the classroom has been the basis to draw a conclusion that the lecturers have positive perception to the contents, the language items, the activities and the supplementary materials provided in the teaching materials. This positive perception is conveyed due to the fact that as for the English lecturers, the students really get improvement in their speaking skills after learning with the teaching materials. The lecturers'

opinions concluded that overall the draft of the teaching materials are interesting, appropriate to the students' level and needs which have resulted in significant improvement achieved by the students in their speaking skill.

Level 4: Results

The three previous types of evaluation had given us illustration about the effectiveness of implementing the communicative competence-based syllabus design for speaking course one which can be measured in two aspects i.e. the first; the effect of the instructional design on the progress of the students' communicative competence by using the information gathered from the students' responses, as well as the pre-test and the post-test results. The second; the effect of the instructional design on the progress of the students' communicative competence by using the information gathered from lecturers' perceptions toward the students' performance after teaching them with the developed teaching materials. Detailed information about the overall phases of summative evaluation in this study can be seen in the following table:

Table 6 The overall results of summative evaluation

Evaluation Level	Results
Level 1 Students' reactions a. Contents b. Language items c. Activities d. Supplementary materials	Positive (+) Positive (+) Positive (+) Positive (+)
Level 2 Students' learning a. Pre-test b. Post-test	Fair Good
Level 3 Lecturers' behavior a. Contents b. Language items c. Activities d. Supplementary materials	Positive (+) Positive (+) Positive (+) Positive (+)

The information gained from the table above has shown that after going through the three levels of summative evaluation procedures as a review phase of the course contents of the speaking course one syllabus design, it is important to come to decide that teaching materials developed from the syllabus design have achieved the course aims i.e. to help the students communicate effectively and confidently in English by developing the students' vocabulary, pronunciation, and basic grammar, and to prepare the students have a good basic foundation in speaking which enables them to communicate everyday situation and topics. This conclusion is drawn up by taking into account the students' positive reaction to the teaching materials, the students' progress in speaking from fair level to good level based on the pre-test and post-test results, and the lecturers' positive perception on the teaching materials after using the materials in the classroom and witnessing the students' improvement in speaking when teaching them with the teaching materials.

Therefore, the developed teaching materials produced in this study can be transformed into an in use syllabus design and teaching materials which are ready for being implemented in the real educational context. After going through the review phase, the syllabus design has been a communicative competence-based syllabus design for initial speaking skills in university level.

4.4 Implications of This Research Findings

This research's findings have found two major benefits of different areas i.e. the first, the practical benefit of this research on the pedagogical practice at the English education study program and the second, the theoretical benefit of this study on science development especially in syllabus design theory.

a. Practical Benefit

This research proposes a standard syllabus for initial speaking skills called Communicative Competence-Based Syllabus Design which has systematically been developed by using standard and formal procedures of designing a good syllabus. The syllabus design has been recognized as a standard syllabus for speaking course one for some reasons i.e.

- a. The course aims and objectives are stated clearly because they are formulated based on the information gathered during a needs analysis. c
- b. The course contents in the syllabus are developed based on the aims and the objectives of the course.
- c. The course contents reflect the students' needs and level since they are selected and sequenced based on the inventory during the needs analysis.
- d. The course contents are well-sequenced and well-organized. They are determined based on 'need' criteria because the materials are organized in order of importance to the the students' needs in personal and social lives.
- e. The course contentes are mapped by using appropriate syllabus frameworks i.e. communicative competence-based syllabus design which integrates three types of syllabus namely content-based syllabus, structural syllabus, as well as competency-based syllabus.
- f. Methodology or activities employed in the syllabus are selected based on the students' learning preference and learning styles.

The proposed syllabus design has been implemented and evaluated and the findings of this investigation have shown that the syllabus design and its teaching materials can significantly improve the students' speaking skills from **fair** to **good** quality, based on the analysis of the data gathered during pre-test and post test, the students' reactions as well as the lecturers' perceptions about the implementation of the syllabus design and its contents. Therefore, the communicative competence-based syllabus design is really recommended to be used for teaching freshmen in university initial speaking skills at the English education study program in any tertiary institutions in Indonesia. Besides, it is also expected that the standard procedures of designing the syllabus can be adopted to design syllabi for the other speaking courses such as speaking course two, three, and four for university students.

b. Theoretical Benefit

This research has made effort to find two things i.e. a syllabus design which here is called communicative competence-based syllabus design and a framework of communicative competence-based syllabus. A number of theories (e.g. communicative competence theories, curriculum development theories, and summative evaluation theory) have been integrated to develop this syllabus design model and its framework. The design has been used to compile a comprehensive, practical, and reliable syllabus as well as a systematic syllabus framework for speaking course one at the English education study program.

b.1. Communicative Competence-Based Syllabus Design Model

This proposed model is a simple three-phase design that effectively covers most components within a logical and structured approach to syllabus design and curriculum deveopment. In the following, the writer outlines the main components of each of the three major phases in the proposed model in order to make it more applicable to design a course syllabus.

