

**ENGLISH LECTURERS' DECISION MAKING IN DEVELOPING
SYLLABI AND SELECTING LEARNING MATERIALS :
A STUDY AT ENGLISH DEPARTMENT, STATE ISLAMIC INSTITUTE
OF KERINCI**

A THESIS



ANDESMAN PUTRA

1810203019

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI**

2020 / 2021

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A THESIS

*Submitted as a Partial Fulfillments of The Requirements For Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Tarining State Islamic Institute of Kerinci*

BY

ANDESMAN PUTRA

NIM. 1810203019

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI**

2020 / 2021

Dr. DAIRABI KAMIL, M.Ed.
MUSDIZAL, M.Pd.
LECTURERS OF IAIN KERINCI

Sungai Penuh, April 2022
To :
The Rector of IAIN Kerinci
At -
Sungai Penuh

OFFICIAL NOTE

Assalamu'alaikum Warrahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting, the writing of Andesman Putra's thesis (the student's number is 1810203019) entitled : **“English Lecturers’ Decision Making In Developing Syllabi And Selecting Learning Materials : A Study At English Department State Islamic Institute of Kerinci”**, we are of the opinion that thesis has met the qualification as one partial fulfilment of the requirements for undergraduate degree of English Education Department in Faculty of Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh

ADVISORS

ADVISOR I

ADVISOR II

Dr. Dairabi Kamil, M.Ed.
NIP.19740314 199903 1 005

Musdizal, M.Pd.
NIDN. 200502840

CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “English Lecturers’ Decision Making In Developing Syllabi And Selecting Learning Materials : A Study At English Department State Islamic Institute of Kerinci” is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in this thesis. Any contribution made to the researcher by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expression is acknowledged.

Sungai Penuh, April 2022
The Researcher

Andesman Putra
NIM : 1810203019



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS**

Jln. Kapten muradi sungai penuh telp. 0748-21065 faks: 0748-22114
Kode pos. 37112. Website: www.iainkerinci.ac.id email: info@iainkerinci.ac.id

APPROVAL AND ACCEPTANCE

This thesis which entitled of **ENGLISH LECTURERS' DECISION MAKING IN DEVELOPING SYLLABI AND SELECTING LEARNING MATERIALS : A STUDY AT ENGLISH DEPARTMENT, STATE ISLAMIC INSTITUTE OF KERINCI** by **Andesman Putra** with students' number **1810203019** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on May 10th 2022 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Sungai Penuh, 2022

The Viva Voce

Dr. Toni Indra Yadi, M.Pd
NIP. 19770302 200710 1 001

The Chairman

Aridem Vintoni, M.Pd
NIP. 19790925 200912 1 003

Examiner I

Yoki Irawan, M.Pd
NIP. 19900919 201903 1 003

Examiner II

Dr. Dairabi Kamil, M.Ed
NIP.19740314 199903 1 005

Advisor I

Musdizal, M.Pd
NIDN. 200502840

Advisor II

**Dean Faculty of Education
And Teacher Training**

**Head of English
Education Program**

Dr. Hadi Candra, S.Ag., M.Pd
NIP. 19730605 199903 1 004

Aridem Vintoni, M.Pd
NIP. 19790925 200912 1 003

ABSTRACT

Andesman Putra, 2022 : **English Lecturers' Decision Making In Developing Syllabi And Selecting Learning Material : A Study At English Department State Islamic Institute of Kerinci.**

Advisors : **1. Dr. Dairabi Kamil, M.ED.**
2. Musdizal, M.Pd.

Key words : *Decision Making, Syllabi, Learning Materials, Qualitative Research.*

The purpose of this study was to determine the decision-making process of English lecturers at English Department, State Islamic Institute of Kerinci. In developing the syllabus and selecting learning materials, especially in English skill courses, including reading, speaking, writing and listening. In this study, the researchers used descriptive qualitative methods. In collecting data, researchers used interview, the researchers interviewed four informants, these informants were selected based on limitation of the research, it was the lecturers who teach english skill subjects, in addition to interview, the researchers also used documentation as a data collection tool, the documentation data in this research were syllabi and learning materials itself who collected from English lecturers as an informant of the research. The research question in this research was, 1. How do the English lecturers develop syllabi and selecting learning materials?, 2. What are the considerations for a lecturer in developing syllabi and selecting learning materials?, 3. What challenges are faced by the English lecturer in developing syllabi and selecting learning materials. The researchers analyzed the data in several ways, starting from data collection, then data reduction, data display and drawing conclusions. From the data analysis, the researcher found that a lecturer makes decisions when developing a syllabus based on student needs, considering competency standards and basic competencies, curriculum changes, flexible and contextual. And for decision making when choosing learning materials, English lecturers will pay attention to student needs, pay attention to competency standards and basic competencies, and as well as the sequence of the learning materials.

ABSTRAK

Andesman Putra, 2022

: Pengambilan Keputusan Dosen Bahasa Inggris Dalam Mengembangkan Silabi Dan Memilih Materi Pembelajaran : Studi Di Jurusan Tadris Bahasa Inggris Institut Agama Islam Negeri Kerinci.

Pembimbing

**: 1. Dr. Dairabi Kamil, M.ED.
2. Musdzal, M.Pd.**

Kata Kunci

: Pengambilan Keputusan, Silabi, Materi Pembelajaran, Penelitian Kualitatif.

Tujuan penelitian ini yaitu untuk mengetahui proses pengambilan keputusan dosen bahasa inggris, di Tadris Bahasa Inggris, Institut Agama Islam Negeri Kerinci. dalam mengembangkan silabus dan memilih materi pembelajaran, terkhusus mata kuliah ketrampilan bahasa inggris, di antaranya membaca, berbicara, menulis dan mendengar. Pada penelitian ini peneliti menggunakan metode kualitatif deskriptif. dalam mengumpulkan data, peneliti menggunakan wawancara, dimana peneliti mewawancarai empat orang informan, informan ini di pilih berdasarkan batasan penelitian yaitu dosen yang mengajarkan mata kuliah ketrampilan bahasa inggris, selain wawancara peneliti juga menggunakan dokumentasi sebagai alat pengumpulan data, data dokumentasi dalam penelitian ini yaitu berupa silabus dan materi pembelajaran yang di dapatkan dari dosen yang di wawancarai sebelumnya sebagai informan penelitian. Adapun pertanyaan penelitian dalam penelitian ini yaitu 1. Bagaimanakah seorang dosen bahasa inggris mengembangkan silabus dan memilih materi pembelajaran ?, 2. Apa pertimbangan bagi seorang dosen bahasa inggris dalam mengembangkan silabus dan materi pembelajaran?, 3. Apa tantangan yang di hadapi dosen bahasa inggris dalam mengembangkan silabus dan memilih materi pembelajaran?. Ada beberapa cara peneliti menganalisis data yaitu mulai dari pengumpulan data, seterusnya merekduksi data, penyajian data dan menarik kesimpulan. Dari analisis data peneliti menemukan bahwa seorang dosen mengambil keputusan saat mengembangkan silabus berdasarkan kebutuhan siswa, mempertimbangkan standar kompetensi dan kompetensi dasar, perubahan kurikulum, fleksibel dan kontekstual. Dan untuk pengambilan keputusan saat memilih materi pembelajaran seorang dosen bahasa inggris akan memperhatikan kebutuhan siswa, memperhatikan standar kompetensi dan kompetensi dasar, serta keurutan materi pembelajaran tersebut.

DEDICATION

I dedicated this thesis for

My beloved Allah SWT and prophet Muhammad SAW.

My great super hero, my father (Haslim) and my mother (Marya) who always supporting me every times and praying for me for my great future.

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My moodbooster Kebukeyi song, which always give me a good mood after listening that song.

MOTTO

لَا الشَّمْسُ يَنْبَغِي لَهَا أَنْ تُدْرِكَ الْقَمَرَ وَلَا اللَّيْلُ سَابِقُ النَّهَارِ وَكُلٌّ فِي فَلَكٍ يَسْبَحُونَ

Meaning :

It is not for the sun to overtake the moon, nor doth the night outstrip the day. They float each in an orbit.

Artinya :

Tidaklah mungkin bagi matahari mengejar bulan dan malam pun tidak dapat mendahului siang. Masing-masing beredar pada garis edarnya.

(Q.S Yasin : 40)

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عَلَى أَصْرَفِ الْأَنْبِيَاءِ وَ الْمُرْسَلِينَ وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

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Sungai Penuh, April 2022

Andesman Putra
NIM : 1810203019



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CHAPTER I

INTRODUCTION

A. Background of The Problems

Syllabus is one of important aspect in teaching process because in the syllabus there are all aspects of learning, such as basic competencies, competency standars, time alocation, which is time alocation will be use by a lecturer as a benchmark for how long a lecturer will teach in the classroom, and also in the syllabus there are learning indicators, assessment and learning materials. Learning materials is an arrangement of materials or themes that have been previously selected to be taught to students during the learning process.

The syllabus is a curriculum development that outlines the basic competencies and competency standarts to be achieved, the main points and descriptions of the material that students need to learn. The syllabus as curriculum development and learning in its implementation by educators is described in the plan and implementation of learning to the assessment of learning outcomes. Educators review and develop the syllabus sustainably with regard to and consider the results of the learning evaluation through the correct and standardized test procedures.

Syllabus comes from the latin word “ Syllabus” which means list, writing, overview, summary and book contents. According Sanjaya in Sagala, a syllabus is a lesson plan in a particular subject group or theme, which

includes competency standards, basic competencies, indicators, assessments, time allocation and learning resources or materials or tools. The syllabus is an elaboration of competency standards and basic competencies into subject matter or learning, learning activities and indicators of competency achievement for assessment. Salim Said in Sagala that syllabus is an outline, summary, overview or main points of the content of the subject matter. (Sagala, 2013 p. 13)

The syllabus is a development of the curriculum where a lecturer must be able to develop a syllabus based on a predetermined curriculum, a lecturer must be able to make decisions in developing a syllabus that will be made and will be implemented in the learning process later, and also learning materials is important things must be considered because the learning material will be used as a discussion that will be taught in the classroom during learning process. The syllabus as a teaching proposal requires a lecturer to follow the syllabus in the learning process.

This research studied further about process of decision making of english lecturers in developing syllabi and learning materials in English Department of State Islamic Institute of Kerinci. Previously, the researcher had conducted interviews with several lecturers regarding the difficulties in developing syllabi and selecting learning materials, according english lecturers at state islamic institute of kerinci there were no significant problems in developing syllabi and selecting learning materials.

Moreover there were some problems faced by english lecturers at state islamic institute of kerinci in developing syllabi was about points of the syllabi and also less spaciously of material for learning materials who will teach then in teaching process, because in English Department of State Islamic Institute of Kerinci have not developed separate materials such as textbooks, where most of learning materials still use textbooks that were often used before.

When teaching the lecturer will follow the syllabi as a basic reference, the lecturer will explain again the material who have not complete at the first meeting to the next meeting. And also the researcher's knowledge there has never been any research about english lecturers' decision making in developing syllabi and selecting learning materials in State Islamic Institute Of Kerinci especially at English Department. From those reasons the researcher want study "English Lecturers' Decision Making In Developing Syllabi And Selecting Learning Materials"

B. Identification of The Problems

Based on the research background, it can be identified problems regarding the development of the syllabi and learning materials, the problems faced by english lecturers in developing syllabi and selecting learning materials are constrained in the assessment system and also less spaciously of material for learning materials who will teach in teaching process, because in english department there is no separate textbook developmently it self. Because of that

reasons the researchers want to know more about the process of english lecturers decisions making in developing syllabi and selecting learning materials.

C. Limitation of The Problems

The researcher limited this research to finding out the process of decisions making of english lecturers in developing syllabi and selecting learning materials. Especially in english skill those are writing, speaking, listening and reading of english department State Islamic Institute of Kerinci.

D. Research Questions

Based on limitation of the problems, the research questions on this research are :

1. How do the english lecturers develop syllabi and selecting learning materials?
2. What are the considerations for a lecturer in developing syllabi and selecting learning materials ?
3. What challenges are faced by the english lecturers in developing syllabi and selecting learning materials ?

E. Purposes of The Research

Based on the research questions, the purposes of this research are :

1. To know the process of english lecturers in developing syllabi and selecting learning materials.

2. To know the considerations for a lecturer in developing syllabi and selecting learning materials.
3. To know the challenges are faced by the lecturers in developing syllabi and selecting learning materials.

F. Significances of The Research

In this research there were two significances of the research, those are :

1. Theoretically

The researcher hope that this study will give a contribution to scientific treasure in the field of education. This research also hopefully will give understanding of lecturers how develop syllabi and selecting learning materials.

2. Practically

- a. For the researchers

This research hopefully helps the researcher gets a lot of knowledge about the process of decision making for a lecturer in developing syllabi and selecting learning materials.

- b. For the lecturers

The findings of the research could use as a consideration in making decision in developing syllabi and selecting learning materials.

G. Definition of Key Terms

1. Syllabi

According Oxford English Dictionary “syllabus” has evolved to refer to a “summary” of what is to be taught and learned. The Greek etymology of the word refers to the verb “to collect”. Cicero used the term to refer to “correct leader”, suggesting an authoritative status. (Luke, et al., 2008)

2. Learning Materials

Materials are anything which used by teacher or learners to facilitate the learning. (Damayanti, et al. 2018) Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. In other words, they can be anything which is deliberately used to increase the learners’ knowledge and/or experience of the language. (Tomlinson, 2011 p. 2)

3. Decision Making

Decision making may be reviewed as the process of selecting a course of action from among some alternatives in order to accomplish a desired result. The purpose of decision making is to direct human behaviour and commitment towards for a future goal. If there are no alternatives, if there is no choice to be made, if there is no the other way-out, then there would be not need for decision making . it involves

committing the organization and its resources to the particular choice of course thought to be sufficient and capable of achieving several predetermined objective. (Terry, et al., 2018)



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Related Theory

Some opinions from the experts related to the following research were presented to strengthen the arguments submitted by the researcher.

1. Syllabi

a. Defenition of Syllabi

The syllabus is a learning device made by an educator which serves as a reference for an educator in teaching process. The success and smoothness of the learning process certainly can not help to the syllabus itself, where in the syllabus there are learning tools includes competency standarts, basic competencies, learning materials, learning activities, competency achievement activities, competency achievement indicators, assessments, time alocation, and learning resources.

A syllabus is an expression of opinion on the nature of language and learning. it acts as a guide for both teacher and learner by providing some goals to be attained. Hutchinson and Waters define syllabus as a statement of what is to be learnt and reflects of language and linguistic performance. This is a rather traditional interpretation of syllabus focusing as it does on outcomes rather than process. However, a syllabus can also be seen as a "summary of the content to which learners will be exposed.

A syllabus provides a focus for what should be studied, along with a rationale for how that content should be selected and ordered. Similarly, Richard defines, syllabus as a specification of the content of a course of instruction which lists what will be taught and tested.

Syllabus as a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself. Robertson concludes that syllabuses should be viewed in the context of an ongoing curriculum development process. According to Yaden, syllabus has been compared to a blueprint, it is a plan which the teacher converts into a reality of classroom interaction. Richard and Platt state that syllabus refers to the principles of choosing and orchestrating the textbook content. They explain that by identifying the type of syllabus used, it is possible to understand the focus and contents of course and whether the course will be structural, situational, national and etc. (Sabbah, 2018 p. 128)

b. Kinds of Syllabi

A syllabus provides a focus for what should be studied, Along with a rationale for how that content should be selected and ordered. There are seven types of syllabus such as: Structural, Situational, Topical, Functional, Notional, Skills, and Task.

1) Structural Syllabus

This type is talk about the material that constructs material structurally. For instant, the following sample of heading from the table of contents of grammar class is obviously organized around structures.

Chapter 1: Verb Tenses

1-1 The Simple Tenses

1-2 The Progressive Tenses

1-3 The Perfect Tenses

1-4 The Perfect Progressive Tenses

1-5 Summary Chart of Verb Tenses

1-6 Spelling of –ing and –ed Forms

Chapter 2: Modal of Auxiliaries and Similar Expression

2) Situational Syllabus

This type is talk about material based on context, condition or situation. For example : A selection of main heading from the table of contents of Brinton and Neuman reveals an overall organizational structure that is basically situational.

- a. Introduction*
- b. Getting Acquainted*
- c. At The Housing*
- d. Office Deciding to*

e. Life Together

f. Let's Have a Coffee

3) Topical Syllabus

This type is talk about material based on the topics. For example : Some of the main heading from the table of contents of Smith and Mare will illustrate a topical syllabus.

Unit 1 Trends in Living :

a. A cultural difference: Being on Time

b. Working Hard or Hardly Working

c. Changing Lifestyles and New Eating Habit

Unit 2 Issues in society :

a. Loneliness

b. Can Stress Make You Sick

c. Care of The Elderly: a Family Matter

4) Functional Syllabus

This type is talk about materials with typically organized: semantic uses, or meaning packets, called functions (after van Ek & Alexander 1980). For example : A few of the heading from the table of contents of Jones and Baeyer (1983) will exemplify a typical functional syllabus.

a. Talking about yourself, starting a conversation, making a date.

b. Asking for information: question techniques, answering techniques, getting more information.

- c. *Getting people to do things: requesting, attracting attention, agreeing, and refusing.*
- d. *Talking Past event: remembering, describing experiences, imagining what if...*
- e. *Conversation technique: hesitating, preventing, interruption, and interrupting politely, are bringing people together.*

5) Notional Syllabus

This type is talk about some categories some like distance, duration, quantity, duality, location, size and so on. For example, A sample of the unit heading from the table of contents below :

Unit 1 Properties and Shape

Unit 2 Location

Unit 3 Structure

Unit 4 Measurement 1 (of solid figure)

Unit 5 Process 1 Function and ability

Unit 6 Action in sequence

6) Skill-Based Syllabus

This type is talk about the ability to use and continue to learn the material. Example: Some of the main heading from the table of contents of Barr, Clegg, and Wallace will provide an example of a skill-based syllabus.

- a. *Scanning*
- b. *Key Words*

c. Topic Sentences

d. Reference Word

e. Connectors

7) Task-Based Syllabus

This type is talk about the syllabus that only gives the students task or assignment. For example : A sample of the main heading from the table of contents of Jolly (1984) provides an example of a task-based syllabus.

a. Writing notes and memos

b. Writing Personal Letters

c. Writing Telegram, Personal ads And instruction

d. Writing Description

e. Reporting Experience

f. Writing to Companies and Official.

(Rochmawati, 2017 p. 9)

2. Lesson Plan Development

a. Principle of lesson plan development

In lesson plan there are some principle have to be consideration, those are : (Junaidi, 2020.)

- 1) Lesson plan or the other terms are learning program documents designed to produce graduates who have the ability according to established graduates learning achievement , so that students have to run it at every learning process.

- 2) Lesson plan or the other terms are focused on how to guide students to learn so that they have the ability in accordance with the graduates learning achievement who are charged with the course, not on the interest of lecturer's teaching activities.
- 3) The learning designed in lesson plan is student centered learning
- 4) Lesson plan or he other terms, have to reviewd and adjusted periodically according to the development of science and technology.

b. Elements of Lesson Plan

There are 9 elements of lesson plan based on SN-Dikti chapter 12, those are :

- 1) The name of the program study, the name and code of the course, semester, credits, the name of supporting lecturer.
- 2) Learning outcomes charged to course.
- 3) The final capabilities planned at each stage of learning to meet the learning outcomes.
- 4) Learning materials related to the capabilities to be achieved.
- 5) Learning method.
- 6) The time provided to achieve the ability at every meeting.
- 7) Student learning experience embodied in the description of tasks that must be done by students for one semester.
- 8) Criteria, indicators, and the rubrics.
- 9) List of references used.

c. Fill In The Lesson Plan Section

- 1) The name of the course.

In accordance with stated in the permit for opening/ establishing/operating/accrediting study programs issued by the ministry.

- 2) Name, code, semester, credits, modul.

It have to accordance with established curriculum designed

- 3) The lecturers.

It can be filled by more than one person if the learning is carried out by a teaching team, or parallel classes.

- 4) Graduates learning achievement to course and formulated course learning achievement.

The graduate learning achievement in the lesson plan is a number of graduate learning achievements that are charged to related subjects, consisting of attitudes, general skills, special skills, and knowledge. The formulation of graduate learning outcomes that have been formulated in the curriculum document can be designed to several course, so that the graduate learning achievement that is charged to course is part of the effort to provide capabilities that lead to the fulfillment of the study program of graduate learning achievement. Several graduate learning achievement items imposed on constitutional court can be formulation with the same and more

specific meaning to the constitutional court can be expressed as learning outcomes for subjects.

5) Planned final abilities at each learning stages.

It is the ability of each learning stage (sub-learning outcomes or other equivalent terms).

6) Learning materials.

Learning materials are details of a study material or several study materials owned by related subjects. Learning materials can come from various branches / part of the scientific field or areas of expertise developed by the program study.

7) Learning methods.

The selection of learning forms and methods is based on the necessity that the expected abilities have been determined in a learning stage in accordance with graduate learning achievement.

8) Calculation of credits and their equivalent.

Based on permendikbud No. 2 of 2020, the definition of credit is the amount of time for learning activities that are charged to students per week per semester in the learning process through various forms of learning or the amount of recognition for the students' efforts in participating in curricular activities in a program study.

9) Student learning experience in the form of assignments.

Student learning experiences that are manifested in the description of tasks that must be done by students for one semester, it

is a form of student learning activities stated in assignments so that students are able to achieve the expected abilities at each stage of learning.

10) Criteria, Indicators and assessment weights.

The assessment includes educative, authentic, objective, accountable, and transparent principles which are carried out in an integrated manner. The criteria refer to the standard of student success in learning stage, while the indicators are elements that indicate the quality of student performance. The weight of assessment is a measure in percent which shows the percentage of the success of one learning stage to the overall success score in the course.

11) References.

Contains books or other forms that can be used as learning resources in learning courses.

12) Semester learning plan format.

The format of the lesson can take various forms according to what is determined by the perspective program study or collage. The lesson plan format must meet the minimum elements as stipulated by article 12, verse 3 of the SN-Dikti, as described in the previous section of this book. Examples of several forms of lesson plan format and other learning tools are in the appendix. Once again, it should be emphasized that universities can develop their own lesson plan format.

