

**ALIGNMENT OF SYLLABUS AND LEARNING MATERIAL IN  
SPEAKING SUBJECTBASED ON NATIONAL QUALIFICATION  
FRAMEWORK STANDARDAT THE SECOND SEMESTER OF ENGLISH  
DEPARTEMENTSTUDENT’S OF STATE ISLAMIC INSTITUTE OF  
KERINCI ACADEMIC YEAR 2021/2022**

**A THESIS**



**INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I**

**BY:**

**DELLA DESVITA SARI**

**NIM : 1810203037**

**INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I**

**ENGLISH EDUCATION PROGRAM FACULTY  
OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF (IAIN) KERINCI  
ACADEMIC YEAR 2022 M/ 1443 H**

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**A THESIS**

*Submitted as a Partial Fulfillment of The Requirements for Undergraduate  
Degree at English Education Program in Faculty of Education and Teacher  
Training State Islamic Institute of Kerinci*

**By:**

**DELLA DESVITA SARI**

**NIM: 1810203037**

**INSTITUT AGAMA ISLAM NEGERI**

**K E R I N C I**  
**ENGLISH EDUCATION PROGRAM**

**FACULTY EDUCATION AND TEACHER TRAINING**

**STATE ISLAMICINSTITUTE (IAIN) OF KERINCI**

**ACADEMIC YEAR 2021/2022**

<b>AGENDA</b>	
NOMOR :	251
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PARAF :	/

**Dr. RODI HARTONO, M.Pd**  
**MUSDIZAL, M.Pd**  
**LECTURES OF IAIN KERINCI**

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

April 2022

Sungai Penuh

### OFFICIAL NOTE

*Assalamu'alaikum Warrahmatullahi Wabarakatuh*

After guiding, analyzing, briefing, and correcting, the writing of **Della Desvita Sari's** thesis (the student number is 1810203037) entitled: "**Alignment of syllabus and learning material based on National Qualification Framework standar at the second semester of English Departement Student's of State Islamic Institute of Kerinci Academic Year 2021/2022**", we are the opinion that thesis has met the qualification as one partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) Kerinci.

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

*Wassalamu'alaikum Warrahmatullahi Wabarakatuh.*

### ADVISOR

ADVISOR I



Dr. Rodi Hartono, M.Pd  
NIP. 19730122 200003 1 002

ADVISOR II



MUSDIZAL, M.Pd  
NIDN. 200502840

### CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “Alignment of Syllabus And Learning Material In Speaking Subject Based On National Qualification standard at The Second Semester of English Department Students’ of State Islamic Institute of Kerinci Academic Year 2021/2022” 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 the researcher by others, with whom the researcher has worked at Stated 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

Researcher



*Della Desvita Sari*  
**Della Desvita Sari**  
**NIM.1810203037**



**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](http://www.iainkerinci.ac.id) email: [info@iainkerinci.ac.id](mailto:info@iainkerinci.ac.id)

**APPROVAL AND ACCEPTANCE**

This thesis which entitled of **ALIGNMENT OF SYLLABUS AND LEARNING MATERIAL OF SPEAKING FOR PROFESSIONAL SPEAKER BASED ON NATIONAL QUALIFICATION FRAMEWORK STANDARD ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI** by Della Desvita Sari with students' number **1810203037** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on May 12<sup>th</sup> 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, 12<sup>th</sup> May 2022

**The Viva Voce**

**Ardem Vintoni, M.Pd**  
NIP. 19790925 200912 1 003

**The Chairman**

**Heri Mudra, M.Pd**  
NIP. 19851216 201101 1 008

**Examiner I**

**Herayati, M.Pd**  
NIP. 198903292020122018

**Examiner II**

**Dr. Rodi Hartono, M.Pd**  
NIP.19730122 200003 1 002

**Advisor I**

**Musdzal, M.Pd**  
NIDN. 200502840

**Advisor II**

**Dean Faculty of Education  
And Teacher Training**

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



## ABSTRACT

**Della Desvita Sari, 2022** : **Alignment of Syllabus And Learning Material in speaking subject Based On National Qualification standard of English Department student's of State Islamic Institute of Kerinci Academic Year 2021/2022**