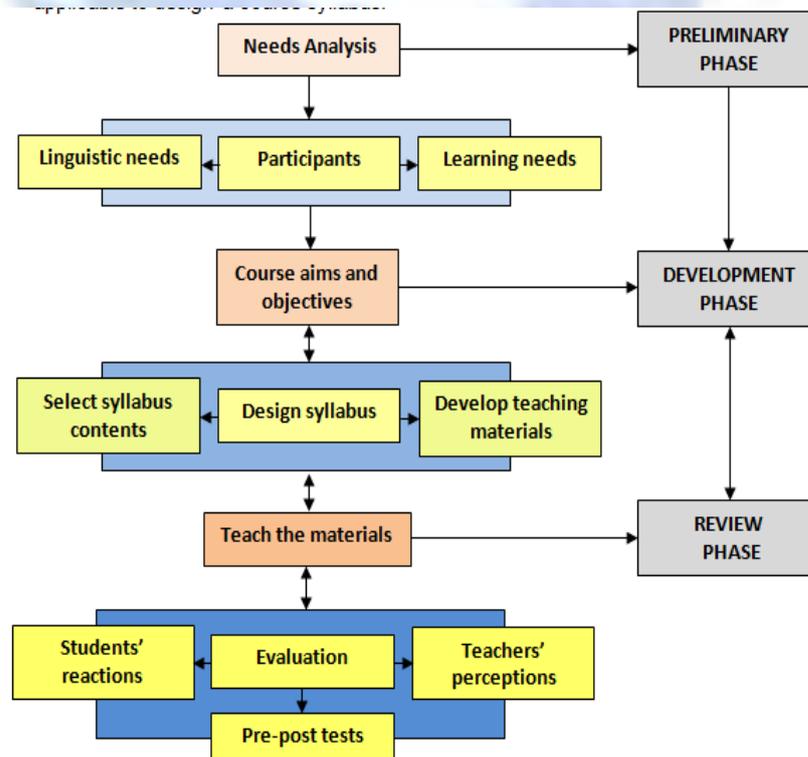


Figure 4. A methodology for syllabus design in this study

b.2. A Framework for Communicative Competence-Based Syllabus

The findings of this study have also formulated a framework for communicative competence-based syllabus. The framework illustrates the key elements which which underlie the syllabus content.