3. Learning Materials

a. Defenition of Learning Materials

Teaching learning materials refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plan. It is generally believed that teaching learning materials indeed suport students learning and the teaching learning success. Besides helping teachers to construct a better lesson plan, teaching learning materials also assist teachers professionally and use them as resourches to describe instructions. For instance, when a teacher decides to teach new vocabularies one day, his/her teaching materials will help her/him to set specific learning goals, plan how he/she will conduct the class and decide what instructions will be best applied. (Sari dewi, 2016 p. 2)

Learning materials are collection of materials or themes used by a teacher in teaching processin the class, the materials or theme taught by a teacher is usually obatined from textbooks that have been previously determined. The material taught is expected to increase students' understanding and achieve learning indicators.

b. Types of Learning Materials

There are two types of learning materials , those are created materials and authentic mateials.

1. Created Materials

Created materials are materials, which are purposefully created for education. They are intentionally created to meet particular teaching and learning objectives. The following is the elaboration of some kinds of created materials, which included course book, audio materials, and video materials. (Damayanti, et al., 2018 p. 3)

a. Coursebook

Coursebook is still ubiquitous and plays a fundamental role in ELT around the world. (Garton, et al., 2014 p. 3)

b. Audio Materials

Audio-Lingual Method is to enable students to use the target language communicatively. In order to do this, students need to over-learn the target language, to learn to use it automatically without stopping to think. This aim can be achieved by students' forming new habits in the target language and overcoming the old habits of their native language. (Sarody, et al., 2006 p. 14)

c. Video Materials

The teacher plays a key role in the success or failure of any video used in the language classroom. It is the teacher who selects the video, relates the video to students' needs, promotes active viewing, and integrates the video with other areas of the language curriculum. (Sahin, et al., 2016 p. 861)

2. Authentic Materials

Authentic materials, in turn, are not intentionally created for education. They are designed based on different principles such as journalism, entertainment, social purposes, etc. Although authentic materials are not specifically designed for education, they are also enormously potential for educational purposes. The following is the elaboration of some kinds of authentic materials relevant to language teaching, which cover authentic texts, movie/film, radio broadcasting, television program, graph, table, and chart, and map. (Damayanti, et al., 2018 p. 5)

a. Authentic Text

Authentic text can be described as anything created for native speakers of a language, we can use for our teaching purposes. One of the authentic material forms that can be used by teachers is authentic texts. They can be easily found in magazines or newspaper.

b. Movie/ Film

Movies are truly modern-day storytelling instruments. They have the power to reach massive audiences, which is why they should, and do, matter so much to society. Whether they are stories of afar or just everyday existence, good movies are a way for people, particularly youth, to understand and relate to the world in constructive ways.

c. Radio Broadcasting

Radio broadcasts are types of audio materials which are scripted and edited based on the principles of journalism.

d. Television Program

It contains many programs that can be appropriately selected for teaching and learning purposes. Explanations related to the subject and examples can be presented visually, so the learner gets motivated, his/her desire for learning increases, and therefore learning and remembering become easier. Television may grant positive motivation such as attracting the learner's attention to a certain point or arousing attention with the movements of the camera's coming close, going away, and reflecting details. There are several programs that can be used as materials such as news, debate, talk show, quiz, advertisement, etc. that can be a good way to learn the focusing language.

e. Graph

A graph can be used to organize numerical information. Graphs can be helpful in detecting patterns and trends in data. When reading graphs, it is important to always read the title first, because it will provide a brief explanation about what the graph displays. There are many types of graphs, but graphs which are mostly encountered by students are bar graphs, pictographs, and

pie graphs. Bar graphs can be used to compare groups or to show how something changes over time.

f. Table and Chart

Table and charts organize data into rows and columns. The rows and columns have headings that tell students what kind of information is in each cell of the table.

g. Maps

point out that a map is a two-dimensional representation of an area. The three important elements of maps are title, legend, and scale. The title gives a brief description of what is depicted on the map.

(Damayanti, et al., 2018 pp. 5 - 7)

4. Teachers' Decision Making In Curriculum And Materials Development.

Decision making is a routine management activity happens at all level in organisation. A decision should be made in order to execute activities and achieve goals. Inability to make a quality decision may affects every aspects of the organization. However in the decision making process there are several factors that could influence the decision. According blackmore and berardi in ikhsan argue that there are at least seven factors which can influence decision. They are decision makers (individual or personal), decision situation (environment or condition), thinking in terms of a problem or an opportunity, decision criteria (single

or multi criteria) time and people affected by the decision as well as decision support theories, models, tools, strategy and techniques. (Haris, 2012)

Curriculum decision are made by various individuals and groups, in a variety of educational setting, and at some levels in educational hierarchy. A such group is classroom teachers there are frequent questions, however, regarding the role teachers should play in a curriculum decision making and also control of decisions should lie of them or with individuals far removed from the classroom. (Kimpton, et al., 1986)

There is an intimate and generally ignored relationship between curriculum and teacher role. The commonly held view of curriculum, what Goodson dubs CAP (curriculum as prescription) brings with it a teacher role based upon the view that “we can dispassionately define the main ingredients of the course of study and then proceed to teach the various segments and sequences in systematic turn”. Coming to terms with the role of teacher as “implementor of a predetermined body of knowledge” that comes with curriculum as prescription is often a source of difficulty for beginning teachers. Beginners face a daunting problem: Not only must they implement a curriculum generally developed by others and with which they are unfamiliar but simultaneously they must negotiate a satisfying teaching role. At times the two demands are contradictory: The adopted curriculum prohibits establishing a satisfying role and the desired

role makes it difficult to implement the established curriculum. (Bullough, 1992)

Curriculum is an important task because the curriculum offers opportunities for pupils of all ages to move beyond the experience they bring to school and to acquire knowledge that is not tied to that experience. Teachers play a key role in the process of curriculum making, as teachers are the intermediaries who interpret and enact the curriculum, even where it is heavily prescribed. Yet while teachers have this important role, surprisingly little is known about how they turn these official policies into school-level curricula. Knowing what teachers choose to include in their curriculum, how they arrive at these decisions, and what they believe they are attempting to do through teaching particular content will fill an important gap in our understanding of teachers' decision making. (Harris, et al., 2018)

Curriculum as "a written plan depicting the scope and arrangement of the projected educational program for a school". However, as Joyce suggests, "To develop the whole school program in one large piece is an overwhelming task. To make it manageable, curriculum areas or focuses are frequently selected". Curriculum decision making, then, includes the establishment of goals for the entire educational program, the selection of subjects through which the goals can be achieved, and the identification of intended learning outcomes and, possibly, content that comprise the unique contribution of each subject. It also encompasses dissemination of

the curriculum, planning for implementation of the curriculum, and evaluation of both the curriculum itself and the processes that produced it. (Young, 1979)

5. Indonesian National Qualification Framework (KKNI)

Presidential regulation number 8 of 2012 concerning the Indonesian National Qualification Framework (KKNI) and Law nomor 12 about University, encourage all universities to conform to these provisions. Indonesian National Qualification Framework (KKNI) is a statement of the quality of human resources (SDM) indonesia whose classification is based on the level of ability stated in the formulation of larning outcomes. University as producers of educated human resources need to measure their graduates, Do the gradutes produced have abilities equival ent to the learning outcomes that have been formulated in the qualification level of Indonesian National Qualification Framework (KKNI). As a national agreement, graduates of applied undergraduate programs, for example must at least have abilities that are equivalent to learning outcomes formulated at level 6 of KKNI. (Junaidi, 2020 p. 2)

According to the Indonesian Qualification Framework grading, applied undergraduates are educational programs at level 6. Graduate competency standarts, content standards, process standards, and level 6 evaluation standards are regulated in SN-Dikti. Graduate competency standards formulated as graduate learning outcomes include general attitudes and skill of graduate learning achievement, while specific

knowledge and skill of graduate learning achievement is agreed upon by associations/ forums managing similar study program. (Junaidi, 2020 p. 20)

A university in compiling or developing curriculum have to refer to Indonesian National Qualification Framework (KKNI) and University National Standards. The universities curriculum is a program to produce graduates, so that program should be ensure the gradutes who have qualifications that are equivalent to the qualifications agreed in Indonesian National Qualification Framework (KKNI). (Junaidi, 2020 p. 2)

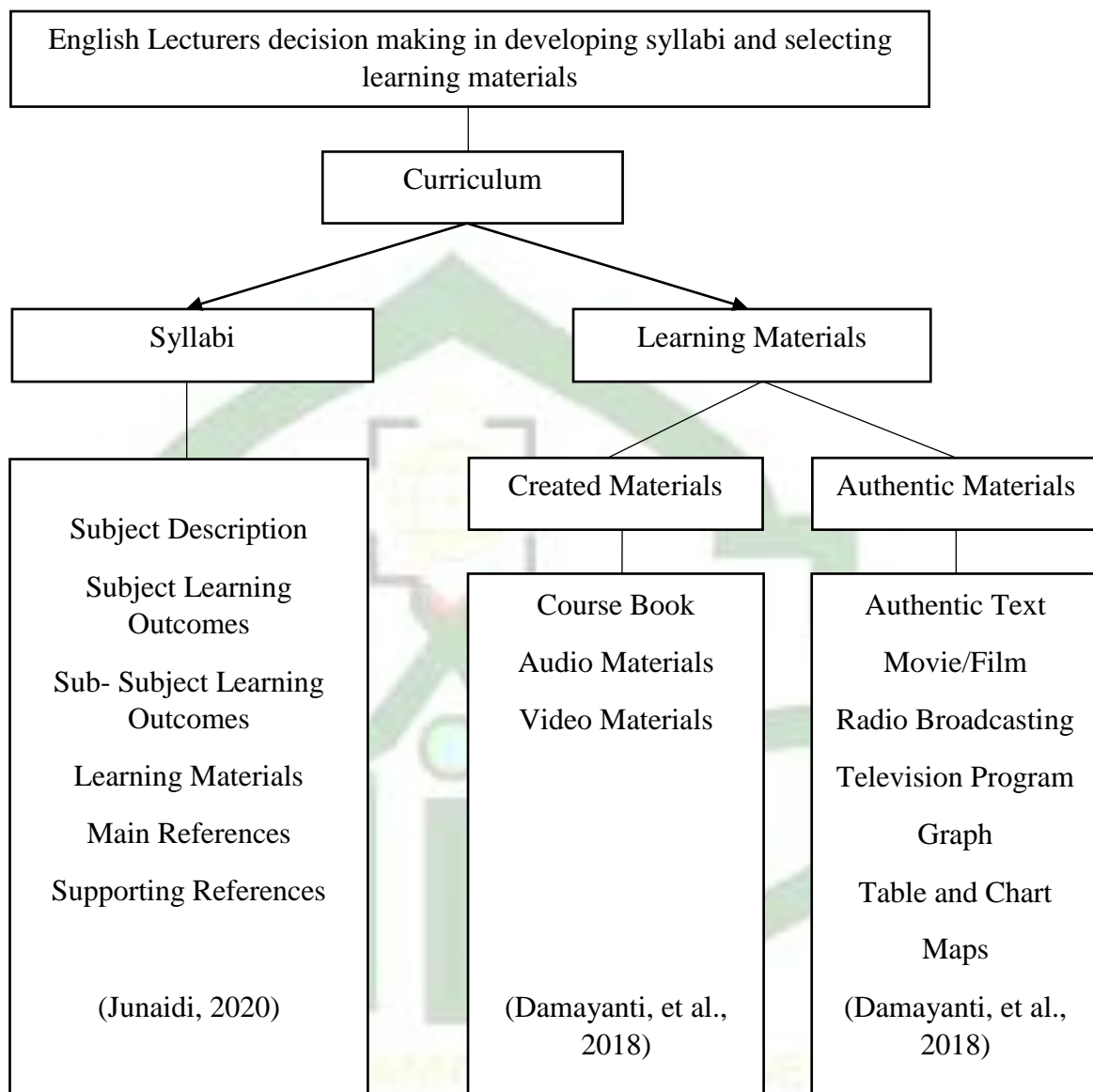
B. REVIEW RELATED FINDINGS

Guy Swenson. 2020. An Analysis of Teacher Decision-Making in Grading 10th Grade An Analysis of Teacher Decision-Making in Grading 10th Grade Student Writing in English Language Arts. Qualitative Research. The population of this study were selection from 9th and 10th grade English language arts teachers who taught during the 2019–2020 school year in a large urban public school district in the Southeast United States. And the sample of this study was 21 participants. The data collecting technique of this research were pilot study and procedurs. And the data analysis of this research were validity and cridebelity, peer review, Negative case analysis, Rich, Thick description and Responden validation. The result of this study was the findings revealed that participants interrupted their reading of student work to consider the conventions of standard English, the thesis, or to ask themselves or the imaginary student questions about the writing. The differences were that participants' interruptions focused on the conventions or the thesis, but not

both, and participants either made binary or quality decisions regarding the thesis and conventions. Furthermore, participants exhibited an evaluation focus either on the thesis or the conventions of standard English, but not both. A substantive grounded theory emerged from the qualitative data: The Theory of Disparate Purposes of Writing Assessment. This emergent theory states that teachers' grading practices indicate the purpose of student writing is for the student either to demonstrate the five-paragraph essay or for the student to express something important in their writing.

The differences between previous research with this research is at focusing of the research which the previous study research about decision making in student writing and for this research will focus on process decision making of a lecturer in developing syllabi and selecting learning materials. And the similarities of both research are use qualitative research method.

C. CONCEPTUAL FRAMEWORK



Syllabi is one component in learning. A lecturer develops syllabi based on the curriculum, as well as learning materials, Learning materials are selected based on curriculum. A good syllabi is focus on the components in it and based on curriculum used in the universities. In State Islamic Institute of Kerinci the curriculum used is Indonesian National Qualification Framework (KKNI) ,

Where the syllabi has some measuring tools in it such as Subject description, Subject learning outcomes, Sub-subject learning outcomes, Learning materials, Main references, Supporting references. And also learning materials are selected based on curriculum, where in the selection of learning materials it consideration on created materials and authentic materials and it should be focusing in student needs.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research was qualitative research, Qualitative research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials, case study personal experience, introspective, life story, interview, observational, historical, and visual texts that describe routine and problematic moments and meaning in individuals lives. (Creswell, 1998 p. 15)

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. (Creswell, 1998 p. 15)

Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural

setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change. (Creswell, 1998 p. 44)

The researcher chosen qualitative research based on the data were collected, where the data collection obtained from interviewa and also too documantation as additional data, qualitative research was chosen in this study because considering the data obtained were mostly in the form of opinions and the results of the data obtained were also described in narattive form.

The type of this research approach was descriptive research, descriptive research that seeks to describe current problem solving based on data. The type of qualitative descriptive research used in this study was intended to obtain information about the process of english lecturers decision making in developing syllabi and selecting learning materilas at English Department of State Islamic Institute of Kerinci.

B. Setting And Informant of The Research

1. Location

This research carried out at State Islamic Institute of Kerinci located in sungai penuh town, sungai liuk. Especially at English Department,

Faculty of Education And Teacher Training, State Islamic Institute of Kerinci.

2. Informant

The informants of this research were english lecturers of English Department of State Islamic Institute of Kerinci, and in this research took four informants, one informant for one english skill.

C. Data Collection Technique

There were two methods to collect data on this research, it was documentation and interview.

1. Documentation

Documents are records of events that have passed. Documents are usually in the form of writing, pictures or monumental works of someone. Documents in the form of writing such as diary, life histories, biographies, regulations and policies. While documents in the form of images such as photo, live images, sketches, and others. and also documents in the form of works such as works of art, it is like pictures, statues, films and others. (Sugiyono, 2020 p. 240)

On this research the data collecting of documentations were syllabi and learning materials who collected from english department lecturers of State Islamic Institute of Kerinci.

2. Interview

An interview was considered to be a social interaction based on a conversation, The qualitative research interview refers to further described as attempts to understand the world from the subjects' point of view, to unfold the meaning of their experience, to uncover their lived world. (Creswell, et al., 2018 p. 230)

In this research, the type of interview that used was semi-structured. This type of interview was included in the in-dept interview category, which was more free in its implementation compared to structured interviews. The purposes of this type of interview was to find problems more openly, where the participants invited to the interview were asked for their opinions and ideas. In conducting interviews, researcher need to listen carefully and record what the informants find. (Sugiyono, 2020 p. 306)

In the interview process, the questions previously made by the researcher can be added based on the answers from the informants, where this serves to find out more in-depth and detailed information, in other words the list of interviews that have been made previously could be added according to information needed, what you want to you get during the interview process.

D. Instrument of The Research

Instrument of the research was a tool use to collect data in a research. In this research there were two instruments be used, those are Documentation Guides and Interview Questions.

1. Documentation Guides

In this research, the documentation guideline was syllabi and also learning materials obtained from english lecturers, English Department, State Islamic Institute of Kerinci.

2. Interview Questions

In this section, the researcher used an instrument of interview that was record equipment. In the process the researcher interviewed informants, they were english lecturers. The researcher asked the questions about lecturers decision making in developing syllabi and selecting learning materilas. The interview used in this research was semic-structured interview.

E. Data Analysis

In this research there were four ways to analyze data, it was Data Collecting, Data reduction, Data Display and Conclusion / Verification :

1. Data Collection

Data collection is the main activity of data analysis. Data collection activities in this research use documentation and interviews, where the

documentation of this research will be syllabi and learning materials while the interview will be use in this research is semi sructured interviews.

2. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Data reduction occurs continuously throughout the life of any qualitatively oriented project. (Milles, et al., 1994 p. 10) Reducting carry out since data collection, statrting with making summaries, coding, tracing themes, writing memos, and so on, with the intention of setting aside irrelevant data then the data is verified.

The researcher chose relevant data that will be useful later for research data. Researcher reduce the data of documantation in the form of syllabus and learning materials and also the researcher reduce the results of data interviews with several informants which was they are english lecturers of english department of state islamic institute of kerinci. reduction was carried out since data collection, start with making summary, coding and completing the informations are deemed irrelevant.

3. Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. Display vary from gasoline gauges to newspaper to computer screens to factor analysis printouts, display helps us to understand what is happening and to do something either analyze further or take action based on that understanding. (Milles,

et al., 1994 p. 11) The researcher described the data that has been reduced to a description in which the data be presented in the form of narrative text.

4. Conclusion / Verification

Form the start of data collection, the qualitative analyst is beginning to decide what things mean is noting regulaties, patterns, explanations, posible configurations, casual flows, and propositions. (Milles, et al., 1994 p. 11) The researcher drew conclusions based on the findings data that have been obtained previously.

F. Trustworthiness

1. Tringulation

Tringulation is an information obtained from several sources is cross-checked and between interview data, documents and also obsevation. As well as examining data from various informants. According Moleong Tringulation is a technique od checking the validity of the data that can take advantage of the other sourchs than the data for checking purposes or as a comparison to the data obtained data collection techniques. (Salim, 2012)

The type of tringulation used by researcher in this study was Source Tringulation, where the researcher checked out the validity of the data by comparing some of data has been obtained from previous data collection, researcher compared the informant's documentation, and also the results of informat's interviews.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

As previously stated in chapter I, This research meant to explain the Decision Making for english lecturers in developing syllabi and selecting learning materials : a study at english department state islamic institute of kerinci. this research was done by interviewed some lecturers of english department to collected the data, and take some documantatioan and also syllabi and learning materials as the product of decision making for a lecturers.

From the interviewed, the researcher found some decision making for a lecturers in developing syllabi and selecting learning materials those are about the process, the considaration, and the challenges. In this research there were four informants who had interviewed, and it was English skills subject lecturers. Speaking, Listening, Writing and Reading.

1. English Lecturers' Decision Making In Developing Syllabi

a. Process of developing syllabi.

Syllabi is one of important aspect in teaching process, there are some aspect in syllabi have to be consideration when develop it. A lecturers develop syllabi by consider some components, those are component of syllabi itself, competency standarts and basic competencies, Indicator of learning and also assessment. And its also stated by the english lecturers when the process of develiong syllabi.

L I “syllabus merupakan pedoman seorang pendidik di dalam membuat atau menyusun komponen didalam syllabus itu sendiri, biasanya komponen yang pertama harus mengetahui tentang bagaimana komponen-komponen di dalam syllabus itu sendiri..... (L I “*The syllabus is a guide foe educator in making or compiling the componenets in the syllabus itself, usually the first component must be know is about how the syllabus are used. Next, how do we determine competency standart and these basic competencies are very important so that the drafting process will be better later.....*)

..... Dan langkah berikutnya yaitu menentukan indikator pembelajaran, indikatornya ini ialah tujuan yang ingin di capai dari mata kuliah yang di ampukan oleh seorang dosen dan itu yang paling penting. Kemudian terakhir ini hal yang tidak pernah terlupakan di dalam setiap menyusun syllabus yaitu adalah bagaimana menentukan jenis penilaian yang akan kita lakukan . (..... *And the next step is to determine learning indicators, the indicators are the goals to be achieved from the courses taught by a lecturer and that is the most important thing. Then the last, the thing that never forgotten in every preperation step in developing syllabus is how to determine the type of assessment that we will do.*”)

(Appendix II, P 66, DU 2)

The other informants also has the same statement with the first informant about the process of developing syllabi.

L III “Sebelum mengembangkan syllabus ada beberapa komponen yang harus di perhatikan, yang pertama komponen syllabus, memetakan standart kompetensi dan kompetensi dasar, merancang kegiatan pembelajaran dan menentukan indikator pembelajaran kemudian menentukan jenis penilaian apa yang akan di pakai di dalam pembelajaran. (L III “*Before developing a syllabus, there are several components that must be considered, the first is the syllabus component, mapping competency standards and basic competencies, designing learning activities*

and determining learning indicators and then determining what type of assessment will be used in learning.”)

L IV “kalau saya dalam mengembangkan syllabus, saya harus memperhatikan penilaian ya, dan juga memperhatikan aspek-aspek dalam syllabus seperti, deskripsi mata kuliah, indikator, materi pembelajaran dan juga sumber ajar yang akan di gunakan untuk proses pembelajaran nantinya.” (L IV “*if I am developing a syllabus, I must pay attention to the assessment, and also pay attention to aspects in the syllabus such as course descriptions, indicators, learning materials and also teaching resources that will be used for the learning process later.*”)

(Appendix II, P 80,84 DU 66,98)

The lecturers develop syllabi based on the components of that syllabi, competency standards, basic competencies, learning indicators and assessment system, the syllabi developed by lecturers of English department (Appendix V, P 97) there were no competency standards and basic competencies but there were learning outcomes and sub-learning outcomes. In developing syllabi lecturer at English department develop it based on their own way, in Indonesian Qualification Conceptual Framework (KKNI) , there was no competency standards and basic competencies as consideration. (see point 12. p. 17) The point explain that every universities can develop their own lesson plan format, it means English Lecturers of English Department at State Islamic Institute of Kerinci develop their own syllabi format.