**Advisors** : **1. Dr. Rodi Hartono, M.Pd**  
**2. Musdizal, M.Pd**

**Keyword** : *Speaking Lecturer, Alignment, syllabus and Learning Material, speaking Subject.*

The purpose of this research was find out how lecturers in the Speaking subject align the syllabus and learning materials based on the National Qualifications Framework standar. This research was a qualitative descriptive research, the located of this research was took in State Islamic Institute of Kerinci. The research informant was Lecturer of Speaking who teach speaking subject at second semester students of the English Department, State Islamic Institute of Kerinci Academic Year 2021/2022. This was collected data were used the method of , interviews, and document studies. Test the validity of the data using data triangulation (observations, interviews, and document studies). Data analysis was used qualitative data analysis techniques with data reduction, data display, and daa verification then presented and according to the criteria of alignment or not. The results of the study show that speaking lecturers have followed the provisions of the National Qualification framework standar. It can be concluded from the results of the study that speaking lecturers have followed the provisions of the National Qualification Framework in the process of implementing speaking learning using the syllabus and teaching materials in accordance with the standards of the National Qualification Framework.

## ABSTRAK

**Della Desvita Sari, 2022** : **Penyelarasan Silabus dan Materi Pembelajaran pada Mata Pelajaran Berbicara Untuk Pembicara Profesional Berdasarkan Standar Kerangka Kualifikasi Nasional semester dua Jurusan Bahasa Inggris Institut Agama Islam Negeri Kerinci**

**Pembimbing** : **1. Dr. Rodi Hartono, M. Pd**  
**2. Musdizal, M. Pd**

**Kata Kunci** : *Dosen Berbicara, Penyelarasan, Silabus dan Bahan Ajar, Pembelajaran Berbicara.*

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana dosen dalam mata kuliah Berbicara menyesuaikan silabus dengan bahan ajar berdasarkan standar Kerangka Kurikulum Nasional Indonesia. Penelitian ini merupakan penelitian deskriptif kualitatif, tempat penelitian di Institut Agama Islam Negeri Kerinci. Informan penelitiannya Dosen Berbicara yang mengajar pembelajaran berbicara pada Mahasiswa semester dua Departement Bahasa Inggris, Institute Agama Islam Negeri Kerinci Tahun Akademik 2021/2022. Pengumpulan data menggunakan metode, wawancara, dan studi dokumen. Uji keabsahan data menggunakan triangulasi data (observasi, wawancara, dan studi dokumen). Analisis data menggunakan teknik analisis data kualitatif dengan data reduction, data display, dan data verification kemudian dipresentasikan dan sesuai kriteria keselarasan atau tidak selaras. Dapat di simpulkan dari Hasil penelitian menunjukkan bahwa dosen berbicara sudah mengikuti ketentuan-ketentuan Kerangka Kurikulum Nasional Indonesia dalam proses pelaksanaan pembelajaran Berbicara menggunakan silabus dan bahan Ajar yang sesuai dengan standar National Qualification Framework.

## DEDICATION AND MOTTO

### DEDICATION

I present dedicate this thesis to:

My beloved Mother (Misrawati) ,Father (Alkala Bazi)

And my brother (Ahmad Derry Okhta Pratama)

and thanks to Allah SWT and prophet

Muhammad SAW. In working on this thesis and most importantly

thanks to myself for being able to endure and

persevere through this hardship.

Thanks to myself for struggling this far by myself.

and never forget, thank you very much to my best friend

Ariffsa, Siti Nurfatimah, and , Niken Tisdiona

who are always there for me.

### MOTTO

يُسْرًا الْعُسْرُ مَعْفَانًا (5) يُسْرًا الْعُسْرُ مَعَانًا (6)

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### Meaning:

5. And, behold, with every hardship comes ease

6. verily, with every hardship comes ease!