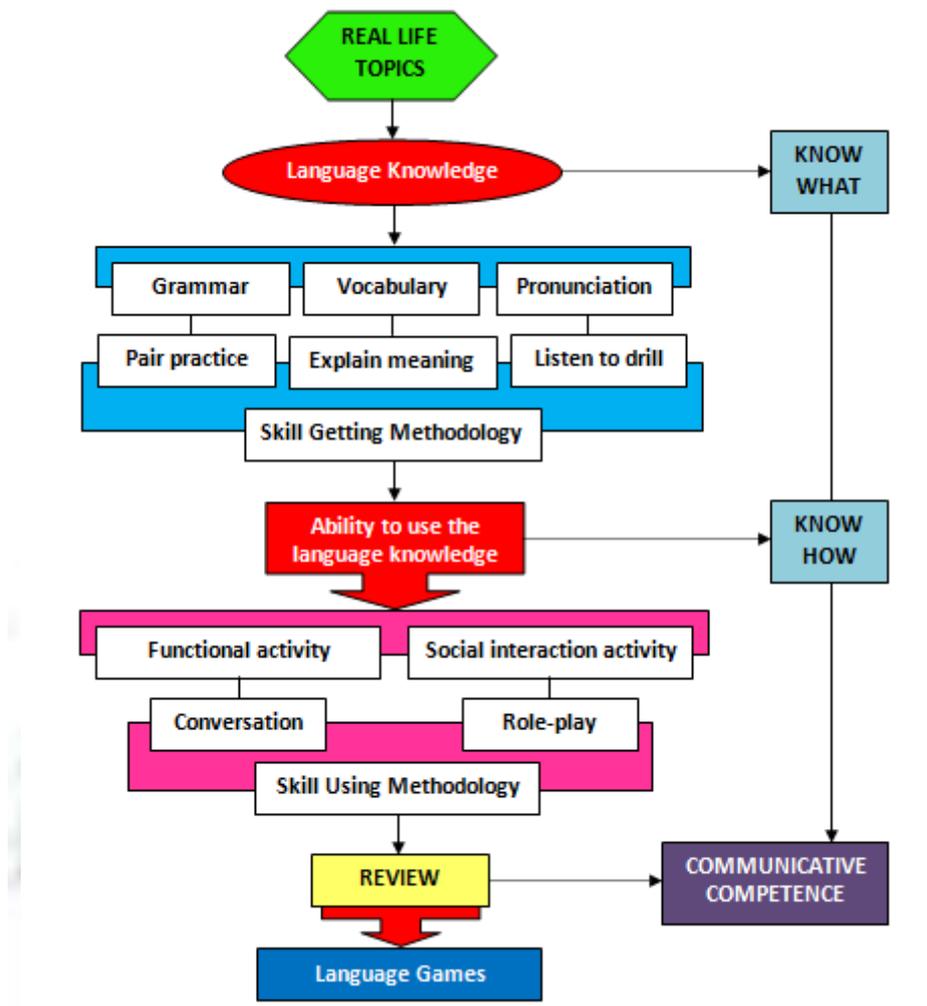


Figure 5. A framework for communicative competence-based syllabus

5. Conclusions

Falling back on the discussion of some previous chapters in this study, there are some important conclusions to be drawn i.e.

1. It has been identified that the students’ needs in speaking course one for the English education study program cover linguistic needs and learning needs. The information related to the needs has been figured out in needs inventory lists. The results of the needs analysis are then used as the basis for developing the syllabus of speaking course one. The syllabus is called Communicative Competence-Based Syllabus design which is developed by adopting Richards’ (2001) curriculum development procedures. The syllabus integrated three types of syllabus i.e. topical or content-based syllabus, structural syllabus, as well as competency-based syllabus. The syllabus design covers all the selected topics and grammar items identified from the needs analysis and are used to develop instructional materials. The topics in the syllabus are sequenced as the course content based on ‘need’ criteria which eventually result in a set of teaching materials.

2. In order to find out the effectiveness of the syllabus and its contents in attaining the course objectives, the course contents are then implemented in the classroom and evaluated by adapting Kirkpatrick’s four level model of summative evaluation which consist of evaluating the students reactions or attitudes toward the learning experience using the course contents, evaluating the students’ achievement by comparing the students’ gain scores in the pre-test and post test, evaluating the attainment of the course objectives through the English teachers’ perceptions. The result of the three summative evaluation procedures indicate that the students’ have positive reaction to the teaching materials in terms of

contents, language items, activities, and the supplementary materials. They commonly think that after learning with the teaching materials, their speaking skills get improvement. The reasons for the improvement are the teaching materials are interesting and suitable for their level and needs. The tests' results also indicated significant improvement of the students' speaking skill before and after treatment. Before treatment, the students' speaking quality is in fair level. But after treatment, the students speaking quality is in good level. Finally, the lecturers who have tried out the teaching materials in the classroom also have positive perception on the teaching materials in terms of contents, language items, activities, and supplementary materials. The lecturers are of the opinion that the students really get motivated learning English with the activities given in the teaching materials such as pair practice, role-play and language games. Besides, the teaching materials are also interesting, motivating, as well as helpful and give more opportunity to practice speaking which have resulted in the progress of the students' speaking skills. The three evaluation procedures have been taken into account to decide that the course contents developed from the speaking course one syllabus design are effective to increase the students' speaking skills.

3. The overall findings of this research have contributed two major benefits in different areas i.e. the first, the practical benefit of this research on the pedagogical practice at the English education study program for university level in terms of providing a standard syllabus and a set of teaching materials which have been developed on the basis of systematic procedures of communicative competence-based syllabus design. The second, the theoretical benefit of this study on science development especially in syllabus design theory since this research has proposed a syllabus design model and its framework. The model is a simple three-phase design that effectively covers most components within a logical and structured approach to syllabus design and curriculum development

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