In the process of developing a syllabi a lecturer have to make a decision, a decision is so important thing that have be taught by a lecturer because when the lecturer can not make a good decision in developing syllabi, a syllabi that have been prepared can not be used during learning process, in the process of developing syllabi a lecturer usually focuss in standart competency and basic competencies. As said by the informants of this research.

L I “..... keputusan kita di dalam mengembangkan syllabus yaitu berdasarkan SK dan KD dan indikator dari pembelajaran yang sesuai dengan kurikulum yang digunakan oleh sebuah institusi.”
(L I “..... so the decision in developing syllabus is based on competency standarts and basic competencies and also indicators of learning in accordance with the curriculum used by an institution.”)

L III “..... berdasarkan standar kompetensi dan kompetensi dasar yang sudah kita tentukan tadi, jadi itu pertimbangan pertama yang kita pilih dalam mengembangkan syllabus.” (L III “..... I think it's all based on the competency standards and basic competencies that we have determined earlier, so that's the first consideration we choose in developing the syllabus.”)

L IV “.....memperhatikan standart kompetensi dan kompetensi dasar salah satunya.” (L IV “.....paying attention to standard cpmpetency and standard competencies.”)

(Appendix II, P 68,81,85 DU 6,72,103)

Not just a decision but in the process of developing syllabi, there were some criteria that have be taught, the researcher found that criteria in developing syllabi was student needs, it stated by some lecturers during interviewed process.

L I “kriteria utama yang sangat kita perhatikan adalah kebutuhan peserta didik.....” (L I “*the main criteria have to pay attention is student needs.....*”)

L II “terkait dengan kebutuhan yang di hubungkan dengan taksonomi pengetahuan “ (L II “*related to the needs associated with the taxonomy of knowledge*”)

The other lecturers also give the same statement that there are criteria in developing syllabi it was student needs.

T III “Kalau saya, karena saya menggunakan student center maka hal yang saya perhatikan yaitu kebutuhan peserta didik “ (L III “*For me, because I use the student center, the things I pay attention is the student needs*”)

L IV “untuk hal ini sama saja dengan jawaban saya sebelumnya yaitu dengan melihat kebutuhan peserta didik. (L IV “*for this question I have the same answer like before, it is by looking at student needs.*”)

(Appendix II , P68,76,81,85 DU 10,42,74,106)

In the process of developing syllabi a lecturers especially at english department state islamic institute of kerinci, a lecturer develops syllabi based on same aspect, start from the way of develop syllabi, The decision taken by lecturers in developing syllabi and also the lecturers has a criteria that be taught when developing syllabi.

b. Consideration in developing syllabi.

In developing syllabi a lecturer think about considerations that have they made, the consideration made the lecturers ofcourse affect the syllabi be a good syllabi, the consideration be focussed by the lecturers at English Department State Islamic Institute of Kerinci was about the flexible of the syllabi. It stated by the lecturers.

L I “pertimbangan dalam mengembangkan syllabus yaitu fleksibilitas dari sebuah materi itu sendiri sesuai dengan kebutuhan dan perkembangan teknologi beserta informasi”(L I “*the considaration in developing syllabus it is about flexibleity of material itself in accordance with needs and technology development along with information*”)

T III “yang pertama fleksibelitasnya, sesuai dengan kebutuhan dan perkembangan teknologi dan informasi” (L III “*the first is flexibility, according to the needs and developments of technology and information*”)

(Appendix II, P 69,82 DU 14,77)

In the other hand, in developing syllabi the considaration not just about the flexible of the syllabi but also consider to vision and mission. As said by a lecturer during interviewed process.

L II “terkait dengan visi dan misi kita, kalau yang bahasa inggris dalam artian visi dan misi terkait dengan tujuan pembelajaran tentu merujuk pada visi dan misi” (L II “*related to our vision and mission, if the English language in terms of vision and mission is related to learning objectives, it certainly refers to the vision and mission.....*”)

(Appendix II, P 77 DU 46)

c. The challages faced by an english lecturers when developing syllabi.

Developing a syllabus cannot be separated from challenges, the process of making a syllabus that must be careful, finds challenges and these challenges are also faced by English lecturers at State Islamic Institute of Keinci. The challenge in the process of developing the syllabus at State Islamic Institute of Kerinci was usually in the form of changes to the curriculum, because this change makes the

syllabus that was originally ready to be used cannot be applied because the curriculum is already different, of course a lecturer must make a new syllabus based on the existing curriculum. As mentioned by the informants of this research.

L I “tantangan kita dalam membuat syllabus, sebenarnya bukan sebuah tantangan tapi merupakan sebuah perubahan bagaimana kurikulum itu berubah, tentunya tantangan bagi seorang guru, dosen, instruktur atau apapun yang terlibat dalam proses pembelajaran. Tergantung dari perubahan kurikulum itu, kita harus menyesuaikan dari kurikulum itu” (L I “*Our challenge in making Syllabus, it is actually not a challenge but it is a change of how the curriculum changes, of course the challenge for a teacher, lecturer, instructure or anything involved in the learning process. Depending on the changes in the curriculu*”)

L III “yang pertama itu perubahan kurikulum” (L III “*the first is the changes of curriculum*”)

(Appendix II, P 70,82 DU 18,82)

Not only regarding the curriculum, but the challenges faced by a lecturer in developing a syllabus, especially in english department state islamic institute of kerinci are obstacles in achieving learning outcomes, learning achievement itself is a lecturer's reference in teaching, where the material conveyed is successful or not. . according to the informants of the research.

L I “..... kita sudah menyusun tujuan pembelajarannya tapi capaian pembelajarannya tidak tercapai, jadi tantangan-tantangan itu yang sering kita hadapi” (L I “*..... we have compiled their learning goals but the achievements of learning are not achieved, so the challenges that we often faced*”)

(Appendix II, P 71 DU 22)

As well as the problems in developing a syllabus, the challenges in developing a syllabus also have solutions, among these solutions which are used by english lecturers after conducting interviewed, it is by giving independent assignments, adding assignments. This activity aims to achieve learning outcomes that were not previously achieved. As the opinion of the informants in this study.

L III “kalau saya pribadi biasanya dengan membuat tugas mandiri ya, menambah tugas, harus ada uotput/ produknya.” (*L III “personally, I usually make independent assignments, yes... add tasks, there must be output/products.”*)

(Appendix II, P 83 DU 90)

The process of developing a syllabus was a process that must be carried out by a lecturer to complete the completeness of learning, an english lecturer in state islamic institute of Kerinci took several decisions when developing a syllabus, among these decisions based on processes, references and challenges. Where during the process of developing a syllabus, a lecturer makes decisions based on the components of the syllabus itself, based on competency standards and basic competencies, learning indicators, assessments. And for its own reference, a lecturer makes decisions based on predetermined competency standards and basic competencies. During the syllabus development process, a lecturer has certain criteria including paying attention to the student needs.

In developing the syllabus, there are also references as a basis for a lecturer's consideration in developing the syllabus, including the syllabus developed must be flexible, besides that there are several obstacles for a lecturer in developing the syllabus, it was adjusting the standart competency and basic competencies, as well as learning indicators as conveyed by the informant during the interviewed. And the problems found in developing the syllabus must have a solution and a lecturer made decisions when solving these problems, it wa by understanding the competency standart and basic competencies that have been determined previously.

And in the development of the syllabus there are challenges faced by lecturers, and those challenges are curriculum changes, where each educational institution determines the curriculum based on the university's own provisions, curriculum changes made lecturers have to be able to make decisions to solve the challenge, in the other hand english lecturers also faced challenges in the form of not being able to achieve the learning outcomes that have been set and the decisions taken by english lecturers at state islamic institute of kerinci it was by giving independent assignments and so on to complete these challenges.

2. English Lecturers' Decision Making In Selecting Learning Matrials

a. Process of selecting learning materials.

One of the components in the syllabus is learning material, learning material is a set of themes that will be taught later during the learning process. Learning materials take an important position when the learning process takes place because learning materials will be the focus of lecturers and students as discussion material.

In the process of choosing learning materials, a lecturer have to make decisions so that the selected material can be well received by students. an English lecturer makes decisions during the process of selecting learning materials based on competency standards and basic competencies as well as of student needs, as mentioned by informants of this research

L I “.....harus sesuai dengan standart kompetensi dan kompetensi daar. Dan tentunya kita harus mengidentifikasi aspek-aspek dari Standart kompetensi dan kompetensi standart..... “ (*L I “..... must be in accordance with competency standarts and basic competencies. And ofcourse we have to identify aspects of competency standarts and basic competencies..... “*)

The same statemant also given by the other informants of this research.

L IV “..... yang paling penting harus memperhatikan standart kompetensi dan kompetensi standar. Karena untuk memilih materi pembelajaran tadi juga harus sesuai dengan standar kompetensi dan kompetensi dasar.”(*L IV “..... the most important thing is to pay attention to competency standards and basic competencies. Because to choose the learning material earlier, it must also be in accordance with competency standards and basic competencies”*)

(Appendix II, P67,85 DU 4,100)

In addition, a lecturer has certain criteria when choosing learning materials, this have an impact on the process of delivering material to students, appropriate material will be received better by students, the criteria when choosing learning materials for a lecturer were in the form of the learning objectives. as mentioned by informat III.

L III “tentu saja materinya itu sudah berdasarkan dari pada indikator pembelajaran atau tujuan pembelajaran, jadi learning material nya beerdasarkan indikator pembelajaran atau tujuan pembelajaran.” (*L III “of course the material have to based on learning indicators or learning objectives, so the learning material is based on learning indicators or learning objectives.”*)

(Appendix II, P 81 DU 76)

The same opinion also given by the other informants of this research, acccording to the informant IV.

L IV “kalo untuk materi pembelajaran hampir sama yaitu memperhatikan kebutuhan peserta didik dan juga melihat indikator pembelajaran biasanya.” (*L IV “for learning materials, it is almost the same, it is paying attention to the student needs and also seeing the usual learning indicators.”*)

(Appendix II, P86 DU 108)

The lecturers chosen learning material based on student needs, the lecturer have to analysis what was student need, for example speaking for professional speaker subject, the lecturer chosen the material to made students understand how to be a good speaker

(Appendix V, P 97) The materials chosen by English lecturers consider by student need.

The process of selecting learning materials by paying attention to the continuity between competency standards and basic competencies as well as the needs of students will achieve learning objectives later, because the material chosen by a lecturer is learning material that has been considered in advance and can be used during the learning process and the material is based on the needs of students, in other words, an English lecturer in other Kerinci makes decisions during the process of selecting learning materials based on the needs of students.

b. Consideration in selecting learning materials.

In choosing learning materials, a lecturer made decisions based on the considerations that will get to desired material later. In the English department of State Islamic Institute of Kerinci, the consideration for a lecturer in choosing learning materials was based on the flexibility of the material and also the contextual of the material itself, it was conveyed by research informants.

T I “..... mempertimbangkan kebutuhan dan konteks tadi, jadi materi kita sesuaikan dengan kebutuhan mahasiswa..... “(L I “..... *have to consider the needs and context, so we adjust according the materials to the needs of students.....* ”)

T II “..... apa yang di butuhkan oleh mahasiswa..... “ (L II “..... *what is student needs* ”)

(Appendix II, P70,78 DU 16,48)

c. The challenges faced by an english lecturers when selecting learning materials.

In choosing learning materials, there were challenges faced by a lecturer, a lecturer made decisions based on these challenges, the challenges encountered by a lecturer, especially in english department state islamic institute of kerinci, that was difficult for students to understand. Based on the opinion of the informant II

T II “kemampuan mahasiswa dengan pengembangan materinya, saya cari referensi yang kira-kira bahasanya agak sederhana..... “ (*L II “students' abilities with the development of the material, I am looking for references that are somewhat simple in language..... “*)

(Appendix II, P 76 DU 52)

The informant IV also has the same statement by the informant II about the challenges faced by english lecturers.

L IV “untuk materi pembelajaran kembali lagi ke peserta didiknya, terkadang materi yang sulit dipahami..... “ (*L IV “for learning material back to the students, sometimes the material is difficult to understand..... “*)

(Appendix II, P 87 DU 116)

In addition, the challenges faced by a lecturer in choosing learning materials was sorting the learning material, the material that has been previously obtained must be sorted according to need, the difficulty of placing which material was taught first and which material must then be taught and so on. another challenge faced by a

lecturer in choosing learning materials. As mention of informants of the research.

T I “kesulitan kita dalam learning material yaitu mengurutkan materi itu, tingkat kesulitannya yang perlu di tinjau kembali, jadi sequece dari materi itu harus sesuai dengan grade dengan mahasiswa yang kita ajar, kadang-kadang diantara kelas A dan kelas B itu berbeda pemahaman mereka tentang materi itu.”
(L I “*Our difficulties in the learning material are sequence the material, the level of difficulty that needs to be reviewed, so the sequece of the material must be in accordance with the grade with students we teach, sometimes between class A and class B it is has the differences in their understanding.*”)

L III “sequence, urutannya maksudnya mulai dari mana ke mana, misalkan siapa yang duluan..... “ (L III “*sequence, the sequence means starting from where to go, for example who came first.....*”)

L IV “..... mengurutkan materi tersebut mana yang terlebih dahulu diajarkan dan mana yang selanjutnya diajarkan. (L IV “*..... sometimes the challenge is to sort the material which is taught first and which is next.*”)

(Appendix II, P72,82,87 DU 24,88,120)

Every challenge faced, a lecturer must be able to make decisions to face these challenges, English Lecturers At State Islamic Institute of Kerinci in other areas make decisions by teaching materials according to the sequence of learning materials that have been made previously, with a view to achieving learning objectives and also learning materials that have been made can be understood easily by students because the material has been arranged in such a way. According to informant I when interviewed.

L I “Kita harus membuat indikator menyusun sequence/ urutan-urutan itu dengan cara melakukan diagnosa, kita mendiagnosa

kemampuan mahasiswa, materi apa yang sudah di pelajari..... “
(L I “*We must make the indicators composing sequences. It by a diagnosis, we diagnose the ability of students, what material has been learned.....* “)

(Appendix II, P73 DU 28)

The sequences of learning material be one of important thing for the lecturer, they sequence the materials based on student needs, the lecturers analyze which material will be teach first, next and the last. (Appendix V, P 97). The process of choosing learning material was a activity that have to focusing by a lecturer, decision making made by lecturers when choosing learning material was about identified the competency standarts and basic competencies and learning outcomes, in process of choosing learning material, lecturers also made a decision based on student needs, the important of learning material made a lecturer have a criteria to choose it, it was pay attention to learning indicators.

The lecturers in choosing learning material have some considaration, it was flexibility of the material and the contextual of the material, the problems were found by lecturer when choosing learning material, the lecturer have to made a deccision and the decision made by lecturer when found the problem it was about determine the references that match the indicators or objectives of the learning achievement. In faced the problem when choosing learning material, the lecturer have to fix it and to fix it the lecturers have to looking for the right references.

In choosing learning materials there are also challenges faced by English lecturers it was the material hard to understand by students and also the challenges faced by English lecturers was about sequences the materials. And to resolve the challenges the lecturers have to make decision it was teach the materials based on the sequences of the materials.

B. DISCUSSION

The syllabus is one of the learning tools used during the teaching process, the role of the syllabus is so important that a lecturer must be able to develop the syllabus well. Learning material which is one of the components in the syllabus must be chosen carefully and thoroughly, because the learning material is a matter that will be discussed later between lecturers and students, certainly students must understand the material conveyed by the lecturers.

Syllabus as a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself. Robertson in Sabah concludes that syllabuses should be viewed in the context of an ongoing curriculum development process. (Sabbah, 2018) Syllabus development and selection of learning materials by English lecturers at State Islamic Institute of Kerinci, the decision-making process in developing the syllabus and choosing learning materials was something that must be considered, the English lecturers at State Islamic Institute of Kerinci made decisions in developing the syllabus and choosing learning materials, it was based on the process, considerations and also a challenge.

During the syllabus development process a lecturer made decisions by paying attention to the components of the syllabus itself, competency standards and basic competencies, learning indicators, and also assessments and there were criteria in the syllabus development process by the English lecturers at State Islamic Institute of Kerinci, it was paying attention to student needs. Further considerations, a lecturer made a decision when developing a syllabus that was based on flexibility and a lecturer also found problems in developing a syllabus, it was regarding adjustments between competency standard and basic competency, with these problems certainly there must be a solution, a lecturer made decisions when solving the problem, it was understanding the relationship between competency standards and basic competencies.

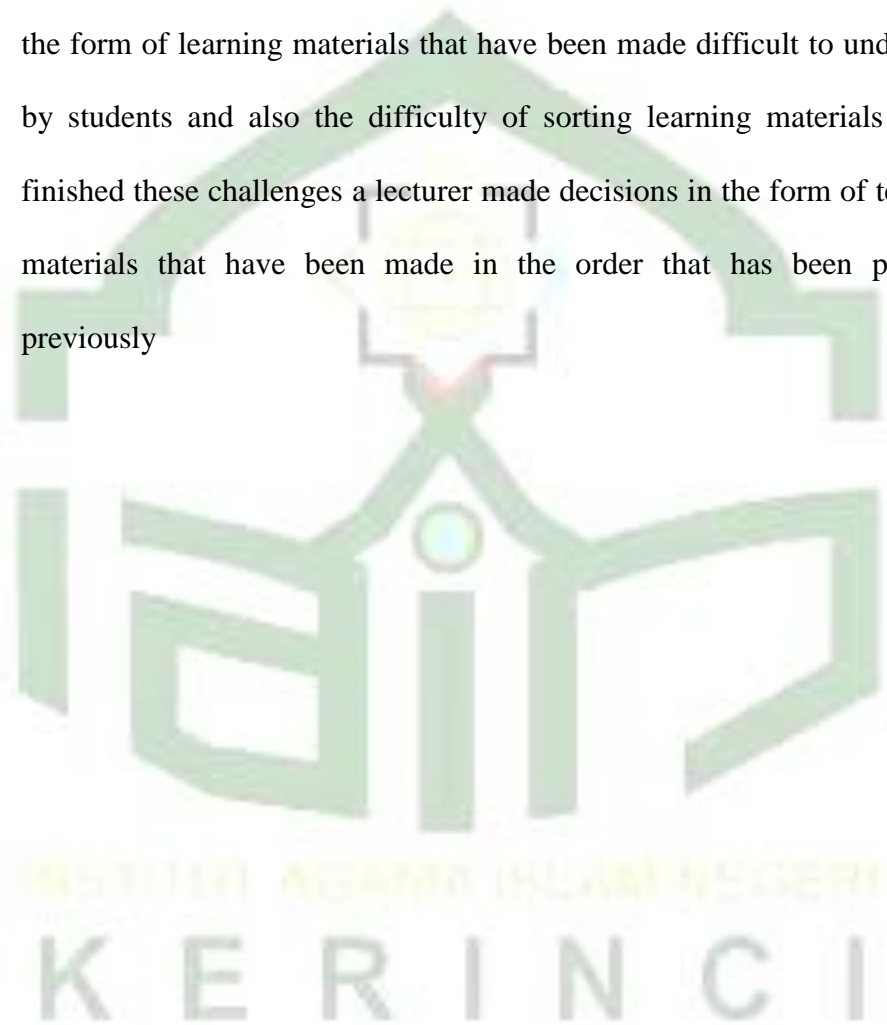
In addition, in developing the syllabus there were also challenges faced by an English lecturer, especially at State Islamic Institute of Kerinci, it was in the form of curriculum changes. Curriculum decisions are made by various individuals and groups, in a variety of educational settings, and at some levels in educational hierarchy. A such group is classroom teachers there are frequent questions, however, regarding the role teachers should play in a curriculum decision making and also control of decisions should lie of them or with individuals far removed from the classroom. (Kimpton, et al., 1986) and there were obstacles in achieving the learning outcomes that have been designed previously. The decisions made by the lecturers to solve the challenges were the form of making a syllabus that has been designed based

on the new curriculum used and also by giving independent assignments to students in order to achieve learning goals.

The decision when choosing learning materials was also based on processes, considerations and challenges, where during the process of choosing learning materials a lecturer makes decisions in the form of considering aspects of competency standards and basic competencies, and also choosing learning materials that suit their needs. Teaching learning materials refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plan. It is generally believed that teaching learning materials indeed support students learning and the teaching learning success. Besides helping teachers to construct a better lesson plan, teaching learning materials also assist teachers professionally and use them as resources to describe instructions. (Sari dewi, 2016)

Materials are anything which used by teacher or learners to facilitate the learning. (Damayanti, et al. 2018) Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. In other words, they can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language. (Tomlinson, 2011 p. 2) In choosing learning materials, a lecturer also has

considerations including looking at the flexibility of the material. And there were also problems when choosing learning materials, it was in the form of determining the source of learning materials. When faced these challenges, a lecturer made decisions by finding the right source of material. In the other hand the challenges faced by english lecturers was the form of learning materials that have been made difficult to understand by students and also the difficulty of sorting learning materials and to finished these challenges a lecturer made decisions in the form of teaching materials that have been made in the order that has been prepared previously



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter present conclusion and suggestions that are devided from the research findings.

A. CONCLUSION

After conducting the research and during data analysis, there were some conclusions which were drawn from the research problem, the first is the process of decision making in developing syllabi, where the lecturers of english department state islamic institute of kerinci made decision based on components of syllabi, competency standarts and basic competencies, learning indicator, and assessment. And the decision made by a lecturer when selecting learning material was considar to competency standarts and basic competencies, choosing learning material based on competency standarts and basic competencies, and also based on student needs.

The second was considaration, the considaration made by a lecturer in english department state islamic institute of kerinci when developing syllabi was the flexibleity, and also the decision made by a lecturer in selecting learning material was the flexiblity and contextual of the learning materials. And in developing syllabi there were problem faced by english lecturers, it was adjustment the competency standart and basic competencies and also learning indicator.

And the third was challenges, english lecturers in developing syllabi and selecting learning material faced some challenges. The challenges faced by lecturer in developing syllabi was the changed of curriculum and achieve learning outcomes. And the challenges faced by english lecturer when selecting learning material was sequence the material, which material will teach first and the last.

B. SUGGESTIONS

Based on the findings at the previous chapter, the researcher would like to give some suggestions for the lecturers and also for the other researchers as follow:

1. Suggestion for the lecturers

The researcher hope the lecturers can make a decision by analysis some need of students and not just for students but also for learning process. The researcher hope the lecturers can finish the challenges and other when developing syllabi and selecting learning materials.