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
وَعَلَى الْمُرْسَلِينَ الْأَنْبِيَاءِ أَشْرَفَ عَلَيَّو السَّلَامُ وَالصَّلَاةُ الْعَالَمِينَ رَبِّهَا الْحَمْدُ  
بَعْدَ مَا أَجْمَعِينَو صَحْبِهِ آلِهِ

The researcher would like to express the greatest thank to Allah SWT. Who has given blessings, strength, and healthy, so the researcher could finish this thesis. The blessings and greetings are always sent to our beloved Prophet Muhammad SAW. The greatest hero in the world, and the best example for humans to get the happiness ever and ever.

Then, this thesis is one of the requirements to get an undergraduate degree at the English education program of a faculty education and teacher training at the State Islamic Institute of Kerinci. As long as accomplish this thesis entitled: "Alignment of Syllabus And Learning Material In Speaking Subject Based On National Qualification standard at The Second Semester of English Department Students' of State Islamic Institute of Kerinci Academic Year 2021/2022", the researcher got difficulties, but guidance and support from other parties the researcher would like to express thank to:

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Sungai Penuh, April 2022  
Researcher



**Dena Desvita Sari**  
NIM. 1810203037

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# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

Talking about the world of education can never be separated from teaching and learning activities, in teaching and learning activities it cannot be separated from the syllabus and learning materials. Learning materials are all forms of materials used to assist Lecturers/instructors in carrying out teaching and learning activities in the classroom. The material in question can be in the form of written material or unwritten material. Learning materials or subject matter that are arranged systematically systematic, which is used by Lectures and students in the learning process.

According to opinions about learning materials, according to the opinion expressed by Prastowo (2014: 139) revealed that learning materials are all materials (both information, tools, and texts) that are systematically arranged, which displays a complete figure of the competencies to be studied. mastered by students and used in the learning process with the aim of planning and reviewing the implementation of learning.

Based on the definition above, it can be concluded that learning materials are all learning devices or learning materials that are systematically arranged for the purposes of a learning process. Learning material is an important part of the learning process in the classroom. How is it possible that the learning process can take place without learning

material that is presented to students. The existence of learning material is part of the system that should not be omitted in learning.

The learning materials contained in the syllabus have been made by the lecturer who is in charge of a lesson, and the learning materials in the syllabus are based on the National Qualification Framework standard. A syllabus is one of the components of learning tools from a lesson plan in a group of subjects with a particular theme, which includes competency standards, basic competencies, learning materials, indicators, assessments, time allocation, and learning resources developed by each educational unit. According to Yulaelawati (2004:123) she explained that the notion of a syllabus is a set of plans and implementation of learning and assessment arrangements made for a system that contains all components that have a relationship with the aim of mastering basic competencies. Meanwhile the termination of the syllabus according to Salim (1987:98) syllabus is to explain that the syllabus is an outline, summary, abstract, or main point of the content or learning material.

The point of using National Qualifications Framework is the qualification framework for Indonesian human resources that juxtaposes, equalizes, and integrates the education sector with the training and work experience sectors in a work ability recognition scheme that is adapted to the structure in various employment sectors. The National Qualification Framework is the embodiment of the quality and identity of the Indonesian nation in relation to the national education system, the national job



training system, and the national learning outcomes assessment system, which is owned by Indonesia to produce quality and productive national human resources.

The National Qualification Framework is regulated by Presidential Regulation Number 8 of 2012, which is an elaboration of higher regulations. In the regulation, in Article 1 paragraph (1), it is explained that what is meant by the National Qualifications Framework is a competency qualification framework that can juxtapose, equalize, and integrate between the education sector and the field of job training and work experience in the context of providing recognition of work competence in accordance with the structure of work in various sectors.

If aligning learning materials with teaching-based objectives the National Qualification Framework refers to the teacher's syllabus, usually linking to the domain of students' cognitive processes. according to with Permendiknas 2016, in KI 3 students are expected to understand, apply, and analyze facts, conceptual, and procedural knowledge based on their interest in Science (KKNITBI IAIN Kerinci ; 2018 : 5 ).

This research has studied further about the alignment of the learning materials of speaking subjects with the syllabus. In this study, researchers are interested in researching speaking skills learning materials for second semester students of the English Department of the Kerinci State Islamic Institute for the 2021/2022 academic year.