2. Suggestion for the other researchers

The researcher suggests the next researchers will continue this research, make this research more better and more valueable, the researcher hope to the next researcher can analysis the other topic not just in the process but also in application of syllabi and learning materials.

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APPENDICES

Appendix I

Interview Questions

Interview Questions List

(*Daftar Pertanyaan Wawancara*)

No	Apects / Indicator	Sub-Indicator	Item No
1	Process (<i>Proses</i>)	- Syllabi - Learning Materials	<ol style="list-style-type: none">1. How is your ways in developing syllabi ?<i>(Bagaimana cara bapak/ibuk mengembangkan silabus?)</i>2. How is your ways in selecting learning materials ?<i>(Bagaimana cara bapak/ibuk dalam memilih materi pembelajaran?)</i>3. What are the decisions you will take in developing syllabi ?<i>(Apa-apa saja keputusan yang bapak/ibuk ambil dalam mengembangkan silabus ?)</i>4. What are the decisions you will take in choosing learning materials ?<i>(Apa-apa saja keputusan yang bapak/ibuk ambil dalam memilih materi pembelajaran?)</i>5. Are there some criteria in developing syllabi?<i>(Adakah</i>

			<p><i>kriteria tertentu saat mengembangkan silabus ?)</i></p> <p>6. Are there some criteria in choosing learning materials ?<i>(Adakah kriteria tertentu saat memilih materi pembelajaran ?)</i></p>
2	Considation (<i>Pertimbangan</i>)		<p>7. What is your considation in developing syllabi ?<i>(Apa yang menjadi acuan bapak / ibuk dalam mengembangkan syllabi ?)</i></p> <p>8. What is your considation in choosing learning materials?<i>(Apa yang menjadi acuan bapak / ibuk dalam memilih materi pembelajaran ?)</i></p>
3	Challenges (<i>Tantangan</i>)		<p>9. What are your challenges that you found in developing syllabi ?<i>(Apa tantangan yang biasanya bapak/ibuk temukan dalam mengembangkan silabus?)</i></p> <p>10. What are your challenges that you found in choosing learning materials ?<i>(Apa tantangan yang biasanya bapak/ibuk</i></p>

			<p><i>temukan dalam memilih materi pembelajaran ?)</i></p> <p>11. What is your biggest challenges in developing syllabi?<i>(Apa tantangan terbesar bapak/ibuk dalam mengembangkan syllabus ?)</i></p> <p>12. What is your biggest challenges in choosing learning materials ?<i>(Apa tantangan terbesar bapak/ibuk dalam memilih materi pembelajaran ?)</i></p> <p>13. How do you handle / fix the challenges in developing syllabi?<i>(Bagaimana bapak/ibuk mengatasi atau menyelesaikan tantangan tersebut dalam mengembangkan silabus?)</i></p> <p>14. How do you handle / fix the challenges in choosing learning materials ?<i>(Bagaimana bapak/ibuk mengatasi atau menyelesaikan tantangan tersebut dalam memilih materi pembelajarab ?)</i></p> <p>15. Have you can not fix the challenges in</p>
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			<p>developing syllabi ?(Pernahkah bapak/ibuk tidak dapat mengatasi tantangan tersebut dalam mengembangkan silabus ?)</p> <p>16. Have you can not fix the challenges in choosing learning materials ?(Pernahkah bapak/ibuk tidak dapat mengatasi tantangan tersebut dalam memilih materi pembelajaran ?)</p>
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Appendix II

Interview Transcripts

R : **Researcher**

L : **Informant (Lecturer)**

Discourse Unit	Discourse
1.	<p>R : Bagaimana cara bapak dalam mengembangkan syllabus ? <i>(How is your ways in developing syllabi ?)</i></p>
2.	<p>L I : syllabus merupakan pedoman seorang pendidik di dalam membuat atau menyusun komponen didalam syllabus itu sendiri, biasanya komponen yang pertama harus mengetahui tentang bagaimana komponen-komponen di dalam syllabus itu sendiri. Berikutnya bagaimana kita menentukan standart kompetensi, dan kompetensi dasarnya ini sangat penting sehingga proses penyusunannya lebih baik nanti. Terus tentunya berdasarkan standart kompetensi dan kompetensi dasar tersebut kita harus merancang kegiatan proses pembelajarannya bagaimana, apa yang kita butuhkan didalam proses pembelajaran itu sendiri. Jadi, itu merupakan sebuah perencanaan yang harus matang oleh seorang pendidik untuk menentukan kegiatan pembelajarannya itu sendiri. Dan langkah berikutnya yaitu menentukan indikator pembelajaran, indikatornya ini ialah tujuan yang ingin di capai dari mata kuliah yang di ampukan oleh seorang dosen dan itu yang paling penting. Kemudian terakhir ini hal yang tidak pernah terlupakan di dalam setiap menyusun syllabus yaitu adalah bagaimana menentukan jenis penilaian yang akan kita lakukan . jadi dari penilaian itu kita bisa menentukan apakah tercapai tujuan atau indikator pembelajaran itu sendiri. Jadi itu yang paling penting langkah-langkah yang harus dalam mengembangkan syllabus.</p> <p><i>(The syllabus is a guide foe educator in making or compiling the componenets in the syllabus itself, usually the first component must be know is about how the syllabus are used. Next, how do we determine competency standart and these basic competencies are very important so that the drafting process will be better later. Based</i></p>

	<p><i>on these competency standarts and basic competencies we have to design the learning process activities, what we need in learning process. So, it is a plan that must be matured by educator to determine the learning activities themselves. And the next step is to determine learning indicators, the indicators are the goals to be achieved from the courses taught by a lecturer and that is the most important thing. Then the last, the thing that never forgotten in every preperation step in developing syllabus is how to determine the type of assessment that we will do. So from that assessment we can determine wheter the objectives or indicators of the learning itself have been achieved. So those are the most steps that are taken in developing syllabus.)</i></p>
3.	<p>R : Bagaimana cara bapak dalam mengembangkan materi pembelajaran ? <i>(How is your ways in selecting learning materials ?)</i></p>
4.	<p>L I : di dalam pembelajaran setelah kita susun syllabus tentu ada learning materialnya yang harus sesuai dengan standart kompetensi dan kompetensi dasar. Dan tentunya kita harus mengidentifikasi aspek-aspek dari Standart kompetensi dan kompetensi standart. Yang berikutnya adalah bagaimana memilih materi tang sesuai dengan indikator dan tujuan pembelajaran yang akan kita capai. Kemudian memilih sumber belajar yang sesuai dengan kebutuhan peserta didik dan ini sangat penting sekali waloupun sk dan kd nya bagus, materinya sesuai dengan sk dan kd nya tapi tidak memenuhi kebutuhan dari peserta didik, ini yang sangat kita pertimbangkan didalam memilih learning material. <i>(in learning, after we have complied the syllabus, ofcourse there is learning material that must be in accordance with competency standarts and basic competencies. And ofcourse we have to identify aspects of competency standarts and basic competencies, and the other thing is how to choose the material according to the indicators and learning objectives that we will achieve. Then choosing materials resource which suitable of student need and this is very important even though standarts competency and basic competencies are good, the material is suitable with Standart competency and basic competencies but can not meet the students need, this is one of important thing as a considaration in choosing learning materials)</i></p>
5.	<p>R : Apa-apa saja keputusan yang bapak ambil dalam mengembangkan silabus ?</p>

	<i>(What are the decisions you will take in developing syllabi ?)</i>
6.	<p>L I : keputusan, kita tidak pernah kelaur dari apa yang sudah ada di dalam ketetapan-ketetapan atau komponen-komponen di dalam penyusunan syllabsu, jadi ada SK dan KD nya dan kita nanti lebih mengerucutkannya lagi ke dalam indikator dari pembelajaran itu, jadi keputusan kita di dalam mengembangkan syllabus yaitu berdasarkan SK dan KD dan indikator dari pembelajaran yang sesuai dengan kurikulum yang digunakan oleh sebuah institusi.</p> <p><i>(Decision, we never get out of what is already in the statutes or components in developing syllabus, so if standarts competency and basic competencies and we will narrow it down more into the indicators of learning, so the decision in developing syllabus is based on standarts competency and basic competencies and also indicators of learning in accordance with the curriculum used by an institution.)</i></p>
7.	<p>R : Apa-apa saja keputusan yang bapak ambil dalam memilih materi pembelajaran ?</p> <p><i>(what are the decision you will take in choosing learning materials ?)</i></p>
8.	<p>L I : sebenarnya itself sama keputusan kita di dalam memilih learning material yaitu yang sesuai dengan SK dan KD dan mementingkan proses pengembangan dari pengetahuan dari peserta didik. Jadi need analysis, apa kebutuhan sebenarnya dari peserta didik dan harus kita sesuaikan dengan SK dan KD, jadi keputusan kita tetap berada pada itself dari pembelajaran itu sendiri.</p> <p><i>(actually it is almost same as our decision in choosing learning materials, those are accordance with standarts competency and basic competencies and are concerned with the process of developing the student's knowledge. So, need analysis what are the real students need and we have to adjust them to standarts competency and basic competencies, so our decision remain on the indicators of the learning itself.)</i></p>
9.	<p>R : Adakah kriteria tertentu saat mengembangkan silabus ?</p> <p><i>(are there some criteria in developing syllabi ?)</i></p>
10.	<p>L I : kriteria utama yang sangat kita perhatikan adalah kebutuhan peserta didik. Jadi seorang pedidik, baik guru atau dosen, instruktur harus mengetahui, yang pertama kebutuhan peserta didik, kebutuhan peserta didik itu tidak hanya materi tapi pengetahuannya juga harus kita pertimbangkan dan latar belakang pendidikannya juga harus kita</p>

	<p>pertimbangan. Jadi syllabus itu harus sesuai dengan kebutuhan. Seorang guru dan dosen harus menganalisis kebutuhan-kebutuhan itu sehingga mereka bisa mencapai tujuan pembelajaran itu sendiri.</p> <p><i>(the main criteria have to pay attention is student needs, if a teacher, lecturer, the instructor must know, first the student need the student need not only material but also we have to consider their knowledge and educational background we have to consider too, so the syllabus have to accordance with the need. A teacher, a lecturer have to analyze these needs so that, they can achieve the learning objectives themselves.)</i></p>
11.	<p>R : Adakah kriteria tertentu saat memilih materi pembelajaran ? <i>(are there some criteria in choosing learning materials ?)</i></p>
12.	<p>L I : dari learning material tentunya akan membedakan adalah pencapaian indikatornya. Jadi tujuan pembelajaran itu memang harus di capai dengan melakukan perkuliahan, memberikan tugas, terstruktur dan menambah dengan tugas-tugas yang mandiri sehingga learning material ini bisa di pahami, materi-materi yang di pelajari oleh mahasiswa di kelas bisa di pahami dengan jelas dengan memberikan contoh, memberikan tugas secara mandiri, itu yang paling penting dalam kriteria kita dalam memilih learning material.</p> <p><i>(from learning material, ofcourse the difference is the achievement of the indicators. So the purpose of learning material have to achieved by conducting lecturers, giving assignments, structured and adding personal assignment. So, learning material can be understood, the material learned by students in the class can be understood clearly by giving an example, giving personal assignment, those are the most important things in our criteria in choosing learning material.)</i></p>
13.	<p>R : Apa yang menjadi acuan bapak dalam mengembangkan silabus ? <i>(what is your consideration in developing syllabi ?)</i></p>
14.	<p>L I : pertimbangan dalam mengembangkan syllabus yaitu fleksibilitas dari sebuah materi itu sendiri sesuai dengan kebutuhan dan perkembangan teknologi beserta informasi yang intinya bisa menghubungkan diantara fleksibilitas, perubahan-perubahan yang terjadi sesuai dengan kebutuhan tadi dan perkembangan teknologi serta sesuai dengan konteks yang ada di dalam proses pembelajaran itu, konteks kita mengajarkan bermacam-macam mahasiswa yang berlatang belakang pendidikan yang berbeda-beda, tentu akan menjadi pertimbangan bagi kami untuk merubah atau mengembangkan syllabus itu sendiri.</p>

	<p><i>(the consideration in developing syllabus it is about flexibility of material itself in accordance with needs and technology development along with information which essentially can connect between flexibility, changes that occur according to these needs and technology developments and according to the context in the learning process, the context we teach various students with different educational backgrounds, of course it will be a consideration for us to change or develop the syllabus itself.)</i></p>
15.	<p>R : Apa yang menjadi acuan bapak dalam memilih materi pembelajaran ? <i>(what is your consideration in choosing learning materials ?)</i></p>
16.	<p>L I : Sebenarnya hampir sama, jadi kita harus mempertimbangkan kebutuhan dan konteks tadi, jadi materi kita sesuaikan dengan kebutuhan mahasiswa. Apabila materi itu terlalu susah untuk di pahami tentu ada bimbingan-bimbingan yang lebih intens pada mahasiswa dengan teknik-teknik yang dilakukan oleh dosen itu dengan cara pembelajaran mandiri. <i>(Actually, it's almost the same, so we have to consider the needs and context, so we adjust according the materials to the needs of students. If the material is too difficult to understand, of course there are more intense guidances for students with techniques carried out by the lecturer by means of independent learning.)</i></p>
17.	<p>R : Apa tantangan yang biasanya bapak/ibuk temukan dalam mengembangkan silabus ? <i>(what are your challenges that you found in developing syllabi ?)</i></p>
18.	<p>L I : tantangan kita dalam membuat syllabus sebenarnya bukan sebuah tantangan tapi merupakan sebuah perubahan bagaimana kurikulum itu berubah, tentunya tantangan bagi seorang guru, dosen, instruktur atau apapun yang terlibat dalam proses pembelajaran. Tergantung dari perubahan kurikulum itu, kita harus menyesuaikan dari kurikulum itu, jadi kita menyesuaikan standart kompetensi dan kompetensi dasar dan indikator pembelajaran yang harus bisa mencapai capaian pembelajaran bagi mahasiswa. Jadi tantangan dalam menyusun syllabus sepertinya ada di perubahan kurikulum, kemudian pemahaman kita yang tidak sinkron antara standart kompetensi, kompetensi dasar dan tujuan pembelajaran. <i>(Our challenge in making Syllabu, it is actually not a challenge but it is a change of how the curriculum changes, of course the challenge for a teacher, lecturer, instructure or anything involved in the learning process. Depending on the changes in the curriculum, we must adjust</i></p>

	<p><i>from the curriculum, so we adjust the standard competency and basic competencies and learning indicators that must be able to achieve learning achievements for students. So the challenge in compiling Syllabus seems to be in a change in the curriculum, then our understanding of the non-synchronism between standards competency, basic competencies and learning goals.)</i></p>
19.	<p>R : Apa tantangan yang biasanya bapak/ibuk temukan dalam memilih materi pembelajaran ? <i>(what are your challenges that you found in choosing learning materials ?)</i></p>
20.	<p>L I : Sebelumnya kita telah membahas mengenai macam-macam learning materials, ada yang authentic, ada yang created. Terkadang authentic material ini yang susah kita dapatkan dan susah di temukan dan itu tidak sesuai dengan konteks pembelajaran yang ada di di dalam kelas karena latar belakangnya yang berbeda-beda. <i>(Previously we discussed the various kinds of learning materials, they are authentic and created. Sometimes this authentic material is so hard to get and it is difficult to find and it is not in accordance with the context of learning in the class because the background is different.)</i></p>
21.	<p>R : Apa tantangan terbesar bapak/ibuk dalam mengembangkan silabus ? <i>(what is your biggest challenges in developing syllabi ?)</i></p>
22.	<p>L I : tentunya pengembangan syllabus ada tujuan akhir yaitu evaluasi, evaluasi itu yang terkadang tidak sesuai dengan harapan kita, kita sudah menyusun tujuan pembelajarannya tapi capaian pembelajarannya tidak tercapai, jadi tantangan-tantangan itu yang sering kita hadapi, dosen membuat syllabus, membuat RPS, membuat tugas-tugas tapi pencapaian secara skill belum terjadi, jadi bisa nilai mereka A tapi skillnya bisa C kan seperti itu, jadi susah tantangan kita untuk mencapai tujuan dari pembelajaran. <i>(Of course the development of Syllabus has the final goal of the evaluation, the evaluation, which is sometimes do not accordance with our expectations, we have compiled their learning goals but the achievements of learning are not achieved, so the challenges that we often face, the lecturer makes Syllabus, making lesson plan, making tasks but skill achievements have not happened, so they can get A but the skill can be C like that, so it's difficult for us to achieve the objectives of learning.)</i></p>

23.	<p>R : Apa tantangan terbesar bapak dalam mengembangkan materi pembelajaran ? <i>(what is your biggest challenges in choosing learning materials ?)</i></p>
24.	<p>L I : kesulitan kita dalam learning material yaitu mengurutkan materi itu, tingkat kesulitannya yang perlu di tinjau kembali, jadi sequece dari materi itu harus sesuai dengan grade dengan mahasiswa yang kita ajar, kadang-kadang diantara kelas A dan kelas B itu berbeda pemahaman mereka tentang materi itu. <i>(Our difficulties in the learning material are sequence the material, the level of difficulty that needs to be reviewed, so the sequece of the material must be in accordance with the grade with students we teach, sometimes between class A and class B it is has the differences in their understanding.)</i></p>
25.	<p>R : Bagaimana bapak/ibuk mengatasi atau menyelesaikan tantangan tersebut dalam mengembangkan silabus ? <i>(how do you handle /fix the challenges in developing syllabi ?)</i></p>
26.	<p>L I : di dalam proses pembelajaran kita sudah menyelenggarakan sesuai dengan format yang ada di dalam syllabus dengan memberikan materi dan tugas kemudian ada tugas-tugas yang bisa membantu untuk kita di dalam mencapai tujuan pembelajaran dengan memberikan tugas-tugas mandiri, intinya nanti mereka akan melakukan tugas sesuai dengan konteks yang ada di dalam kehidupan mereka, membuat mereka bisa mencapai tujuan pembelajaran dan ada hasil yang di dapatkan, yang kita sebut dengan produk, jadi bisa mengatasi dari tantangan-tantangan itu. Jadi, materinya terkadang susah jadi dosen harus membimbing mahasiswa dengan memberikan tugas-tugas mandiri ataupun bisa mengayomi mereka dengan membuat tugas-tugas yang bisa di terapkan kedalam kehidupan mereka sehari-hari. <i>(In the learning process we have held in accordance with the formats in Syllabus by providing material and tasks then there are tasks that can help us in achieving learning goals by providing independent tasks, the point is they will do the task according to The context in their lives, makes them to be able to achieve learning goals and there are results obtained, which we call products, so they can overcome the challenges. So, sometimes the material is difficult and a lecturer have to guide students by providing independent tasks or can protect them by making tasks that can be applied to their daily lives.)</i></p>

27.	<p>R : Bagaimana bapak/ibuk mengatasi atau menyelesaikan tantangan tersebut dalam memilih materi pembelajaran? <i>(how do you handle / fix the challenges in choosing learning materials ?)</i></p>
28.	<p>L I : Kita harus membuat indikator menyusun sequence/ urutan-urutan itu dengan cara melakukan diagnosa, kita mendiagnosa kemampuan mahasiswa, materi apa yang sudah di pelajari, misalnya dalam matakuliah listening yang saya ampu tentunya kita sesuaikan dengan kemampuan mereka walaupun authentic material tadi mereka tidak memahami authentic material, seorang dosen harus sesuai dengan membuat urutan-urutan materi yang mungkin itu yang bisa menyelesaikan materi yang sesuai dengan kebutuhan dari mahasiswa dan mereka akan mudah memahaminya. <i>(We must make the indicators composing sequences. It by a diagnosis, we diagnose the ability of students, what material has been learned, for example in the listening courses that I am sure, of course we adjust to their ability and the authentic material they did not understand the authentic material , a lecturer must be in accordance with making possible material sequences that can complete the meter that is suitable for the needs of students and they will easily understand it.)</i></p>
29.	<p>R : Pernahkah bapak/ibuk tidak dapat mengatasi tantangan tersebut dalam mengembangkan silabus ? <i>(have you can not fix the challenges in developing syllabi ?)</i></p>
30.	<p>L I : Proses pembelajaran, permasalahan-permasalahan itu kita tidak pernah mengatakan selalu menyelesaikan permasalahan itu dengan baik, tentu ada hambatan-hambatan, jadi seorang dosen juga pernah mengalami tidak bisa mencapai tujuan pembelajaran, di dalam penyusunan syllabus ini kendala-kendala yang tidak tercapai itu yaitu tujuan akhir dari mata kuliah itu, contohnya listening, tantangannya tentu berhubungan dengan kemampuan mahasiswa dalam proses mendengar, kalau proses mereka mendengar itu tidak mempunyai konsentrasi tentu mereka tidak bisa merespon , jadi tujuan pembelajaran tidak tercapai, apa lagi saya mengajar listening yang kemampuannya berbeda-beda , jadi saya mengalami permasalahan seperti itu, jadi mahasiswa yang ada di dalam kelas itu konsentrasinya hilang saat mereka mendengar, menggunakan authentic material mereka baru semester 1 dan semester 2 tentu ada permasalahan-permasalahan terhadap kemampuan komunikasi mereka di dalam bahasa inggris itu masih kurang, jadi itu dalam</p>

	<p>syllabi yaitu tujuan pembelajaran.</p> <p><i>(In the learning process, we never say we always solve the problem well, of course there are obstacles, so a lecturer has also experienced not being able to achieve the learning objectives, in the preparation of this syllabus the obstacles that were not achieved were the goal the end of the course, for example listening, the challenge is of course related to the ability of students in the listening process, if their listening process doesn't have concentration, of course they can't respond, so the learning objectives are not achieved, what's more, I teach listening with different abilities, so I had a problem like that, so the students in the class lost their concentration when they listened, using authentic material they were only in semester 1 and semester 2 of course there were problems with their communication skills in English which were still lacking, so that's why in syllabi is the learning objective.)</i></p>
<p>31.</p>	<p>R : Pernahkah bapak/ibuk tidak dapat mengatasi tantangan tersebut dalam memilih materi pembelajaran ?</p> <p><i>(have you can not fix the challenges in choosing learning materials ?)</i></p>
<p>32.</p>	<p>L I : ini yang menjadi masalah utama kita yang tidak bisa di selesaikan yaitu seorang dosen selalu memberikan materi pembelajaran, syllabus sudah di susun, RPS sudah di susun , semua tugas sudah disusun, yang tidak bisa kita atasi adalah bagaimana mahasiswa ini bisa memperoleh, kapan pembelajaran, dokumen pembelajatan. Di dalam pembelajaran itu kan ada printed, ada buku misalnya dan audio atau pun kesulitan yang kita hadapi adalah bagaimana bisa mengajak mahasiswa bisa memperoleh materi secara gratis dan mudah sehingga mereka juga mau belajar, jadi dalam materi ini karena listening adalah authentic material yang kita gunakan untuk mendapatkan materi itu terkadang terkendala untuk mencari audionya, karena tidak mungkin printed saja , karena dia listening tentu ada audio nya yang ssesuai, banyak kita dapatkan audio yang kita beli namun tidak sesuai dengan kebutuhan mahasiswa.</p> <p><i>(this is our main problem that cannot be solved, it is a lecturer always provides learning materials, the syllabus has been compiled, the lesson plans have been compiled, all assignments have been arranged, what we cannot overcome is how these students can get, when to study, documents learning. In learning, there are printed materials, for example books and audio, or the difficulty we face is how to invite students to get materials for free and easily so that they</i></p>

	<i>also want to learn, so in this material, because literacy is authentic material that we use to teach students. sometimes it is difficult to get the audio for that material, because it is impossible just print it out, because they listen of course there is an appropriate audio, we get a lot of audio that we buy but it doesn't match the needs of students.)</i>
33.	R : Bagaimana cara bapak/ibuk dalam mengembangkan syllabus ? <i>(How is your ways in developing syllabi ?)</i>
34.	L II : dalam menggunakan syllabus saya menggunakan sistem di internet saya ambil, saya khusus mendisign blog, jadi di sana semua mata kuliah yang saya ajarkan syllabus nya saya kembangkan disitu, jadi mahasiswa tinggal akses kasih link, materinya sekaligus ada disana, link topik-topik itu langsung saya link ke materi-materi yang akan di bahas. <i>(In using the syllabus, I use the system on the internet, I take it, I specifically design a blog, so there all the courses I teach and the syllabus I develop there, so students just have to access the link, the material is there at once, the topics link directly to me links to materials that will be discussed.)</i>
35.	R : Bagaimana cara bapak/ibuk dalam mengembangkan materi pembelajaran ? <i>(How is your ways in selecting learning materials ?)</i>
36.	L II : sesuaikan dengan kemampuan dan kebutuhan mahasiswanya, kadang-kadang materi ini yang susah. Susah menyesuaikan materi itu dengan kemampuan dasar mahasiswa dalam artian kemampuan kebahasaan, jadi mereka kadang-kadang kalimat sederhana saja mereka belum bisa paham, sedangkan mata kuliah- mata kuliah itu sudah mata kuliah kajian, mengkaji, menganalisis aspek-aspek kebahasaan, jadi tentu tidak lagi berpikir tentang grammer, tidak mengajarkan mereka tentang bagaimana speech, lebih mendalami secara teori, istilah-istilah pun terkadang mereka tidak paham. <i>(adjust to the abilities and students needs, sometimes this material is difficult. It is difficult to adjust the material to the basic abilities of students in terms of linguistic abilities, so sometimes they cannot understand simple sentences, while the courses are already study courses, studying, analyzing linguistic aspects, so of course not anymore. think about grammar, don't teach them how to speech, go deeper in theory, sometimes they don't even understand terms.)</i>
37.	R : Apa-apa saja keputusan yang bapak/ibuk ambil dalam mengembangkan silabus ?

	<i>(What are the decisions you will take in developing syllabi ?)</i>
38.	<p>L II : knowledge, comprehension, analysis, sintesis, aplication dan evaluation itu sekang sudah ada revisi, jadi kreatifiti. Kadang-kadang mata kuliah itu susah kita menyesuaikan dengan kemampuan mahasiswa yang harusnya mata kuliah itu menjangkau tingkat analysis minimal, tapi pengetahuan saja kadang-kadang mahasiswa masih bingung , bagaimana mereka analysis kalou mereka tidak mengetahui topik.</p> <p><i>(knowledge, comprehension, analysis, synthesis, application and evaluation now have revisions, so be creative. Sometimes it is difficult for us to adjust the course to the ability of the student. The course should reach a minimal level of analysis, but sometimes students are still confused about how to analyze it if they don't know the topic.)</i></p>
39.	<p>R : Apa-apa saja keputusan yang bapak/ibuk ambil dalam memilih materi pembelajaran ?</p> <p><i>(what are the decision you will take in choosing learning materials ?)</i></p>
40.	<p>L II : knowledge, comprehension, analysis, sintesis, aplication dan evaluation itu sekang sudah ada revisi, jadi kreatifiti. Kadang-kadang mata kuliah itu susah kita menyesuaikan dengan kemampuan mahasiswa yang harusnya mata kuliah itu menjangkau tingkat analysis minimal, tapi pengetahuan saja kadang-kadang mahasiswa masih bingung , bagaimana mereka analysis kalou mereka tidak mengetahui topik.</p> <p><i>(knowledge, comprehension, analysis, synthesis, application and evaluation now have revisions, so be creative. Sometimes it is difficult for us to adjust the course to the ability of the student. The course should reach a minimal level of analysis, but sometimes students are still confused about how to analyze it if they don't know the topic.)</i></p>
41.	<p>R : Adakah kriteria tertentu saat mengembangkan silabus ?</p> <p><i>(are there some criteria in developing syllabi ?)</i></p>
42.	<p>L II : terkait dengan kebutuhan yang di hubungkan dengan taksonomi pengetahuan tadi, makanya kalau kita ambil kriterinya yang merujuk pada pengetahuan, karena mata kuliah itu tidak hanya defenisi-defenisi lagi, tapi bagaimana teori itu menghubungkan dengan penomena-penomena. Di satu sisi kemampuan mahasiswa untuk kalimat-kalimat sderhana, kosa kata, itu yang terkendala.</p> <p><i>(related to the needs associated with the taxonomy of knowledge, so if we take the criteria that refer to knowledge, because the course is not</i></p>

	<i>only definitions anymore, but how the theory relates to phenomena. On the one hand, the students' ability to use simple sentences, vocabulary, is the constraint.)</i>
43.	R : Adakah kriteri tertentu saat memilih materi pembelajaran ? <i>(are there some criteria in choosing learning materials ?)</i>
44.	L II : terkait dengan kebutuhan yang di hubungkan dengan taksonomi pengetahuan tadi, makanya kalau kita ambil kriterinya yang merujuk pada pengetahuan, karena mata kuliah itu tidak hanya defenisi-defenisi lagi, tapi bagaimana teori itu menghubungkan dengan penomena-penomena. Di satu sisi kemampuan mahasiswa untuk kalimat-kalimat sderhana, kosa kata, itu yang terkendala. <i>(related to the needs associated with the taxonomy of knowledge, so if we take the criteria that refer to knowledge, because the course is not only definitions anymore, but how the theory relates to phenomena. On the one hand, the students' ability to use simple sentences, vocabulary, is the constraint.)</i>
45.	R : Apa yang menjadi acuan bapak/ibuk dalam mengembangkan silabus ? <i>(what is your consideration in developing syllabi ?)</i>
46.	L II : terkait dengan visi dan misi kita, kalau yang bahasa inggris dalam artian visi dan misi terkait dengan tujuan pembelajaran tentu merujuk pada visi dan misi meningkatkan kemampuan bahasa inggris, kemampuan maupun skill. Terkait dengan itu tidak hanya skill speaking secara praktis tapi juga skill kerangka berpikir, menganalisis, rujukan kita yaitu tujuan pembelajaran kita hubungkan dengan need assessment. Apa yang di butuhkan oleh mahasiswa, misalnya kita seorang mahasiswa bahasa tujuan kita pembelajaran ingin mahasiswa bisa menganalisis phenomena bahasa. <i>(related to our vision and mission, if the English language in terms of vision and mission is related to learning objectives, it certainly refers to the vision and mission of improving English language skills, abilities and skills. Related to that, it is not only practical speaking skills but also thinking framework skills, analyzing, our reference is the learning objectives we connect with need assessment. What is needed by students, for example, we are a student of language,our purposes is we want students to be able to analyze language phenomena.)</i>
47.	R : Apa yang menjadi acuan bapak/ibuk dalam memilih materi pembelajaran ? <i>(what is your consideration in choosing learning materials ?)</i>

48.	<p>L II : terkait dengan visi dan misi kita, kalau yang bahasa Inggris dalam artian visi dan misi terkait dengan tujuan pembelajaran tentu merujuk pada visi dan misi meningkatkan kemampuan bahasa Inggris, kemampuan maupun skill. Terkait dengan itu tidak hanya skill speaking secara praktis tapi juga skill kerangka berpikir, menganalisis, rujukan kita yaitu tujuan pembelajaran kita hubungkan dengan need assessment. Apa yang dibutuhkan oleh mahasiswa, misalnya kita seorang mahasiswa bahasa tujuan kita pembelajaran ingin mahasiswa bisa menganalisis fenomena bahasa.</p> <p><i>(related to our vision and mission, if the English language in terms of vision and mission is related to learning objectives, it certainly refers to the vision and mission of improving English language skills, abilities and skills. Related to that, it is not only practical speaking skills but also thinking framework skills, analyzing, our reference is the learning objectives we connect with need assessment. What is needed by students, for example, we are a student of language, our purposes is we want students to be able to analyze language phenomena.)</i></p>
49.	<p>R : Apa tantangan yang biasanya bapak/ibuk temukan dalam mengembangkan silabus ?</p> <p><i>(what are your challenges that you found in developing syllabi ?)</i></p>
50.	<p>L II : perkembangannya dengan mengikuti perkembangan digital, dalam artian teknis mengembangkan syllabusnya. Makanya saya coba perlahan-lahan belajar tentang dampak aspek-aspek digital yang bisa berkontribusi terhadap pengembangan syllabus, makanya saya gunakan blog dan saya belajar dari situ, walaupun masih dalam bentuk sederhana minimal mahasiswa pada saat butuh syllabus mereka bisa mengakses di situ, tugas-tugas pun bisa di share di situ.</p> <p><i>(its development by following digital developments, in the technical sense of developing its syllabus. That's why I try to slowly learn about the impact of digital aspects that can contribute to the development of the syllabus, that's why I use a blog and I learn from it, even though it's still in a simple form, at least students when they need a syllabus they can access it there, assignments can also be shared there.)</i></p>
51.	<p>R : Apa tantangan yang biasanya bapak/ibuk temukan dalam memilih materi pembelajaran ?</p> <p><i>(what are your challenges that you found in choosing learning materials ?)</i></p>

52.	<p>L II : kemampuan mahasiswa dengan pengembangan materinya, saya cari referensi yang kira-kira bahasanya agak sederhana, yang juga fokusnya sama, tapi kadang-kadang beda istilah, beda cara penyampaian materi, dalam buku, jurnal-jurnal.</p> <p><i>(students' abilities with the development of the material, I am looking for references that are somewhat simple in language, which also have the same focus, but sometimes different terms, different ways of delivering the material, in books, journals.)</i></p>
53.	<p>R : Apa tantangan terbesar bapak/ibuk dalam mengembangkan silabus ?</p> <p><i>(what is your biggest challenges in developing syllabi ?)</i></p>
54.	<p>L II : merubah kemampuan mahasiswa dalam waktu yang sangat minim kalau dalam satu semester itu.</p> <p><i>(change the ability of students in a very minimal time in one semester.)</i></p>
55.	<p>R : Apa tantangan terbesar bapak dalam mengembangkan materi pembelajaran ?</p> <p><i>(what is your biggest challenges in choosing learning materials ?)</i></p>
56.	<p>L II : mahasiswa harus belajar tentang materi, mengembangkan skill mereka, menggunakan kosa kata, makanya perlahan-lahan menggunakan bahasa inggris, menggunakan bahasa indonesia.</p> <p><i>(students have to learn about the material, develop their skills, use vocabulary, so slowly use English, use Indonesian.)</i></p>
57.	<p>R : Bagaimana bapak/ibuk mengatasi atau menyelesaikan tantangan tersebut dalam mengembangkan silabus ?</p> <p><i>(how do you handle / fix the challenges in developing syllabi ?)</i></p>
58.	<p>L II : memfokuskan sesuai dengan kebutuhan mahasiswa.</p> <p><i>(focus on student needs.)</i></p>
59.	<p>R : Bagaimana bapak/ibuk mengatasi atau menyelesaikan tantangan tersebut dalam memilih materi pembelajaran?</p> <p><i>(how do you handle / fix the challenges in choosing learning materials ?)</i></p>
60.	<p>L II : menggunakan bahasa indonesia, karena kalau mereka menggunakan bahasa inggris semua mereka bingung, jadi saya gunakan bahasa inggris lalu saya jelaskan menggunakan bahasa indonesia.</p> <p><i>(use Indonesian, because if they use English they are all confused, so I use English and then I explain using Indonesian.)</i></p>
61.	<p>R : Pernahkah bapak/ibuk tidak dapat mengatasi tantangan tersebut dalam mengembangkan silabus ?</p>

	<i>(have you can not fix the challenges in developing syllabi ?)</i>
62.	L II : tidak pernah, karena saya belum pernah mengevaluasi juga. <i>(never, because I haven't evaluated either.)</i>
63.	R : Pernahkah bapak/ibuk tidak dapat mengatasi tantangan tersebut dalam memilih materi pembelajaran ? <i>(have you can not fix the challenges in choosing learning materials ?)</i>
64.	L II : tidak pernah, karena saya belum pernah mengevaluasi bagaimana anda memahami sepenuhnya atau tidak materi yang di sampaikan. <i>(never, because I have never evaluated how the student fully understand or not the material presented.)</i>
65.	R : Bagaimana cara bapak/ibuk dalam mengembangkan syllabus ? <i>(How is your ways in developing syllabi ?)</i>
66.	L III : Sebelum mengembangkan syllabus ada beberapa komponen yang harus di perhatikan, yang pertama komponen syllabus, memetakan standart kompetensi dan kompetensi dasar, merancang kegiatan pembelajaran dan menentukan indikator pembelajaran kemudian menentukan jenis penilaian apa yang akan di pakai di dalam pembelajaran. <i>(Before developing a syllabus, there are several components that must be considered, the first is the syllabus component, mapping competency standards and basic competencies, designing learning activities and determining learning indicators and then determining what type of assessment will be used in learning.)</i>
67.	R : Bagaimana cara bapak/ibuk dalam mengembangkan materi pembelajaran ? <i>(How is your ways in selecting learning materials ?)</i>
68.	L III : kurang lebih sama, yang pertama mengidentifikasi aspek-aspek standart kompetensi dan kompetensi dasar kemudian memilih materi yang sesuai dengan standar kompetensi dan kompetensi dasar, memilih sumber belajar yang sesuai dengan kebutuhan peserta didik, itu yang saya rasa sangat penting dalam memilih learning material, sesuai dengan peserta didik. <i>(its same, the first to identify aspects of competency standards and basic competencies then choose materials that are in accordance with competency standards and basic competencies, choose learning resources that suit the needs of students, which I think is very important in choosing learning materials, in accordance with learners.)</i>

69.	<p>R : Apa-apa saja keputusan yang bapak/ibuk ambil dalam mengembangkan silabus ? <i>(What are the decisions you will take in developing syllabi ?)</i></p>
70.	<p>L III : kalau dalam hal ini, seperti umumnya yang lain juga sama saya rasa semua berdasarkan standar kompetensi dan kompetensi dasar yang sudah kita tentukan tadi, jadi itu pertimbangan pertama yang kita pilih dalam mengembangkan syllabus. <i>(In this case, as in general, everything else is the same, I think it's all based on the competency standards and basic competencies that we have determined earlier, so that's the first consideration we choose in developing the syllabus.)</i></p>
71.	<p>R : Apa-apa saja keputusan yang bapak/ibuk ambil dalam memilih materi pembelajaran ? <i>(what are the decision you will take in choosing learning materials ?)</i></p>
72.	<p>L III : Kurang lebih sama, berdasarkan standart kompetensi dan kompetensi dasar dengan mempertimbangkan peserta didik, tapi kita lihat peserta didiknya dulu, peserta didiknya kurang lebih cocok apa tidak dengan learning material yang kita tentukan. <i>(More or less the same, based on competency standards and basic competencies by considering students, but let's look at the students first, the students are more or less suitable or not with the learning material that we specify.)</i></p>
73.	<p>R : Adakah kriteria tertentu saat mengembangkan silabus ? <i>(are there some criteria in developing syllabi ?)</i></p>
74.	<p>L III : Kalau saya, karena saya menggunakan student center maka hal yang saya perhatikan yaitu kebutuhan peserta didik, seperti contohnya saya mengajarkan speaking for professional, pembicara yang profesional maka saya lihat kebutuhannya adalah kemampuan public speaking, maka materi yang saya berikan tentu saja hal-hal dan semua yang berhubungan dengan public speaking. <i>(For me, because I use the student center, the things I pay attention is the student needs, for example, I teach speaking for professional speakers, it things and everything related to public speaking.)</i></p>
75.	<p>R : Adakah kriteri tertentu saat memilih materi pembelajaran ? <i>(are there some criteria in choosing learning materials ?)</i></p>
76.	<p>L III : tentu saja materinya itu sudah berdasarkan dari pada indikator pembelajaran atau tujuan pembelajaran, jadi learning material nya beerdasarkan indikator pembelajaran atau tujuan pembelajaran. <i>(of course the material have to based on learning indicators or learning objectives, so the learning material is based on learning</i></p>

	<i>indicators or learning objectives.)</i>
77.	<p>R : Apa yang menjadi acuan bapak/ibuk dalam mengembangkan silabus ?</p> <p><i>(what is your consideration in developing syllabi ?)</i></p>
78.	<p>L III : yang pertama fleksibelitasnya, sesuai dengan kebutuhan dan perkembangan teknologi dan informasi, yang kedua selain fleksibelitasnya ada kontekstual.</p> <p><i>(the first is flexibility, according to the needs and developments of technology and information, the second besides flexibility is contextual.)</i></p>
79.	<p>R : Apa yang menjadi acuan bapak/ibuk dalam memilih materi pembelajaran ?</p> <p><i>(what is your consideration in choosing learning materials ?)</i></p>
80.	<p>L III : hampir sama , karena ini masalah pengembangan syllabus dan learning material jadi dia harus fleksibel dan kontekstual, maksud dari fleksibel dan kontekstual dia bisa di pakai di kelas mana saja nanti dan tentu saja kontekstual ini sesuai dengan keadaan, situasinya.</p> <p><i>(almost the same, because this is a matter of syllabus development and learning material so it must be flexible and contextual, the meaning of flexible and contextual it can be used in any class later and of course this contextual according to the circumstances, the situation.)</i></p>
81.	<p>R : Apa tantangan yang biasanya bapak/ibuk temukan dalam mengembangkan silabus ?</p> <p><i>(what are your challenges that you found in developing syllabi ?)</i></p>
82.	<p>L III : yang pertama itu perubahan kurikulum, misalkan kita sudah menyiapkan syllabus untuk satu mata kuliah namun terjadi perubahan kurikulum tentu saja harus menyesuaikan lagi kan standart kompetensi dan kompetensi dasar, yang kedua mata kuliah baru akibat perubahan kurikulum , jadi kita harus bikin yang baru.</p> <p><i>(the first is the changes of curriculum, for example we have prepared a syllabus for one course but the curriculum changes, of course, we have to adjust the competency standards and basic competencies again, the second is a new course due to curriculum changes, so we have to make new ones.)</i></p>
83.	<p>R : Apa tantangan yang biasanya bapak/ibuk temukan dalam memilih materi pembelajaran ?</p> <p><i>(what are your challenges that you found in choosing learning materials ?)</i></p>

84.	<p>L III : dikelaskan ada banyak peserta didik, jadi tidak semuanya kita anggap memahami atau paham tentang materi yang kita sampaikan. Tidak semuanya tapi ada satu, dua tiga peserta didik yang kesulitan memahami materi yang sudah kita tentukan.</p> <p><i>(In the class there are many students, so we don't think that all of them understand the material that we convey. Not all of them but there are one, two, three students who have difficulty understanding the material that we have determined.)</i></p>
85.	<p>R : Apa tantangan terbesar bapak/ibuk dalam mengembangkan silabus ?</p> <p><i>(what is your biggest challenges in developing syllabi ?)</i></p>
86.	<p>L III : kita lihat di lapangan itu kendala-kendala dalam mencapai capaian pembelajaran, kadang ada satu, dua yang belum tercapai mungkin karena keadaan, situasi dan hal-hal dan itu biasa terjadi.</p> <p><i>(we see in the field there are obstacles in achieving learning outcomes, sometimes there are one or two that have not been achieved, maybe because of circumstances, situations and things and that usually happens.)</i></p>
87.	<p>R : Apa tantangan terbesar bapak dalam mengembangkan materi pembelajaran ?</p> <p><i>(what is your biggest challenges in choosing learning materials ?)</i></p>
88.	<p>L III : sequence, urutannya maksudnya mulai dari mana ke mana, misalkan siapa yang duluan, sebenarnya bukan tantangan juga kadang itu tadi kontekstual, kalau materinya kontekstual kadang gampang kita tentukan mana yang duluan, mana yang terakhir, sequence itu tadi mana yang mulai duluan.</p> <p><i>(sequence, the sequence means starting from where to go, for example who came first, actually it's not a challenge, sometimes it's contextual, if the material is contextual, sometimes it's easy to determine which one came first, which one was the last, which sequence started first.)</i></p>
89.	<p>R : Bagaimana bapak/ibuk mengatasi atau menyelesaikan tantangan tersebut dalam mengembangkan silabus ?</p> <p><i>(how do you handle / fix the challenges in developing syllabi ?)</i></p>
90.	<p>L III : kalau saya pribadi biasanya dengan membuat tugas mandiri ya, menambah tugas, harus ada output/ produknya.</p> <p><i>(Personally, I usually make independent assignments, yes... add tasks, there must be output/products.)</i></p>