However, there are problems faced by English lecturers at the Kerinci State Islamic Institute in providing and delivering learning materials on speaking subjects, namely from curriculum changes, and changes in learning methods, which should include a discussion method but the speaking lecturer shifts it directly to public speaking. So that it is not in accordance with the Syllabus in the standards of the National Qualifications Framework. The researcher has analyzed the alignment of the syllabus learning materials for speaking subjects based on the standards of the National Qualifications Framework.

Based on this background, researcher has been identified problems regarding the alignment of the syllabus and learning materials in speaking subjects. So that researcher has been known more about how speaking lecturers alignment the syllabus and learning materials in teaching speaking. From this reason, the researcher has studied "Alignment of Syllabus and Learning Materials in Speaking Subjects Based on National Qualification Framework Standards at Second Semester of English Department Students' of State Islamic Institute of Kerinci Academic Year 2021/2022".

## **B. Identification of The Problems**

Based on the background of the research, the problems has been identified regarding how speaking lecturers Align of the syllabus and learning materials in Speaking subject, at the second semester of english departement students' of state islamic intitute of kerinci academic year

2021/2021. In general, namely from curriculum changes, and changes in learning methods, which should include a discussion method but the speaking lecturer shifts it directly to public speaking. So that yet accordance with the syllabus in the standards of the National Qualifications Framework. Therefore, the researcher has described how the Alignment of Speaking Lecturers on the syllabus and learning materials based on the National Qualifications Framework.

### **C. Limitation of The Problems**

The researcher have limited this research to finding out the alignment of syllabus and learning material of speaking for professional speaker based on National Qualification Framework standar of english departement of state islamic institute of kerinci academic year 2021/2022.

### **D. Research Question**

Based on the background and limitation problem above, the research question as follow :

1. How do the speaking lecrurers align the syllabus with National Qualification Framework ?
2. How do the speaking lecturers align the learning material with National Qualification Framework ?
3. What exteint, do the Syllabus and learning material align with the National Qualification Framework ?
4. What are the supporting and Callenges faced by lecturers in aligning Syllabus and learning material?

## **E. Purpose of The Research**

Based on the research question above, the purposes of this research are :

1. To describe how the speaking lecrurers align the syllabus with National Qualification Framework
2. To describe the speaking lecturers align the learning material with National Qualification Framework
3. To describe the exteint the Syllabus and learning material align with the National Qualification Framework
4. To Know the supporting and Callengeschalenge of lecturers in aligning Syllabus and learning material

## **F. Significances of The Research**

The Researcher hope that this research can provide several benefits, namely as follows:

### **1. TheoreticalBenefits**

Theoretically, this research is useful as a contribution of knowledge that can be used as reference material or study in the development of further research regarding the implementation of syllabus and learning material in teaching proses.

### **2. Practical benefits**

For Teachers or Lecturersthis study can help and guide them to concern more to the align Syllabus and learning material related to the

appropriateness in Syllabus based on National Qualification Framework standarto be good future Lectrurers where they must be able to arrange learning activities in a sequence.

### 3. For The Faculty

This study can help the faculty to enhance the alignmentof syllabus and learning material in teaching before having the real teaching practice or PPL. It is also useful for the next researcher to conduct a research about the same topics in the real practice.

## **G. Definition of Key Terms**

There are some terms use in this study that need clarification to avoid misconception.

### **1. National Qualification Framework**

The Indonesian National Qualifications Framework (KKNI) is a framework for ranking the qualifications of Indonesian human resources that juxtaposes, equalizes, and integrates the education sector with the training and work experience sectors in a work ability recognition scheme that is adapted to various employment sectors (KKN jurusan TBI : 2018). KKNI is a manifestation of the quality and identity of the Indonesian nation in relation to the national education system, national job training system, and Indonesia's national learning achievement assessment system to produce quality and productive national resource.

### **2. Syllabus**

Syllabus is a learning plan for a particular subject and/or group

of subjects/themes which includes competency standards, basic competencies, subject/learning materials, learning activities, indicators, assessments, time allocation, and learning resources/materials/tools. The syllabus is an elaboration of competency standards and basic competencies into subject matter/learning, learning activities, and indicators of competency achievement for assessment (BSNP, 2006: 14).