91.	<p>R : Bagaimana bapak/ibuk mengatasi atau menyelesaikan tantangan tersebut dalam memilih materi pembelajaran? <i>(how do you handle / fix the challenges in choosing learning materials ?)</i></p>
92.	<p>L III : mengajarkan materi sesuai dengan urutan, kita lihat situasi kontekstual yang mana sekiranya di butuhkan terlebih dahulu dan mana yang harus di dahulukan, menyesuaikan. Mengajar sesuai dengan kebutuhan atau sesuai urutan dari learning material. <i>(In teaching process the material have to consider with sequence, we will see which contextual situations are needed first and which ones should come first, adjusting. Teach according to need or according to the sequence of learning materials.)</i></p>
93.	<p>R : Pernahkah bapak/ibuk tidak dapat mengatasi tantangan tersebut dalam mengembangkan silabus ? <i>(have you can not fix the challenges in developing syllabi ?)</i></p>
94.	<p>L III : saya rasa, kalau untuk saat ini masih lancar-lancar saja. Iya, kalau yang namanya tantangan ada, pernah. Teratasi rata-rata. <i>(I think, for now it's still running smoothly. Yes, if there is such a thing as a challenge, there has been. Resolved average.)</i></p>
95.	<p>R : Pernahkah bapak/ibuk tidak dapat mengatasi tantangan tersebut dalam memilih materi pembelajaran ? <i>(have you can not fix the challenges in choosing learning materials ?)</i></p>
96.	<p>L III : Sejauh ini juga belum pernah tidak teratasi. <i>(So far it hasn't been resolved either.)</i></p>
97.	<p>R : Bagaimana cara bapak/ibuk dalam mengembangkan syllabus ? <i>(How is your ways in developing syllabi ?)</i></p>
98.	<p>L IV : kalau saya dalam mengembangkan syllabus, saya harus memperhatikan penilaian ya, dan juga memperhatikan aspek-aspek dalam syllabus seperti, deskripsi mata kulia, indikator, materi pembelajaran dan juga sumber ajar yang akan di gunakan untuk proses pembelajaran nantinya. <i>(if I am developing a syllabus, I must pay attention to the assessment, and also pay attention to aspects in the syllabus such as course descriptions, indicators, learning materials and also teaching resources that will be used for the learning process later.)</i></p>
99.	<p>R : Bagaimana cara bapak/ibuk dalam mengembangkan materi pembelajaran ? <i>(How is your ways in selecting learning materials ?)</i></p>

100.	<p>L IV : kalau untuk materi pembelajaran sendiri saya memilih materi pembelajaran sesuai dengan kebutuhan peserta didik tentunya dan juga yang paling penting harus memperhatikan standart kompetensi dan kompetensi standar. Karena untuk memilih materi pembelajaran tadi juga harus sesuai dengan standar kompetensi dan kompetensi dasar.</p> <p><i>(For the learning material itself, I choose learning materials according to studenst needs, and also the most important thing is to pay attention to competency standards and basic competencies. Because to choose the learning material earlier, it must also be in accordance with competency standards and basic competencies.)</i></p>
101.	<p>R : Apa-apa saja keputusan yang bapak/ibuk ambil dalam mengembangkan silabus ?</p> <p><i>(What are the decisions you will take in developing syllabi ?)</i></p>
102.	<p>L IV : untuk mengembangkan syllabus biasanya keputusan yang saya ambil yaitu syllabus tersebut nantinya bisa digunakan saat proses mengajar, memperhatikan standart kompetensi dan kompetensi dasar salah satunya.</p> <p><i>(To develop a syllabus, usually the decisions that I take is the syllabus can be use during the teaching process, paying attention to standard competency and standard competencies.)</i></p>
103.	<p>R : Apa-apa saja keputusan yang bapak/ibuk ambil dalam memilih materi pembelajaran ?</p> <p><i>(what are the decision you will take in choosing learning materials ?)</i></p>
104.	<p>L IV : untuk materi pembelajaran keputusan yang biasanya saya ambil tentunya dengan memperhatikan kebutuhan peserta didik, setelah mengetahui kebutuhan peserta didik, barulah saya bisa memilih materi-materi yang akan di ajarkan.</p> <p><i>(For learning materials, the decisions usually I take is by paying attention to the student needs, after knowing the student needs, then I can choose the materials to be taught.)</i></p>
105.	<p>R : Adakah kriteria tertentu saat mengembangkan silabus ?</p> <p><i>(are there some criteria in developing syllabi ?)</i></p>
106.	<p>L IV : untuk hal ini sama saja dengan jawaban saya sebelumnya yaitu dengan melihat kebutuhan peserta didik.</p> <p><i>(for this question I have the same answer like before, it isby looking at student needs.)</i></p>
107.	<p>L : Adakah kriteri tertentu saat memilih materi pembelajaran ?</p> <p><i>(are there some criteria in choosing learning materials ?)</i></p>

108.	<p>L IV : kalo untuk materi pembelajaran hampir sama yaitu memperhatikan kebutuhan peserta didik dan juga melihat indikator pembelajaran biasanya.</p> <p><i>(For learning materials, it is almost the same, it is paying attention to the student needs and also seeing the usual learning indicators.)</i></p>
109.	<p>R : Apa yang menjadi acuan bapak/ibuk dalam mengembangkan silabus ?</p> <p><i>(what is your consideration in developing syllabi ?)</i></p>
110.	<p>L IV : pertimbangan dalam mengembangkan syllabus tentunya harus melihat syllabus itu bisa digunakan atau tidak, dengan kata lain syllabus tersebut dapat di terapkan dalam proses mengajar.</p> <p><i>(consideration in developing the syllabus, of course, must see the syllabus can be used or not, in other words the syllabus can be applied in the teaching process.)</i></p>
111.	<p>R : Apa yang menjadi acuan bapak/ibuk dalam memilih materi pembelajaran ?</p> <p><i>(what is your consideration in choosing learning materials ?)</i></p>
112.	<p>L IV : sama halnya dengan mengembangkan syllabus, materi pembelajaran juga seperti itu, materi pembelajaran haruslah dapat di terapkan dalam proses mengajar, fleksibel.</p> <p><i>(the same as developing a syllabus, learning materials are like that, learning materials must be applicable in the teaching process, flexible.)</i></p>
113.	<p>R : Apa tantangan yang biasanya bapak/ibuk temukan dalam mengembangkan silabus ?</p> <p><i>(what are your challenges that you found in developing syllabi ?)</i></p>
114.	<p>L IV : dalam pengembangan syllabus biasanya tantangannya itu terjadi saat terjadi perubahan kurikulum di IAIN sendiri kita memakai KKNI, dan apabila sewaktu-waktu terjadi perubahan terhadap kurikulum ini tentunya harus mengikuti perubahan tersebut dengan merancang ulang syllabus yang baru.</p> <p><i>(In the development of the syllabus, the challenge usually occurs when the curriculum is change especially in IAIN Kerinci, Indonesian National Qualification Framework, and if curriculum is change,of course it must follow the change by redesigning a new syllabus.)</i></p>
115.	<p>R : Apa tantangan yang biasanya bapak/ibuk temukan dalam memilih materi pembelajaran ?</p> <p><i>(what are your challenges that you found in choosing learning materials ?)</i></p>

116.	<p>L IV : untuk materi pembelajaran kembali lagi ke peserta didiknya, terkadang materi yang sulit dipahami, membuat kita harus bekerja keras untuk menyampaikan materi tersebut, karena kemampuan setiap peserta didik pasti berbeda-beda.</p> <p><i>(for learning material back to the students, sometimes the material is difficult to understand, making us have to work hard to deliver the material, because the ability of each student is definitely different.)</i></p>
117.	<p>R : Apa tantangan terbesar bapak/ibuk dalam mengembangkan silabus ?</p> <p><i>(what is your biggest challenges in developing syllabi ?)</i></p>
118.	<p>L IV : kalo untk tantangan terbesar saya dalam mengembangkan silabus menentukan sumber ajar, capaian pembelajaran, dimana hal ini harus berdasarkan kebutuhan mahasiswa tadi.</p> <p><i>(for my biggest challenge in developing the syllabus, determining teaching resources, learning outcomes, because it must be based on the needs of the student.)</i></p>
119.	<p>R : Apa tantangan terbesar bapak dalam mengembangkan materi pembelajaran ?</p> <p><i>(what is your biggest challenges in choosing learning materials ?)</i></p>
120.	<p>L IV : kalo untuk materi pembelajaran sesuai dengan yang telah saya sampaikan tadi, bahwa kesulitannya yaitu kurangnya sumber dari materi pembelajaran dan juga saat mengajar tentunya harus mengikuti materi yang telah di cantumkan di dalam syllabus terkadang tantangannya yaitu mengurutkan materi tersebut mana yang terlebih dahulu diajarkan dan mana yang selanjutnya diajarkan.</p> <p><i>(For learning materials, it is in accordance by I said before, the difficulty is the lack of sources of learning materials and also when teaching, of course, have to follow the material that has been included in the syllabus, sometimes the challenge is to sort the material which is taught first and which is next.)</i></p>
121.	<p>R : Bagaimana bapak/ibuk mengatasi atau menyelesaikan tantangan tersebut dalam mengembangkan silabus ?</p> <p><i>(how do you handle / fix the challenges in developing syllabi ?)</i></p>
122.	<p>L IV : jadi kalo menyelesaikan masalah-masalah dalam mengembangkan silabus tentunya pemahaman terhadap standart kompetensi dan kompetensi standar ya, karena inikan acuan juga dalam mengambangkan silabus.</p> <p><i>(So if you solve problems in developing a syllabus, of course, an understanding of competency standards and standard competencies, yes, because this is also a reference in developing the syllabus.)</i></p>

123.	<p>R : Bagaimana bapak/ibuk mengatasi atau menyelesaikan tantangan tersebut dalam memilih materi pembelajaran? <i>(how do you handle / fix the challenges in choosing learning materials ?)</i></p>
124.	<p>L IV : kalo materi pembelajaran sesuai dengan saya sampaikan tadi bahwa kesulitan mencari resefensi jadi untuk menyelaikannya saya harus mencari sumber sebanyak-banyak dan sesuai dengan kebutuhan. <i>(the learning material is in accordance with what I said before, it was difficult to find the references, so to solve it I had to find as many sources as possible and according to needs.)</i></p>
125.	<p>R : Pernahkah bapak/ibuk tidak dapat mengatasi tantangan tersebut dalam mengembangkan silabus ? <i>(have you can not fix the challenges in developing syllabi ?)</i></p>
126.	<p>L IV : untuk ini sepertinya belum pernah ya. <i>(for this it seems never. Yes...)</i></p>
127.	<p>R : Pernahkah bapak/ibuk tidak dapat mengatasi tantangan tersebut dalam memilih materi pembelajaran ? <i>(have you can not fix the challenges in choosing learning materials ?)</i></p>
128.	<p>L IV : iya sama, belum pernah. Karena biasanya kita akan mencari dan berusaha terlebih dahulu dalam menyelesaikan masalah, jadi belum pernah tidak dapat di atasi. <i>(yes the same, never. Because usually we will seek and try first in solving problems, so it has never been insurmountable.)</i></p>

Appendix III

Data Reduction of Interview

1. English Lecturers' Decision Making In Developing Syllabi

- a. How do the english lecturers develop syllabi ?

L I “syllabus merupakan pedoman seorang pendidik di dalam membuat atau menyusun komponen didalam syllabus itu sendiri, biasanya komponen yang pertama harus mengetahui tentang bagaimana komponen-komponen di dalam syllabus itu sendiri..... (L I “*The syllabus is a guide foe educator in making or compiling the componenets in the syllabus itself, usually the first component must be know is about how the syllabus are used. Next, how do we determine competency standart and these basic competencies are very important so that the drafting process will be better later.....)*

..... Dan langkah berikutnya yaitu menentukan indikator pembelajaran, indikatornya ini ialah tujuan yang ingin di capai dari mata kuliah yang di ampukan oleh seorang dosen dan itu yang paling penting. Kemudian terakhir ini hal yang tidak pernah terlupakan di dalam setiap menyusun syllabus yaitu adalah bagaimana menentukan jenis penilaian yang akan kita lakukan . “ (..... *And the next step is to determine learning indicators, the indicators are the goals to be achieved from the courses taught by a lecturer and that is the most important thing. Then the last, the thing that never forgotten in every preperation step in developing syllabus is how to determine the type of assessment that we will do.*”)

L II “Sebelum mengembangkan syllabus ada beberapa komponen yang harus di perhatikan, yang pertama komponen syllabus, memetakan standart kompetensi dan kompetensi dasar, merancang kegiatan pembelajaran dan menentukan indikator pembelajaran kemudian menentukan jenis penilaian apa yang akan di pakai di dalam pembelajaran. (II “*Before developing a syllabus, there are several components that must be considered,*

the first is the syllabus component, mapping competency standards and basic competencies, designing learning activities and determining learning indicators and then determining what type of assessment will be used in learning.”)

L IV “kalau saya dalam mengembangkan syllabus, saya harus memperhatikan penilaian ya, dan juga memperhatikan aspek-aspek dalam syllabus seperti, deskripsi mata kuliah, indikator, materi pembelajaran dan juga sumber ajar yang akan di gunakan untuk proses pembelajaran nantinya.” (L IV “*if I am developing a syllabus, I must pay attention to the assessment, and also pay attention to aspects in the syllabus such as course descriptions, indicators, learning materials and also teaching resources that will be used for the learning process later.*”)

L I “..... keputusan kita di dalam mengembangkan syllabus yaitu berdasarkan SK dan KD dan indikator dari pembelajaran yang sesuai dengan kurikulum yang digunakan oleh sebuah institusi.” (L I “*..... so the decision in developing syllabus is based on competency standards and basic competencies and also indicators of learning in accordance with the curriculum used by an institution.*”)

L III “..... berdasarkan standar kompetensi dan kompetensi dasar yang sudah kita tentukan tadi, jadi itu pertimbangan pertama yang kita pilih dalam mengembangkan syllabus.” (L III “*..... I think it's all based on the competency standards and basic competencies that we have determined earlier, so that's the first consideration we choose in developing the syllabus.*”)

L IV “.....memperhatikan standart kompetensi dan kompetensi dasar salah satunya.” (L IV “*.....paying attention to standard competency and standard competencies.*”)

L I “kriteria utama yang sangat kita perhatikan adalah kebutuhan peserta didik.....” (L I “*the main criteria have to pay attention is student needs.....*”)

L II “terkait dengan kebutuhan yang di hubungkan dengan taksonomi pengetahuan “ (L II “*related to the needs associated with the taxonomy of knowledge*”)

L III “Kalau saya, karena saya menggunakan student center maka hal yang saya perhatikan yaitu kebutuhan peserta didik “ (L

III “For me, because I use the student center, the things I pay attention is the student needs”)

L IV “untuk hal ini sama saja dengan jawaban saya sebelumnya yaitu dengan melihat kebutuhan peserta didik. (L IV “for this question I have the same answer like before, it is by looking at student needs.”)

- b. What are the references and considerations for a lecturer in developing syllabi?

L I “pertimbangan dalam mengembangkan syllabus yaitu fleksibilitas dari sebuah materi itu sendiri sesuai dengan kebutuhan dan perkembangan teknologi beserta informasi” (L I “the consideration in developing syllabus it is about flexibility of material itself in accordance with needs and technology development along with information”)

L III “yang pertama fleksibilitasnya, sesuai dengan kebutuhan dan perkembangan teknologi dan informasi” (L III “the first is flexibility, according to the needs and developments of technology and information”)

L II “terkait dengan visi dan misi kita, kalau yang bahasa Inggris dalam artian visi dan misi terkait dengan tujuan pembelajaran tentu merujuk pada visi dan misi” (L II “related to our vision and mission, if the English language in terms of vision and mission is related to learning objectives, it certainly refers to the vision and mission..... “)

- c. What challenges are faced by the English lecturers in developing syllabi ?

L I “tantangan kita dalam membuat syllabus, sebenarnya bukan sebuah tantangan tapi merupakan sebuah perubahan bagaimana kurikulum itu berubah, tentunya tantangan bagi seorang guru, dosen, instruktur atau apapun yang terlibat dalam proses pembelajaran. Tergantung dari perubahan kurikulum itu, kita harus menyesuaikan dari kurikulum itu” (L I “Our challenge in making Syllabus, it is actually not a challenge but it is a change of how the curriculum changes, of course the

challenge for a teacher, lecturer, instructor or anything involved in the learning process. Depending on the changes in the curriculum”)

L III “yang pertama itu perubahan kurikulum”(L III “*the first is the changes of curriculum”*)

L I “..... kita sudah menyusun tujuan pembelajarannya tapi capaian pembelajarannya tidak tercapai, jadi tantangan-tantangan itu yang sering kita hadapi” (L I “*..... we have compiled their learning goals but the achievements of learning are not achieved, so the challenges that we often faced”*)

L III “kalau saya pribadi biasanya dengan membuat tugas mandiri ya, menambah tugas, harus ada output/ produknya.” (L III “*personally, I usually make independent assignments, yes... add tasks, there must be output/products.”*)

L IV “..... melihat kebutuhan mahasiswa, mencapai capaian pembelajaran, itu salah satu cara untuk mengatasi tantangan tersebut.” (L IV “*..... I usually have to look at student needs, achieve learning outcomes, that's one way to overcome these challenges.”*)

2.English Lecturers’ Decision Making In Selecting Learning Materials

a. How do the english lecturers choosing learning materials?

L I “.....harus sesuai dengan standart kompetensi dan kompetensi dasar. Dan tentunya kita harus mengidentifikasi aspek-aspek dari Standart kompetensi dan kompetensi standart..... “ (L I “*..... must be in accordance with competency standarts and basic competencies. And ofcourse we have to identify aspects of competency standarts and basic competencies..... “*)

L IV “..... yang paling penting harus memperhatikan standart kompetensi dan kompetensi standar. Karena untuk memilih materi pembelajaran tadi juga harus sesuai dengan standar kompetensi dan kompetensi dasar.” (L IV “*..... the most important thing is to pay attention to competency standards and basic competencies. Because to choose the learning material*

earlier, it must also be in accordance with competency standards and basic competencies”)

L III “tentu saja materinya itu sudah berdasarkan dari pada indikator pembelajaran atau tujuan pembelajaran, jadi learning material nya beerdasarkan indikator pembelajaran atau tujuan pembelajaran.” *(L III “of course the material have to based on learning indicators or learning objectives, so the learning material is based on learning indicators or learning objectives.”)*

L IV “kalo untuk materi pembelajaran hampir sama yaitu memperhatikan kebutuhan peserta didik dan juga melihat indikator pembelajaran biasanya.” *(L IV “for learning materials, it is almost the same, it is paying attention to the student needs and also seeing the usual learning indicators.”)*

- b. What are the references and considarations for a lecturer in choosing learning materials?

L I “..... mempertimbangkan kebutuhan dan konteks tadi, jadi materi kita sesuaikan dengan kebutuhan mahasiswa..... “ *(L I “..... have to consider the needs and context, so we adjust according the materials to the needs of students..... “)*

L II “..... apa yang di butuhkan oleh mahasiswa..... “ *(L II “..... what is students’ need....”)*

- c. What challenges are faced by the english lecturers in choosing learning materials?

L II “kemampuan mahasiswa dengan pengembangan materinya, saya cari referensi yang kira-kira bahasanya agak sederhana..... “ *(L II “students’ abilities with the development of the material, I am looking for references that are somewhat simple in language..... “)*

L IV “untuk materi pembelajaran kembali lagi ke peserta didiknya, terkadang materi yang sulit dipahami..... “ *(L IV “for learning material back to the students, sometimes the material is difficult to understand..... “)*

L I “kesulitan kita dalam learning material yaitu mengurutkan materi itu, tingkat kesulitannya yang perlu di tinjau kembali, jadi sequece dari materi itu harus sesuai dengan grade dengan mahasiswa yang kita ajar, kadang-kadang diantara kelas A dan kelas B itu berbeda pemahaman mereka tentang materi itu.” (L I “*Our difficulties in the learning material are sequence the material, the level of difficulty that needs to be reviewed, so the sequece of the material must be in accordance with the grade with students we teach, sometimes between class A and class B it is has the differences in their understanding.*”)

L III “sequence, urutannya maksudnya mulai dari mana ke mana, misalkan siapa yang duluan..... “ (L III “*sequence, the sequence means starting from where to go, for example who came first.....*”)

L IV “..... mengurutkan materi tersebut mana yang terlebih dahulu diajarkan dan mana yang selanjutnya diajarkan. (L IV “*..... sometimes the challenge is to sort the material which is taught first and which is next.*”)

L I “Kita harus membuat indikator menyusun sequence/ urutan-urutan itu dengan cara melakukan diagnosa, kita mendiagnosa kemampuan mahasiswa, materi apa yang sudah di pelajari..... “ (L I “*We must make the indicators composing sequences. It by a diagnosis, we diagnose the ability of students, what material has been learned.....*”)


Appendix IV

Documentation of Photos





Appendix V

		INSTITUT AGAMA ISLAM NEGERI KERINCI FAKULTAS TARBIYAH DAN ILMU KEGURUAN JURUSAN TADRIS BAHASA INGGRIS
SILABUS SINGKAT		
MATA KULIAH	Nama	Creative Writing
	Kode	TBI-437
	Kredit	2 sks
	Semester	4
DESKRIPSI MATA KULIAH		
Mata kuliah ini memberikan pengetahuan dan melatih keterampilan terkait prinsip-prinsip dasar <i>writing</i> dan jenis-jenis paragraf yang biasa digunakan dalam komunikasi secara tulisan.		
CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)		
1	mampu mengidentifikasi dan menjelaskan penggunaan topic dan supporting sentence secara tepat dalam cakupan basic writing (KU1, KU9, KK1)	
2	Mampumenggunakan ideas, time, and space yang tepat dalam komunikasi secara tulisan (KU9, KK4, KK1)	
3	Mampu menyesuaikan penggunaan grammar secara tepat sesuai dengan konteks waktu dan fungsinya secara tulisan (KU1, KK1, KK4)	
4	Mampu membangun komunikasi yang beretika dan bernilai sesuai dengan norma dengan mengimplementasikan konsep – konsep teoritis Basic Writing (S8, P2, KU1, KK1);	
SUB CAPAIAN PEMBELAJARAN MATA KULIAH (Sub-CPMK)		
1	mampu mengidentifikasi , menjelaskan, dan menerapkan penggunaan <i>topic dan supporting sentence</i> secara lisan maupun tulisan [C1, C2, C3, C4, A3]	
2	mampu mengidentifikasi , menjelaskan, dan menerapkan penggunaan <i>Organizing Ideas by time, space and rank order</i> secara tulisan [C1, C2, C3, A3]	
3	mampu mengidentifikasi , menjelaskan, dan menerapkan penggunaan <i>informing giving information</i> [C1, C2, C3, A3]	
4	mampu mengidentifikasi , menjelaskan, dan menerapkan penggunaan <i>Expression an opinion</i> [C1, C2, C3, C4, A3]	
5	mampu mengidentifikasi , menjelaskan, dan menerapkan <i>Proces and writing Instruction</i> [C1, C2, C3, C4, A3]	