### **3. Learning Material**

Learning materials are materials or subject matter that are arranged systematically systematic, which is used by Lectures and students in the learning process. According to opinions about learning materials, according to the opinion expressed by Prastowo (2014: 139) revealed that learning materials are all materials (both information, tools, and texts) that are systematically arranged, which displays a complete figure of the competencies to be studied. mastered by students and used in the learning process with the aim of planning and reviewing the implementation of learning.

### **4. Constructive Aligment**

Alignment is a design for teaching in which what it is intended students should learn and how they should express their learning is clearly stated before teaching takes place. Teaching is then designed to engage students in learning activities that optimise their chances of achieving those outcomes, and assessment tasks are designed to enable clear judgments as to how well those outcomes have been attained"

(Biggs ; 2014: 5-6).

## **5. Speaking Subject**

Speaking subject material is a form of material or a set of learning substances to assist lecturers in teaching and learning activities that are arranged systematically in order to meet the specified competency standards. In this Research, speaking learning materials will analysis the suitability with Syllabus based on KKNI standars.

## **6. IAIN Kerinci**

The reseach took place in State Islamic Institute of Kerinci, which is known as islamic institute that has three campuses, the researcher did the research at the second campus of IAIN kerinci as specifically for teacher training faculty.



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## CHAPTER II

### REVIEW RELATED LITERATURE

#### A. Review of Related Theories

##### 1. The National Qualification Framework

###### a. Definition of The National Qualifications Framework

The National Qualifications Framework (KKNI) is a framework grading the qualifications of Indonesian human resources that juxtaposing, equalizing, and integrating the education sector with the training sector and work experience in a scheme recognition of work ability that is adapted to the structure in various sectors of work (LP2M IAIN Kerinci; 2018 : 5). KKNI is the embodiment of the quality and identity of the Indonesian nation related to the national education system, the national job training system, and learning outcomes assessment system nationally owned by Indonesia to produce resources quality and productive human beings.

There are nine levels of qualification for Indonesian human resources productive in the National Qualification Framework. Description of qualifications at each level of National Qualification Framework comprehensively consider a learning achievement that intact, which can be produced by a good educational process formal, non-formal, informal, as well as independent experience to be able to do quality work. Description of each level of qualification as well adapted to the development of science, technology, or art, as well as the development of supporting



sectors of the economy and people's welfare, such as industry, agriculture, health, law, and other related aspects.

Learning outcomes also include aspects of identity building nation as reflected in Pancasila, the 1945 Constitution, and Bhinneka Tunggal Ika, namely upholding the practice of the five precepts Pancasila and law enforcement, and has a commitment to appreciate the diversity of religions, ethnicities, cultures, languages, and arts that grow and develop in Indonesia. The National Higher Education Standard (SNPT) is a unit standards that include the National Education Standards, plus the Standard National Research, and National Standards for Community Service. The National Education Standards themselves are the minimum criteria regarding learning at the level of higher education in universities throughout the jurisdiction of the Unitary State of the Republic of Indonesia.

In the Regulation of the Minister of Research, Technology and Higher Education No. 44 of 2015 it is explained that the purpose of implementing the National Standard Higher Education are:

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- a. Ensuring the achievement of higher education goals that play a strategic role in educating the nation's life, advancing science and technology by applying humanities and civilizing values and sustainable empowerment of the Indonesian nation.
- b. Ensure that learning in study programs, research, and community service organized by the university in all jurisdictions of the

Unitary State of the Republic of Indonesia achieve quality in accordance with the criteria set out in the Standard National Higher Education.

- c. Encouraging that universities in all jurisdictions of the State Unity of the Republic of Indonesia achieves the quality of learning, research, and community service beyond the criteria set stipulated in the National Higher Education Standards sustainable.

#### **b. The Function of National Qualification Framework**

Education is a conscious and planned effort to create a learning atmosphere and learning process. The goal is that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Meanwhile, higher education is the level of education after secondary education which includes diploma programs, undergraduate programs, master's programs, doctoral programs, and professional programs, as well as specialist programs, which are organized by universities based on the culture of the Indonesian nation.