6	mampu mengidentifikasi , menjelaskan, dan menerapkan <i>Reporting in writing</i> [C1, C2, C3, C4, A3]
7	mampu mengidentifikasi , menjelaskan, dan menerapkan <i>describing people and place</i> . [C1, C2, C3, C4, A3]
8	mampu mengidentifikasi , menjelaskan, dan menerapkan <i>comparing and contrasting</i> . [C1, C2, C3, C4, A3]
MATERI PEMBELAJARAN	
1	Understanding Paragraph (Topic, Supporting, and conluding Sentence)
2	The writing process (Prewriting, Writing, Revising)
3	Organizing information by time (Prepositions of time, Time order)
4	Organizing information by order of importance (Order of importance Equal order)
5	Organizing information by space (Space order, Places)
6	Supporting the main idea (Facts and quotes, Graphs and charts)
7	Definition paragraphs
8	Process analysis paragraphs (Instructions and Directions)
9	Descriptive paragraphs (Describing people and Describing objects)
10	Narrative paragraphs (Stories. Experiences)
11	Opinion paragraphs. (Agreeing. Disagreeing)
12	Comparison and contrast paragraphs (Comparing similarities. Contrasting differences)

Causes and effects paragraph (Causes. Effects)
PUSTAKA
PUSTAKA UTAMA
<ol style="list-style-type: none"> 1. Blanchard, K and Root, C (2004). <i>Ready to write: Second Edition</i>. Addison-Wesley Publishing Company. 2. Blanchard, Karen. (2003). <i>Ready to Write: A First Composition Text</i>. New York: Pearson Education. 3. Oshima, A, <i>Writing Academic English: a writing sentence structure workbook for international students</i>. Addison-Wisley Publishing Company.
PUSTAKA PENDUKUNG
PRASYARAT (Jika ada)



		INSTITUT AGAMA ISLAM NEGERI KERINCI TADRIS BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN				Kode Dokumen
RENCANA PEMBELAJARAN SEMESTER						
MATA KULIAH		KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Speaking for Professional Speaker		TBI - 208	Matakuliah Jurusan	2	2	8 Februari 2022
OTORISASI		Dosen Pengembang RPS		Koordinator RMK	Ka PRODI	
		Reko Hary Putra, M.Pd			Aridem Vintoni, M.Pd	
Capaian Pembelajaran (CP)	CPL-PRODI					
	S8	Menginternalisasi nilai, norma, dan etika akademik				
	P2	Mampu menganalisis teori – teori tata bahasa (Grammar) di dalam percakapan ataupun tulisan				
	KU1	Mampu menganalisis strategi berkomunikasi dalam Bahasa Inggris dengan menggunakan kosakata dan tata bahasa yang sesuai, serta mampu menganalisis dan mengevaluasi secara tepat dan kritis beragam informasi dalam teks Bahasa Inggris secara lisan dan tertulis dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat post intermediate.				
	KK7	Mampu menerapkan pengetahuan tentang pengembangan kepribadian dan etika berkomunikasi serta berperilaku dalam lingkungan akademis dan sosial kemasyarakatan yang diperoleh dengan pemahaman konsep dasar ilmu kebahasaan dan pemahaman nilai lintas budaya dunia				
	CPMK					
	CPMK1	mampu membangun komunikasi secara lisan yang beretika dan bernilai dengan mengimplementasikan konsep – konsep teoritis English speaking skill (S8,P2,KU1,KK7)				
CPMK2	mampu menggunakan ekspresi – ekspresi yang tepat untuk komunikasi lisan dalam konteks formal ataupun					

	informal (S8,P2,KU1,KK7)				
	CPMK3 mampu melakukan general conversation dengan menggunakan ekspresi – ekspresi yang sesuai dengan topik (KU1,KK7)				
Diskripsi Singkat MK	Mata kuliah ini memberikan pengetahuan tentang ekspresi – ekspresi yang dapat digunakan untuk membangun general conversation dalam konteks formal maupun informal dalam cakupan percakapan sehari hari.				
Bahan Kajian (Materi pembelajaran)	<ol style="list-style-type: none"> 1. Introduction to public speaking 2. Ethics 3. Speaking with confidence 4. Listening effectively 5. Audience analysis 6. Organizing and outlining 7. Introduction and conclusion 8. Delivering your 9. Visual aids 10. Informative speaking 11. Persuasive speaking 12. Special occasion speaking 				
Pustaka	<p>Utama:</p> <p>Rice, Tammera S.. <i>Fundamentals of public speaking</i>. 2017. College of the canyons-public speaking</p> <p>Pendukung</p> <ol style="list-style-type: none"> 1. Richard, J.C & Bycina. 1985. Pearson to Pearson: <i>Communicative Speaking and Listening Skills Book 2</i>. Oxford: Oxford University Press. 2. McGarrity, Matt (2015) <i>Public Speaking: Rhetorical Invention and Public Argument</i>. Washington: University of Washington 				
Media Pembelajaran	<table border="1"> <tr> <td>Preangkat lunak:</td> <td>Perangkat keras :</td> </tr> <tr> <td>Video</td> <td>LCD & Projector</td> </tr> </table>	Preangkat lunak:	Perangkat keras :	Video	LCD & Projector
Preangkat lunak:	Perangkat keras :				
Video	LCD & Projector				

**Dosen
Pengampu**

Reko Hary Putra, M.Pd



Mg Ke-	Sub-CPMK (sbg kemampuan akhir yg diharapkan)	Indikator Penilaian	Kriteria & Bentuk Penilaian	Bentuk, Metode Pembelajaran & Penugasan [Estimasi Waktu]	Materi Pembelajaran [Pustaka / Sumber belajar]	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Mahasiswa mampu memahami konsep <i>public speaking</i> dan posisi pentingnya dalam kehidupan manusia sesuai dengan kaidah proses komunikasi efektif (C2)	1. Kemampuan dalam memahami tentang aturan kelas dan kewajiban mahasiswa; 2. Ketepatan pemahaman tentang konsep <i>public speaking</i> dan kebutuhannya di tengah-tengah masyarakat	Kriteria: Ketepatan menjelaskan konsep dasar <i>public speaking</i> dan kebutuhannya di tengah-tengah masyarakat Bentuk Penilaian: <ul style="list-style-type: none"> • Diskusi • Q n A • Praktik 	<i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> TM : [1x(2x50'')] Tugas 1 : Make conversation by using formal greetings and responses [BT+BM:(1+1)x(2x60'')] Tugas 2 : Membuat video singkat 1-2 menit tentang profil diri untuk assessment kemampuan <i>public speaking</i> awal mahasiswa [BT+BM:(1+1)x(2x60'')]	1. Ruang lingkup mata kuliah 2. Pengenalan <i>public speaking</i> 3. Pentingnya kemampuan <i>public speaking</i> Manfaat kemampuan <i>public speaking</i>	5
2	Mahasiswa mampu memahami dan menjelaskan mengenai pentingnya etika dalam <i>public speaking</i> (C2)	1. Ketepatan pemahaman tentang etika <i>public speaking</i>	Kriteria: Ketepatan menjelaskan etika <i>public speaking</i> dan	<i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> TM : [1x(2x50'')]	1. Etika dalam <i>public speaking</i> 2. Kasus pelanggaran etika <i>public speaking</i> 3. Regulasi dan	5

		regulasi yang terkait di dalamnya	Tugas 1 : Make conversation to introduce yourself and another person in formal context [BT+BM:(1+1)x(2x60”)]	hukum yang berkaitan dengan kegiatan public speaking	
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			Bentuk Penilaian: <ul style="list-style-type: none"> • Diskusi • Q n A • Praktik 	Tugas 2 : Tugas: Menganalisa kasus pelanggaran etika public speaking [BT+BM:(1+1)x(2x60'')]		
3	Mahasiswa mampu memahami tentang pentingnya <i>listening</i> dan <i>critical thinking</i> dalam kegiatan <i>public speaking</i> selayaknya bentuk komunikasi lainnya (C2, C5)	1. Ketepatan pemahaman tentang pentingnya <i>listening</i> dalam komunikasi khususnya <i>public speaking</i>	Kriteria: Ketepatan menjelaskan pentingnya kemampuan <i>listening</i> dan <i>critical thinking</i> dalam kegiatan <i>public speaking</i> Bentuk Penilaian: <ul style="list-style-type: none"> • Diskusi • Q n A • Praktik 	<i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> TM : [2x(2x50'')] Tugas 1: Latihan presentasi secara berkelompok selama 5 menit [BT+BM:(2+2)x(2x60'')]	1. Jenis-jenis <i>listening</i> 2. Peran kemampuan mendengarkan dalam <i>public speaking</i> 3. Berpikir kritis dalam menjalankan kegiatan <i>public speaking</i>	5
4	Mahasiswa mampu memahami pentingnya posisi audiens dalam <i>public speaking</i> dan pentingnya konsep <i>audience centred</i> (C2) Mahasiswa mampu memahami psikologis audiens dan posisi pesan yang akan diterima oleh audiens (C2, C5, A4)	1. Ketepatan pemahaman tentang berbagai audiens yang mungkin dihadapi dan konsep <i>audience centred</i> 2. Ketepatan pemahaman tentang psikologis audiens dalam menerima pesan 2. Ketepatan	Kriteria: Ketepatan memahami pentingnya posisi audiens dan menganalisa audiens berdasarkan demografi dan situasi	<i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> TM : [2x(2x50'')] Tugas 1: Latihan presentasi secara berkelompok selama 5 menit [BT+BM:(1+1)x(2x60'')]	1. Jenis-jenis <i>listening</i> 2. Peran kemampuan mendengarkan dalam <i>public speaking</i> 3. Berpikir kritis dalam menjalankan kegiatan <i>public speaking</i>	5

	Mahasiswa memahami analisis demografi dan situasi audiens (C2, C4)	pemahaman tentang analisis demografi dan situasi audiens	Bentuk Penilaian: <ul style="list-style-type: none"> • Diskusi • Q n A Praktik 			
5,6	<p>Mahasiswa mampu memahami, proses memilih dan mempersiapkan topik yang akan dibawakan (C2)</p> <p>Mahasiswa mampu menentukan tujuan spesifik dan ide pokok dalam menyusun naskah (C2)</p> <p>Mahasiswa mampu memahami proses membuat naskah dan membuat naskah itu sendiri (C2, C6)</p> <p>Mahasiswa mampu memahami dan menambahkan konten yang mendukung dan memperkuat isi naskah (C2, C6)</p> <p>Mahasiswa mampu</p>	<ol style="list-style-type: none"> 1. Ketepatan pemahaman tentang proses pemilihan topik dan <i>brainstorming</i> 2. Ketepatan pemahaman tentang tujuan pembuatan naskah <i>public speaking</i> 3. Ketepatan pemahaman tentang proses membuat naskah <i>public speaking</i> 4. Ketepatan pemahaman tentang konten yang mampu memperkuat materi yang di bawakan 	<p>Kriteria: Ketepatan menjelaskan tahapan pembuatan naskah public speaking, dan kualitas penulisan naskah</p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> • Diskusi • Q n A • Praktik 	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> TM : [2x(2x50'')]</p> <p>Tugas 1:</p> <p>Menulis naskah untuk pidato memberikan informasi (<i>speaking to inform</i>) dan mempersuasi audiens (<i>speaking to persuade</i>) [BT+BM:(1+1)x(2x60'')]</p>	<ol style="list-style-type: none"> 1. Persiapan dalam memilih topik, proses dalam menentukan topik, Menentukan tujuan umum, menentukan tujuan khusus, dan ide pokok, Merancang struktur naskah public speaking; opening – body – closing, Membubuhkan <i>connectivities</i>, Konten yang mendukung naskah public speaking; contoh, statistik dan tersomoni. 2. Menulis naskah berdasarkan tujuan dari public speaking sendiri yakni berbicara untuk memberi informasi, mempersuasi atau menginspirasi audiens. 	5

	<p>memahami dan menggunakan bahasa yang efektif dalam naskah (C2, C6)</p> <p>Mahasiswa mampu menyusun naskah publicspeaking berdasarkan tujuannya; untuk memberikan informasi, mempersuasi atau menginspirasi (C6)</p>					
7	<p>Mahasiswa mampu memahami dan menjelaskan <i>physical action</i> yang dapat dilakukan selama berbicara di hadapan public (C2, A6)</p> <p>Mahasiswa mampu memahami peran penampilan dalam public speaking (C2)</p> <p>Mahasiswa mampu memahami dan mempraktikkan teknik berbicara di depan umum yang baik termasuk mengolah vokal dan memberikan ekspresi dan gesture yang tepat (C2, C6)</p>	<ol style="list-style-type: none"> 1. Ketepatan menjelaskan <i>physical action</i> apa saja yang dapat dilakukan dalam kegiatan public speaking 2. Ketepatan pemahaman teknik berbicara di depan umum termasuk mengolah vokal dan memberikan ekspresi dan gesture yang tepat 	<p>Kriteria: Ketepatan menjelaskan teknik berbicara di depan umum, serta kemampuan mempraktikkan teknik berbicara di depan umum</p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> • Diskusi • Q n A • Praktik 	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> TM : [1x(2x50'')] Tugas 1 :</p> <ul style="list-style-type: none"> • Berbicara di depan kelas menyampaikan naskah yang telah dibuat di minggu sebelumnya dengan menggunakan teknik berbicara di depan umum yang baik dan sesuai <p>[BT+BM:(1+1)x(2x60'')]</p>	<ul style="list-style-type: none"> • Teknik berbicara di depan umum agar mendapatkan perhatian audiens • Pentingnya penampilan untuk memberikan kesan pertamayang baik kepada audiens • Mengolah suara untuk berbicara di depan publik • Menggunakan gesture dan ekspresi yang sesuai dengankonteks atau tema pembicaraan 	5

	Mahasiswa mampu memahami dan mempraktikkan teknikolah suara (C6, A5)					
8	Mid Semester Test					15
9	<p>Mahasiswa memahami pentingnya bagi pembicara untuk komunikatif dan berinteraksi dengan audiens (C2)</p> <p>Mahasiswa mampu mempraktikkan teknik eye contact untuk membangun hubungan yang stimulus dengan audiens (C6)</p> <p>Mahasiswa mampu mempraktikkan cara-cara untuk berinteraksi dengan audiens (C6)</p>	<ol style="list-style-type: none"> 1. Ketepatan pemahaman pentingnya komunikaif dan interaktif dalam kegiatan public speaking 2. Ketepatan pemahaman cara melakukan eye contact untuk membangun kedekatan dengan audiens 	<p>Kriteria: Ketepatan menjelaskan dan penguasaan teknik berbicara; komunikatif dan interaktif</p> <p>Bentuk Penilaian: • Diskusi • Q n A Praktik</p>	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> TM : [1x(2x50'')] Tugas 1 : Praktik berpidato dengan menerapkan konsep komunikatif dan interaktif [BT+BM:(1+1)x(2x60'')]</p>	<ol style="list-style-type: none"> 1. Konsep komunikatif dan interaktif dalam public speaking 2. Membangun hubungan dan kedekatan dengan audiens melalui <i>eye contact</i> 3. Teknik berinteraksi dengan audiens (memberikan salam, mengajukan pertanyaan retorika dan meminta pendapat audiens) 	5
10	Mahasiswa mampu menggunakan alat bantu presentasi sesuai dengan	<ol style="list-style-type: none"> 1. Ketepatan pemahaman mengenai 	<p>Kriteria: Ketepatan menjelaskan</p>	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i></p>	<ol style="list-style-type: none"> 1. Penggunaan alat bantu dalam public speaking 	5

	<p>kebutuhan dan konsep sebuah presentasi</p> <p>Mahasiswa mampu memahami dan menjelaskan seluruh konsep dan poin-poin penting yang harus diperhatikan dalam public speaking (C2, C5, A4)</p> <p>Mahasiswa mampu mengevaluasi seorang public speaker yang tampil guna mencari nilai positif dan negative dari speaker tersebut sebagai bahan pembelajaran (C5, A4)</p>	<p>penggunaan alat bantu dalam kegiatan public speaking</p> <p>2. Ketepatan pemahaman tentang konsep <i>public speaking</i> yang efektif</p>	<p>teknik penggunaan alat bantu dalam presentasi, serta kemampuan evaluasi penampilan pidato/public speaking</p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> • Diskusi • Q n A <p>Hasil evaluasi</p>	<p>TM : [1x(2x50'')]</p> <p>Tugas 1 :</p> <p>Mengevaluasi dan menganalisa kemampuan public speaking tokoh masyarakat. Mahasiswa diharapkan dapat mengidentifikasi kelebihan dan kekurangan sebuah penampilan public speaking</p> <p>[BT+BM:(1+1)x(2x60'')]</p>	<p>2. Alat bantu fisik</p> <p>3. Alat bantu digital</p> <p>4. Membuat slide dan grafik</p> <p>5. Public speaking yang efektif</p>	
11	<p>Mahasiswa mampu memahami pengertian dan peran seorang pembawa acara, serta teknik membawakan acara yang sesuai dengan <i>setting</i> dan konteksnya (formal, semi-formal dan informal) (C2)</p> <p>Mahasiswa mampu mempraktikkan teknik</p>	<p>1. Ketepatan pemahaman tentang pengertian, peran, dan teknik pembawa acara yang baik dan benar</p> <p>2. Ketepatan pemahaman <i>setting</i> acara formal, semi-formal dan informal</p>	<p>Kriteria:</p> <p>Ketepatan menjelaskan pengertian dan Peran pembawa acara, serta kemampuan menerapkan teknik menjadi pembawa acara yang baik dan benar sesuai dengan konteks</p>	<p><i>Lecturing</i></p> <p><i>Role Play</i></p> <p><i>Discussion</i></p> <p>TM : [1x(2x50'')]</p> <p>Tugas 1 :</p> <p>Praktik memandu sebuah acara baik formal, semi-formal maupun informal</p> <p>[BT+BM:(1+1)x(2x60'')]</p>	<p>1. Pengertian dan peran pembawa acara</p> <p>2. Jenis-jenis MC (formal, semi-formal dan informal)</p> <p>3. Teknik menjadi MC dengan <i>setting</i> formal</p> <p>4. Teknik menjadi MC dengan <i>setting</i> semi-formal</p> <p>5. Teknik menjadi MC dengan <i>setting</i></p>	5

	membawakan acara yang sesuai dengan <i>setting</i> dan konteksnya (formal, semi-formal dan informal) (C6, A5)		dan <i>setting</i> acara Bentuk Penilaian: • Diskusi • Q n A • Praktik		informal	
12	Mahasiswa mampu memahami pengertian dan peran moderator dalam sebuah panel diskusi (C2) Mahasiswa mampu mempraktikkan teknik memandu diskusi yang baik dan benar sesuai dengan konteks dan <i>setting</i> acara (C6, A5)	1. Ketepatan pemahaman tentang pengertian dan peran moderator dalam sebuah panel diskusi 2. Ketepatan pemahaman teknik memandu diskusi yang baik dan benar sesuai dengan konteks dan <i>setting</i> acara	Kriteria: Ketepatan menjelaskan pengertian dan peran moderator dalam sebuah panel diskusi, serta kemampuan mempraktikkan teknik memandu diskusi yang baik dan benar sesuai dengan konteks dan <i>setting</i> acara Bentuk Penilaian: • Diskusi • Q n A • Praktik	<i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> TM : [1x(2x50'')] Tugas 1 : Tugas: Praktik memandu sebuah panel diskusi [BT+BM:(1+1)x(2x60'')]	1. Pengertian dan peran moderator 2. Teknik menjadi moderator yang baik 3. Menulis kata pembuka diskusi yang ramah dan hangat 4. Menyusun pertanyaan diskusi 5. Memandu jalannya diskusi 6. Merangkum dan menutup forum diskusi	5

13	<p>Mahasiswa memahami cara lancar berbicara dengan menggunakan Bahasa Inggris (C2)</p> <p>Mahasiswa mampu menumbuhkan rasa percaya diri untuk berbicara dengan menggunakan Bahasa Inggris di depan umum (C6)</p> <p>Mahasiswa mampu membawakan pidato Bahasa Inggris dengan lancar dan pelafalan yang baik (C6, A5)</p>	<ol style="list-style-type: none"> 1. Ketepatan pemahaman teknik lancar berbicara dengan bahasa inggris 2. Ketepatan pemahaman membawakan pidato bahasa Inggris dengan lancar dan pelafalan yang baik 	<p>Kriteria: Ketepatan menjelaskan cara lancar berbicara dengan Bahasa Inggris dan kemampuan menyampaikan pidato dalam Bahasa Inggris</p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> • Diskusi • Q n A • Praktik 	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> TM : [1x(2x50'')] Tugas 1 :</p> <p>Tugas: Praktik pidato dengan menggunakan bahasa inggris [BT+BM:(1+1)x(2x60'')]</p>	<ol style="list-style-type: none"> 1. Membangun kepercayaan diri untuk berbicara dengan menggunakan Bahasa Inggris 2. Teknik berbicara dengan Bahasa Inggris 3. Teknik pelafalan kata Bahasa Inggris yang baik dan benar 4. Membuka dan menutup pidato dengan Bahasa Inggris 	5
14,15	<p>Mahasiswa mampu membuat pergelaran yang efektif guna menyampaikan pesan kepada khalayak secara efektif (C6, A5)</p> <p>Mahasiswa mampu menunjukkan rasa percaya diri dengan menampilkan kreativitas hasil dari pemikiran yang kritis terhadap sebuah fenomena (C6, A5)</p>	<ol style="list-style-type: none"> 1. Ketepatan pemahaman tentang berbicara di muka umum yang efektif 2. Ketepatan pemahaman tentang pemikiran kritis yang disampaikan dengan kreatif dan percaya diri 	<p>Kriteria: Ketepatan dan penguasaan pembuatan sebuah pagelaran pertunjukkan kemampuan <i>public speaking</i> (contoh: seminar)</p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> • Diskusi 	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> TM : [1x(2x50'')] Tugas 1 :</p> <p>Merencanakan dan mempraktikkan sebuah pagelaran seminar dengan mengusung tema yang menarik [BT+BM:(1+1)x(2x60'')]</p>	<ol style="list-style-type: none"> 1. Menentukan topik seminar yang penting dan menarik 2. Merencanakan kegiatan seminar 3. Melaksanakan kegiatan seminar 4. Menampilkan pertunjukkan <i>public speaking</i> yang efektif 	10

			<ul style="list-style-type: none">• Q n A• Praktik			
16	Mid Semester Test					15



Analysis Scoring Rubric for Speaking

Features	2.0 pts	1.5 pts	1.0pts	0.5 pts
Vocabulary	Uses a variety of vocabulary and expressions	Uses a variety of vocabulary and expression, but makes some errors in word choice	Uses limited vocabulary and expression	Uses only basic vocabulary and expressions
Accuracy	Uses a variety of grammatical structures and sentences patterns in her/his level	Uses a variety of grammatical structure and sentences patterns in his/her level, but make some errors	Uses a variety of structures with frequent errors, or uses basic structures with accasional errors	Uses basic structures, makes frequent errors
Fluency	Speaks smoothly, with little hesitation, according to his/her level, which does not interfere with communication	Speaks smoothly, with little hesitation, according to his/her level, but it does not usually interfere with communication	Speaks with some hesitations, which often interferes with communication	Hesitates too often when speaking, which often interferes with communication
Interaction	Stays on task and communicate effectively; almost always responds appropriately and always tries to develop the interaction	Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interaction	Tries to communicate, but sometimes does not respond appropriately or clearly	Purpose is not clear; needs a lot help communicating; usually does not repond appropriately or clearly

K E R I N C I

Pronunciation	Pronunciation and intonation are almost always very clear/accurate according to his/her level	Pronunciation and intonation are usually clear/accurate with a few problems	Pronunciation and intonation errors sometimes make it difficult to understand the student	Frequent problems with pronunciation and intonation
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Adapted from Jacob, et.al (1981)



Chapter 1: Introduction To Public Speaking

By: Lisa Schreiber, Ph.D. and Morgan Hartranft, Millersville University, Millersville, PA



LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Articulate at least three reasons why public speaking skills are important.
- Describe the difference between the linear and the transactional model of communication.
- List, define, and give an example of each of the components of communication.
- Differentiate between the major types of speeches.
- Identify the eleven core public speaking competencies.
- Apply chapter concepts in final questions and activities.