In higher education, the quality of human resources is the key to the sustainability and achievement of quality education. Provision of knowledge without skills will reduce the competitiveness of graduates. For this reason, the academic community must understand the importance of the skill factor that must be possessed by both lecturers and students.

For this reason, the higher education curriculum must be adjusted to what is known as the National Qualifications Framework (KKNI).

National Qualification Framework is a framework for grading learning outcomes that can equalize the outcomes of formal, non-formal, informal education, or work experience in order to provide recognition of work competencies in accordance with the work structure in various sectors. The principle is a competency-based curriculum (KBK).

With this National Qualification Framework, it is hoped that it will change the way people view the competence of lecturers and students. No longer looking at the diploma obtained, but also looking at the qualification framework agreed upon nationally as the basis for recognizing the results of a person's education widely, both formal and non-formal or informal.

### **c. National Qualification Framework legal basis**

National Qualification Framework is regulated by Presidential Regulation Number 8 of 2012, which is an elaboration of higher regulations. In the regulation, in Article 1 paragraph (1), it is explained that what is meant by the National Qualifications Framework is a competency qualification framework that can juxtapose, equalize, and integrate between the education sector and the field of job training and work experience in the context of providing recognition of

work competence in accordance with the structure of work in various sectors.

After the issuance of Presidential Regulation Number 8 of 2012, the regulation regarding the implementation of the National Qualification Framework is further regulated in:

- a. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education.
- b. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Application of the Indonesian National Qualifications Framework for Higher Education.
- c. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2014 concerning Diplomas, Certificates of Competence, and Professional Certificates of Higher Education;
- d. Regulation of the Minister of Home Affairs of the Republic of Indonesia Number 2 of 2013 concerning Guidelines for the Development of Competency-Based Education and Training Systems in the Ministry of Home Affairs and Regional Governments.
- e. Regulation of the Minister of Manpower and Transmigration, Republic of Indonesia Number 8 of 2014 concerning Guidelines

for the Implementation of Competency-based Training.

- f. Regulation of the Minister of Manpower, Republic of Indonesia Number 21 of 2014 concerning Guidelines for the Implementation of the Indonesian National Qualifications Framework

#### **d. The Level of National Qualification Framework**

##### **1. LEVEL 6 (equivalent to Bachelor's degree)**

- a. Able to apply their field of expertise and take advantage of science and technology in their fields of problem solving and adaptability to the situation at hand.
- b. Mastering theoretical concepts in the field of knowledge certain general and theoretical concepts partspecifically in the field of knowledge deep, and able to formulate procedural problem solving.
- c. Able to make the right decisions based on analysis of information and data, and is able to provide instructions in choosing various alternative solutions
- d. independently and in groups. Take responsibility for your own work and can give responsibility for the achievement of work results organization.

##### **2. LEVEL 8 (equivalent to Master's degree)**

- a. Able to develop knowledge technology, and or art in the field knowledge or professional practice through research, to produce works innovative and tested.
- b. Able to solve problems science, technology, and or art in scientific field through the approach inter or multidisciplinary.
- c. Able to manage research and useful development for society and science, as well as being able to get national recognition or international.

## 2. Syllabus

### a. Definition of Syllabus

According to Aisah (2011: 3) syllabus is a learning plan for a particular subject and/or group of subjects/themes which includes competency standards, basic competencies, subject matter, learning, learning activities, indicators of competency achievement for assessment, assessment, time allocation, and learning resources. The syllabus is a set of plans and arrangements for the implementation of learning and assessment that are systematically arranged which contains interrelated components to achieve mastery of basic competencies. The syllabus can also be interpreted as the elaboration of core competencies and basic competencies into subject/learning materials, learning activities, and indicators of competency achievement for assessment. The syllabus becomes a set of plans and

arrangements regarding learning activities, classroom management, and assessment of learning outcomes.

#### **b. components of syllabus**

Broadly speaking, the syllabus includes core competencies, basic competencies, indicators, learning materials, and learning activities. The logical relationship between the various components in the syllabus of each subject is a step that must be prepared to achieve graduate competency standards.

Some of the components that must be included in the syllabus are as follows :

- a. Subject Identity
- b. School Identity, contains the name of the education unit and class.
- c. Core Competencies (KI), is a description of competencies in aspects of attitudes, knowledge, and skills that must be learned by students for school, class, and subject levels.
- d. Basic Competence (KD), is a specific ability that includes attitudes, knowledge, and skills related to content or subjects.
- e. Indicators of competency achievement, are behaviors that can be measured or observed to show the achievement of certain basic competencies that become the reference for assessing subjects.
- f. Main Material, contains relevant facts, concepts, principles,

and procedures, and is written in the form of points in accordance with the formulation of competency achievement indicators.

- g. Learning, is an activity carried out by educators and students to achieve the expected competencies.
- h. Assessment, is the process of collecting and processing information to determine the achievement of student learning outcomes.
- i. Time Allocation, according to the number of hours of lessons in the curriculum structure for one semester or one year.
- j. Learning resources can be in the form of books, print and electronic media, natural surroundings or other relevant learning resources.

### **c. The Function of Syllabus**

The syllabus is developed based on graduate competency standards and content standards for primary and secondary education units according to the learning pattern in each particular

year. Following are some common functions of the syllabus :

- a. The syllabus can be used as a guide in preparing student books. The student book contains subject matter, student activities, and evaluation of learning.
- b. The syllabus becomes a reference in preparing lesson plans, for all subject studies, or managing learning activities and



developing assessments of learning outcomes.

- c. The results of the syllabus development in the form of learning tools serve as a tool for operationally actualizing the curriculum at the education unit level, making it easier for teachers to carry out learning.

### **3. Learning Material**

#### **a. The Definition of Learning Material**

Learning materials are an important part of the learning process. As Mulyasa (2006: 96) suggests that teaching materials are one part of teaching resources which can be interpreted as something that contains learning messages, both specific and general in nature that can be used for learning purposes. Learning materials are the materials that are made use of by the instructors in imparting information in terms of academic subjects and concepts to the students. According to opinions about learning materials, according to the opinion expressed by Prastowo (2014: 139) revealed that learning materials are all materials (both information, tools, and texts) that are systematically arranged, which displays a complete figure of the competencies to be studied. mastered by students and used in the learning

process with the aim of planning and reviewing the implementation of learning.

This understanding illustrates that learning materials are designed and written in accordance with learning learning, namely learning materials that are adapted, arranged based on learning needs, there are evaluation materials, as well as interesting learning materials to learn. These are regarded as not only fundamental in enriching the teaching-learning processes, but also in leading to the overall functioning of the educational institutions in an effective manner. They are put into practice by the students as well to augment their knowledge and understanding. In the present existence, the use of technologies and internet has acquired prominence. The instructors as well as the students are making use of them to prepare themselves well. When they are prepared well, they will be able to render a significant contribution in the implementation of job duties in a well-organized manner and achievement of desired goals.

The teaching and the learning processes will be able to take place in a regimented manner, when there are availability of appropriate teaching-learning materials. Therefore, within the course of time, it is of utmost significance to bring about changes and improvements in the teaching-learning materials.

#### **b. Characteristics of Learning Materials**

Teaching materials have several characteristics, Widodo and Jasmani in Ika Lestari (2013: 2) reveal that the characteristics of teaching materials are;

1. Self instructional

First, self-instructional, namely Learning materials can make students able to teach themselves with the teaching materials developed. Therefore, in the Learning materials there must be clearly defined objectives and provide learning materials that are packaged into more specific units or activities.

2. Self contained

Characteristics of Self-Contained Teaching Materials, namely all subject matter from one competency unit or sub-competency being studied is contained in one complete teaching material.

3. Stand alone

Characteristics of Stand Alone Materials, namely teaching materials that are developed do not depend on other teaching materials or do not have to be used together with other teaching materials.

4. Adaptive

Characteristics of Adaptive Materials, namely teaching materials should have a high adaptive power to

the development of science and technology.

#### 5. User friendly

Characteristics of User Friendly Materials, namely every instruction and information exposure that appears is helpful and friendly to the user, including the ease of the user in responding and accessing as desired.