Introduction to Public Speaking: Introduction

Humans' ability to communicate using formalized systems of language sets us apart from other living creatures on the Earth. Whether these language conventions make us superior to other creatures is debatable, but there is no question that overall, the most successful and most powerful people over the centuries have mastered the ability to communicate effectively. In fact, the skill of speaking is so important that it has been formally taught for thousands of years.

The ironic feature of public speaking is that while we recognize that it is an important skill to have, many of us do not like or want to give speeches. You may be reading this book because it was assigned to you in a class, or you may be reading it because you have to give a speech in your personal or professional life. If you are reading this book because you like public speaking or you have a burning desire to learn more about it, you're in the minority.



The good news about public speaking is that although it may not be on the top of the list of our favorite activities, *anyone* can learn to give effective presentations. What is important is that the audience understands you and remembers what you have to say. By learning and using the techniques

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provided in this reading material, you will discover how to create engaging speeches and present them using your own delivery style.

Benefits of Public Speaking



According to the Association of American Colleges and Universities, there is a core set of skills that are necessary "both for a globally engaged democracy and for a dynamic, innovation fueled economy" (Rhodes, 2010). In the category of "Intellectual and practical skills," public speaking is listed as one of these core skills.

Public speaking is the process of designing and delivering a message to an audience. Effective public speaking involves understanding your audience and speaking goals, choosing elements for the speech that will engage your audience with your topic, and delivering your message skillfully.

Chapter 2: Ethics

By Alyssa G. Millner, Ph.D. and Rachel D. Price, Ph.D.
University of Central Arkansas, University of Arkansas at Little Rock & University of Kentucky, and
Southern Illinois University & University of Kentucky



LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Define ethics and explain why ethics are important in public speaking.
- Differentiate between morality and ethical dilemma.
- Identify the three types of plagiarism and understand how to avoid them.
- Explain how to cite sources in written and oral speech materials.
- Develop responsible language use by avoiding hate language and using inclusive language.
- Use a speech platform to promote diversity, raise social awareness, and understand free speech.
- Employ ethical listening by readying both mind and body to avoid distractions.
- Develop patterns of ethical feedback through praise and constructive criticism.
- Apply ethical communication skills to public speaking situations.
- Apply module concepts in final questions and activities.

Ethics in Public Speaking: Introduction

Maggie is helping her older sister plan for her wedding. She loves event planning and decides to give an informative speech to her classmates on "Selecting a Florist." She knows all the other women in class will adore the topic and her visual aids (an assortment of flowers and a rose for everyone to take home). As Maggie begins the speech, she creates a listener relevance link that relates mostly to the women in the class. In fact, most of the speech is directed at female listeners.



As she moves through the main points of her speech, Maggie realizes that she is running out of time and only has 1 minute left or the instructor

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will penalize her. During her third main point, she skips over some citations but shares the statistics of saving money on a trustworthy florist. The listeners don't notice that Maggie neglected to provide oral source citations, so she feels confident of the "expertise" she has derived. After Maggie finishes her final main point, she concludes and reminds the ladies to find her later if they have any questions about the prices of quality florists in the area.

When preparing for this speech, Maggie attempted an audience analysis, which we will study in chapter 5. However, she failed to adequately involve all audience members by choosing a traditionally female topic and tailoring the language to females in the class.

A second unethical decision made by Maggie was to omit oral citations, thereby failing to give credit to those who deserved it. Maggie's practices in her speech are just a few ways in which unethical public speaking can occur. The evolution of ethics is central to public speaking because it is through communication that our ideas about right and wrong or

Chapter 3: Speaking With Confidence

By Ronald P. Graspv, Ph.D.
Kutztown University, Kutztown, PA



Learning Objectives

After reading this chapter, you should be able to:

- Understand the nature of communicative apprehension (CA), and be in a better position to deal with your particular "brand" of CA
- Analyze objectively the formation of your habitual frame of reference
- Apply cognitive restructuring (CR) techniques to create a more positive frame of reference
- Understand the importance of customized practice to become conversant in your topic
- Create a personal preparation routine to minimize your apprehension

Speaking With Confidence: Introduction

"I have to do what?"

You receive your syllabus on the first day of history class, and you see that a significant percentage of your overall grade for the semester depends upon one, ten-minute oral presentation in front of the class. The presentation is to be based on an original research project and is due in eight weeks.

You are excited to get an email after a very positive job interview. They ask you to come to a second interview prepared to answer a number of questions from a panel made up of senior management. The questions are contained in an attachment. "Please be ready to stand in the front of the room to answer," the email reads; ending with "See you next week!"

The plans are finalized: You will have dinner to meet your new fiancé's family on Saturday night – just days away. But, then you are told that your fiancé's father, a former Marine and retired police officer, will want to talk about politics and current events – and that he will likely judge what sort of person you are based on how well you can defend your ideas.

In this chapter, you will learn about dealing with one of the most common fears in our society: **the fear of public speaking**. Fear of public speaking is associated with

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communication apprehension (CA), which is an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons (McCroskey, 1977).

If you are one of those folks – take comfort in the fact that you are not alone! Research indicates that 20% or more of the U.S. population has a high degree of communicative apprehension (McCroskey, 1976).

CA is a real phenomenon that represents a well-documented obstacle not only to academic, but also to professional success. CA can impact many diverse areas; from one's level of self-esteem (Adler, 1980) and how you are perceived by others (Dwyer & Cruz, 1998), to success in school, achieving high grade-point averages, and even landing job interview opportunities (Daly & Leth, 1976).

Chapter 4: Listening Effectively

By Jenn Q. Goddu, M.A.

Queens University of Charlotte, Charlotte, NC



Listening Effectively: Learning Objectives

After reading this chapter, you should be able to:

- explain the difference between listening and hearing
- understand the value of listening
- identify the three attributes of active listeners
- recognize barriers to effective listening
- employ strategies to engage listeners
- provide constructive feedback as a listener

Listening Effectively: Introduction

“You’re not listening!” An unhappy teen shouts at a concerned parent. A frustrated parent yells this as a toddler runs through a parking lot. A woman offers these three words as a parting shot before hanging up on her significant other. We can imagine all these scenarios and more; all of them rooted in a speaker wondering if his or her audience is truly listening.

Public speaking requires an audience to hear. What makes public speaking truly effective is when the audience hears and listens. You might think the two are synonymous. But they aren’t, as you will soon understand. In a classic listening text, Adler (1983) notes, “How utterly amazing is the general assumption that the ability to listen well is a natural gift for which no training is required.” Since listening requires great effort, this chapter offers the skills needed to listen effectively.

Developing your listening skills can have applications throughout your educational, personal, and professional lives. You will begin by examining the difference between hearing and listening. This module will also help you understand your role as a listener, not only in a public speaking class, but also in the world. You’ll read about attributes of an active listener, barriers to listening, and strategies to listen better. Finally, building on valuable lessons regarding listening, this chapter concludes with suggestions public speakers can use to encourage audiences to listen more

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“Listen to your kids” by Bindaas Madhavi. CC-BY-NC-ND.

Chapter 5: Audience Analysis

By Lisa Schreiber, Ph.D. and Morgan Hartranft

Millersville University, Millersville, PA



Audience Analysis: Learning Objectives

After reading this chapter, you should be able to:

- List techniques for analyzing a specific target audience.
- Explain audience analysis by direct observation.
- Describe audience analysis by inference.
- Identify the purpose of a basic questionnaire.
- Recognize and apply data sampling.
- Determine when to use a Likert-type test.
- Define the five categories of audience analysis.
- Summarize the purpose of the situational analysis.
- Explain audience analysis by demography.
- Recognize the difference between beliefs, attitudes and values.
- Identify reasons for sampling a multicultural audience.
- Apply the chapter concepts in final questions and activities.

Audience Analysis: Introduction

Robert E. Mullins, a well-known local bank officer, was preparing a speech for the Rotary Club in Dallas, Texas on the topic of “finding the right loan” for a rather diverse audience. He knew his topic extremely well, had put a lot of hard work into his research, and had his visual aids completely in order. One of the things he had not fully considered, however, was the audience to which he would be speaking. On the day of the presentation, Mr. Mullins delivered a flawless speech on “secured” car and home loans, but the speech was not received particularly well. You see, on this particular week, a major segment of the audience consisted of the “Junior Rotarians” who wanted to hear about “personal savings accounts” and “college savings plans.” It was a critical error. Had Mr. Mullins considered the full nature and demographic makeup of his audience prior to the event, he might not have been received so poorly.

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attentively.

Hearing Versus Listening

A mother takes her four-year-old to the pediatrician reporting she’s worried about the girl’s hearing. The doctor runs through a battery of tests, checks in the girl’s ears to be sure everything looks good, and makes notes in the child’s folder. Then, she takes the mother by the arm. They move together to the far end of the room, behind the girl. The doctor whispers in a low voice to the concerned parent: “Everything looks fine. But, she’s been through a lot of tests today. You might want to take her for ice cream after this, as a reward.” The daughter jerks her head around, huge grin on her face, “Oh, please, Mommy! I love ice cream!” The doctor, now speaking at a regular volume, reports, “As I said, I don’t think there’s any problem with

In contemporary public speaking, the audience that you are addressing is the entire reason you are giving the speech; accordingly, the audience is therefore the most important component of all speechmaking. It cannot be said often or more forcefully enough: know your audience! Knowing your audience—their beliefs, attitudes, age, education level, job functions, language, and culture—is the single most important aspect of developing your speech strategy and execution plan.

Your audience isn’t just a passive group of people who come together by happenstance to listen to you. Your audience is assembled for a very real and significant reason: they want to hear what you have to say. So, be prepared.



Chapter 6: Organizing and Outlining

By Joshua Trev Barnett
University of Indiana, Bloomington, IN

Organizing and Outlining: Objectives and Outline

After reading this chapter, you should be able to:

- Select a topic appropriate to the audience and occasion.
- Formulate a specific purpose statement that identifies precisely what you will do in your speech.
- Craft a thesis statement (central idea) that clearly and succinctly summarizes the argument you will make in your speech.
- Identify and arrange the main points of your speech according to one of many organizational styles discussed in this chapter.
- Connect the points of your speech to one another.
- Create a preparation and speaking outline for your speech.



Organizing and Outlining: Introduction
Meg jaunted to the front of the classroom—her trusty index cards in one hand and her water bottle in the other. It was the mid-term presentation in her entomology class, a course she enjoyed more than her other classes. The night before, Meg had spent hours scouring the web for information on the Woody Adelgid, an insect that has ravaged hemlock tree populations in the United States in recent years. But when she made it to the podium and finished her well-written and captivating introduction, her speech began to fall apart. Her index cards were a jumble of

unorganized information, not linked together by any unifying theme or purpose. As she stumbled through lists of facts, Meg—along with her peers and instructor—quickly realized that her presentation had all the necessary parts to be compelling, but that those parts were not organized into a coherent and convincing speech.

Giving a speech or presentation can be a daunting task for anyone, especially inexperienced public speakers or students in introductory speech courses. Speaking to an

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Chapter 7: Introductions and Conclusions

By Warren Sandmann, Ph.D.
Minnesota State University, Mankato, MN



LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- List and describe the four functions of an introduction
- List and describe the common types of attention getters
- Describe and implement strategies for preparing introductions
- List and describe the four functions of a conclusion
- List and describe common types of conclusions
- Describe and implement strategies for preparing conclusions
 - Apply chapter concepts in review questions and activities

Chapter Outline

- **Introduction**
 - **Functions of Introductions**
 - Gain Attention and Interest
 - Gain Goodwill by building credibility with audience and relating topic to audience.
 - Clearly State the Purpose
 - Preview and Structure the Speech
 - **Attention-Getting Strategies**
 - Tell a Story/Narrative
 - Refer to the Occasion
 - Refer to Recent or Historical Events
 - Refer to Previous Speeches
 - Refer to Personal Interest
 - Use a Startling Statistic
 - Use an Analogy
 - Use a Quotation
 - Ask a Question
 - Use Humor
 - **Preparing the Introduction**
 - Construct the Introduction Last
 - Make it Relevant
 - Make it Succinct
 - Write it Out Word for Word
 - **Functions of Conclusions**
 - Prepare the Audience for the end of the speech

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audience can also be a rewarding experience for speakers who are willing to put in the extra effort needed to craft rhetorical masterpieces. Indeed, speeches and presentations must be crafted. Such a design requires that speakers do a great deal of preparatory work, like selecting a specific topic and deciding on a particular purpose for their speech. Once the topic and purpose have been decided on, a thesis statement, or central idea, can be prepared. After these things are established, speakers must select the main points of their speech, which should be organized in a way that illuminates the speaker's perspective, or approach to their speech. In a nutshell, effective public speeches are focused on particular topics and contain main points that are relevant to both the topic and the audience. For all of these components to come together convincingly, organizing and outlining must be done prior to giving a speech.

This chapter addresses a variety of strategies needed to craft the body of public speeches. The chapter begins at the initial stages of speechwriting—selecting an

- Present Any Final Appeals
- Summarize and Close
- End with a Clincher
- Appeals and Challenges
- **Composing the Conclusion**
 - Prepare the Conclusion
 - Do Not Include any New Information
 - Follow the Structure
- **Conclusion**
- **Review Questions and Activities**
- **Glossary**
- **References**

Introductions & Conclusions: Introduction



Chapter 8: Delivering Your Speech

By Victor Capece, M.F.A.
Millersville University, Millersville, PA



Delivering Your Speech: Objectives and Outline

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Identify, define and give an example of each of the four main types of delivery
- Determine the best speaking style for different types of speaking occasions
- Identify and utilize voice aspects of speaking
- Recognize and utilize the key “ingredients” of a well-performed speech
- Adapt to the physical aspects of a speaking venue
- Plan the speech in preparation for delivery/performance of a speech.

Chapter Outline

- **Introduction**
- **Methods of Delivery**
 - Manuscript Style
 - Memorized Style
 - Impromptu Style
 - Extemporaneous Style
- **Vocal Aspects of Delivery**
 - Articulation
 - Pronunciation
 - Accent, Dialect, and Regionalisms
 - Vocal Quality
 - Pitch and Inflection
 - Rate of Speaking
 - Pauses Versus Vocalized Pauses
 - Vocal Projection
- **Nonverbal Aspects of Delivery**
 - Personal Appearance
 - Movement and Gesture
 - Facial Expressions
 - Eye Contact
- **Mastering the Location**

Chapter 9: Visual Aids

By Sheila Kasperek, MLIS, MSIT
Mansfield University, Mansfield, PA



LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Identify when and how visual aids will enhance a presentation
- Identify the different types of visual aids
- Identify effective and ineffective use of visual aids
- Apply basic design principles to slide design
- Identify best practices to incorporating visual aids in a presentation

Chapter Outline

- **Introduction**
- **Effective Visual Aids**
- **Types of Visual Aids**
 - Personal Appearance
 - Objects and Props
 - Demonstration
 - Posters and Flip Charts
 - Audio and Video
 - Handouts
 - Slideware
- **Design Principles**
 - Slide Layout
 - Backgrounds and Effects
 - Colors
 - Fonts
 - Text
 - Images
 - Graphs and Charts
- **Implementation**
- **Visual Aid Tips**
- **Conclusion**
- **Review Questions and Activities**
- **Glossary**
- **References**

- The Room
- The Podium
- The Equipment
- Using a Microphone
- Water Rules
- **Preparation, Practice, and Delivery**
 - Preparing Notes
 - Rehearsing the Speech
 - Managing Stress
 - Delivering the Speech
 - Conclusion
- **Review Questions and Activities**
- **Glossary**
- **References**

Visual Aids: Introduction

“I know you can’t read this from the back there,” the presenter apologizes to a screen so full of words you would think the entire speech had been crammed into one slide. This is just the first of a seemingly endless string of slides I can’t read, charts so full of numbers I can’t decipher the meaning, and clip art so clichéd I can’t help but roll my eyes and sigh. It is not long before I’m presented with an incredibly dense graph I can’t make any sense of since he keeps interrupting my concentration with actual talking. “When is he going to come to the point already?” I think to myself as I start to doodle in the margins of the handout of the PowerPoint slides for the very talk I’m currently sitting through. Why did he even bother with a presentation? He



Chapter 10: Supporting Your Ideas

By Sarah Stone Watt, Ph.D. Pepperdine University, Malibu, CA



LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Combine multiple forms of evidence to support your ideas.
- Differentiate between the three types of testimony, and know when to use each one.
- Navigate the library holdings and distinguish between the types of information found in each section.
- Evaluate source credibility and appropriateness for your speech.
- Explain plagiarism and implement strategies to avoid it.
 - Apply chapter concepts in review questions and activities.

Chapter Outline

- **Introduction**
- **Personal and Professional Knowledge**
 - Personal Testimony
 - Interviews
- **Library Resources**
 - Books
 - Periodicals
 - Full Text Databases
- **Internet Resources**
 - Search Engines
 - Defining Search Terms
 - Websites
 - Government Documents
- **Evaluating Information**
- **Citing Sources and Avoiding Plagiarism**
 - Style Sheets
 - Plagiarism
- **Conclusion**
- **Module Activities**
- **Glossary**
- **References**

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Supporting Your Ideas: Introduction *I take what I see work. I'm a strict believer in the scientific principle of believing nothing, only taking the best evidence available at the present time, interpreting it as best you can, and leaving your mind open to the fact that new evidence will appear tomorrow.* ~ Adam Osborne

In 2010 celebrity chef Jamie Oliver won the Technology Entertainment Design (TED) Prize for his "One Wish to Change the World." In addition to a monetary award, he was given 18 minutes at the prestigious TED Conference in Long Beach, CA to discuss his wish: "Teach every child about food."^[1] This chef from Essex, England, had only a short window of time to convince an American audience to change their most basic eating habits. To get them to listen he had to catch their attention and demonstrate his credibility. He managed to do both using compelling research. He began by saying, "Sadly, in the next 18 minutes . . . four Americans that are alive will be dead from the food that they eat."^[2] He magnified the problem with a chart showing that many more Americans die from diet related diseases each

Chapter 11: Using Language Well

By: E. Michele Ramsey, Ph.D. Penn State Berks, Reading, PA



LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Understand the power of language to define our world and our relationship to the world
- Choose language that positively impacts the ability to inform and persuade
- Choose language to create a clear and vivid message
- Use language that is ethical and accurate
- Use language to enhance his or her speaker credibility Chapter Outline
- **Introduction**
 - The Power of Language
 - Communication vs. Language
 - Language Creates Social Reality
 - The Differences Language Choices Can Make
- **Constructing Clear and Vivid Messages**
 - Use Simple Language
 - Use Concrete and Precise Language
- **Using Stylized Language**
 - Metaphors and Similes
 - Alliteration
 - Antithesis
 - Parallel Structure and Language
 - Personalized Language
- **The Importance of Ethical and Accurate Language**

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- Language and Ethics
- Sexist and Heterosexist Language
- **Avoiding Language Pitfalls**
 - Profanity
 - Exaggeration
 - Powerless Language
 - Incorrect Grammar
 - Other Language Choices to Consider
 - Cliches
- **Conclusion**
 - Language that is Central to Popular Culture
- **Review Questions and Activities**
- **Glossary**
- **References**

Using Language Well: Introduction

Your purpose is to make your audience see what you saw, hear what you heard, feel what you felt. Relevant detail, couched in concrete, colorful language, is the best way to recreate the incident as it happened and to picture it for the audience. ~ Dale Carnegie



The Power of Language

Imagine for a moment that you were asked to list everything that you know about the

Chapter 12: Informative Speaking

Author: [Saylor.org](https://www.saylor.org/)

Tammera Stokes Rice, College of the Canyons

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LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Explain the importance of accuracy, clarity and listener interest in informative speaking.
- Discuss why speaking to inform is important. Identify strategies for making information clear and interesting to your speaking audience.
- Identify the different types of speeches
- Identify several categories of topics that may be used in informative speaking.
- Describe several approaches to developing a topic.

Chapter Outline

- **Introduction**
- **Informative Speaking Goals**
 - Why We Speak to Inform
 - Making Information Clear and Interesting for the Audience
 - Adjust Complexity to the Audience
 - Avoid Unnecessary Jargon
 - Create Concrete Images
 - Keep Information Limited
 - Link Current Knowledge to New Knowledge
 - Make it Memorable
 - Make it Relevant and Useful
 - Personalize Your Content
- **Types of Informative Speeches**
 - Speech of Description
 - Speech of Demonstration
 - Speech of Definition
 - Developing Your Topic For the Audience
 - Difficult Concepts or Language
 - Difficult-to-Envision Processes or Structures
 - Difficult to Understand
 - Ethics

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- **Conclusion**
- **Review Questions and Activities**
- **Glossary**
- **References**

Welcome to Informative Speaking

An informative speech conveys knowledge, a task that you've engaged in throughout your life. When you give driving directions, you convey knowledge. When you caution someone about crossing the street at a certain intersection, you are describing a dangerous situation. When you steer someone away from using the car pool lane, you are explaining what it's for.