#### c. **Kinds of Learning Materials**

In general, Learning materials can be divided into printed and non-printed teaching materials. Printed Learning materials can be in the form of handouts, books, modules, brochures, and student worksheets. While non-printed Learning materials include audio Learning materials such as cassettes, radio, LPs, and audio compact discs. Audio-visual Learning materials such as CAI (Computer Assisted Instruction), and web-based learning materials (Ika Lestari, 2013: 5). The Learning materials referred to in this study are more of printed learning materials in the form of textbooks.

This is because, textbooks are closely related to the curriculum, syllabus, competency standards, and basic competencies. Rudi Susilana (2007: 14) reveals that textbooks are books about a particular field of study or science that are arranged to facilitate teachers and students in an effort to achieve learning goals.

#### **d. Functions of Learning Material**

Broadly speaking, teaching materials have different functions for both teachers and students. The function of teaching materials for teachers is;

1. To direct all teacher activities in the learning process as well as a substance of competence that should be taught to students.
2. As a tool for evaluating the achievement of learning outcomes.

The teaching materials will always be equipped with an evaluation to measure the mastery of competencies per learning objectives. While the function of teaching materials for students is as a guide in the learning process and is a substance of competence that must be studied. With teaching materials, students will know what competencies must be mastered during the learning program. Students have an overview of learning scenarios through teaching materials.

The same thing was conveyed by Esu, Enukeha & Umoren in Ogbondah (2008: 17) that teaching materials have the following functions: Facilitating students in learning with abstract concepts; Increase student participation in learning; Saves the teacher's energy for talking too much; Describes concepts clearer and better than just the teacher's words; Helps overcome classroom limitations and is easily accessible; Help to expand students' knowledge; Increase student motivation.

## **4. Constructive Alignment**

### **a. The Definition of Constructive Alignment**

Gajendran et.al, states that constructive alignment is a relevant educational courses which are designed to achieve the intended learning outcomes (Tokede and L. Lifendale : 2017). The relevance is seen through the components of the teaching process, which are in line one another. While John Biggs defines constructive alignment as an outcome-based approach to teaching in which the learning outcomes are defined before the teaching takes place. He adds that “Teaching and assessment methods are then designed to best achieve those outcomes and to assess the students’ competence at the end of the lesson”. Biggs also explains that his model is based on one of the major insights of the psychology of constructivism which means that the students are gaining their own knowledge through actively engaging in the teaching or learning activities (J.B Biggs ; 2014 : 5).

Thus, through this idea, Lecturers are easy to set up the learning environment because they already know whatthey need to accomplish in the learning process. In addition, the learning activities and assessments are best designed to achieve the teaching objectives.

The operational framework for this teaching design at the unit level is in its basics:

- 1) Describe the intended learning outcomes (ILOs) for the unit, using

one verb (or at most two) for each outcome. The ILO denotes how the content or topics are to be dealt with and in what context.

- 2) Create a learning environment using teaching/learning activities (TLAs) that require students to engage each verb. In this way the activity nominated in the ILO is activated.
- 3) Use assessment tasks (ATs) that also contain that verb, thus enabling one with help of predetermined using rubrics to judge how well students' performances meet the criteria.
- 4) Transform these judgments into final grades.

## 5. Speaking

### a. Speaking Definition

According to Ladouse speaking is an activity to explain someone in a certain situation or an activity to report something. Meanwhile, according to Tarigan "Speaking is a way to communicate that affects our daily lives" (Kampung Inggris Blog,2019). Speaking skill in English is a person's skill to convey his thoughts to anyone verbally, however, speaking skills are difficult to develop if they are not trained continuously and can be done with colleagues in the classroom, all English lecturers , or other lecturers who can speak English. The goal is to improve speaking skills, enrich vocabulary use, improve language structure, perfect vocabulary words, English sentences, and train hearing so that it is easy to catch messages from the other person.

English is used as the language of instruction for certain materials, but some of the lecturers who teach at the various campuses mentioned above still deliver materials bilingually (Indonesian and English) which aim to equalize the status of the campus on an international scale.

Speaking is one of the skills in language that is use daily. Speaking is done as a more effective communication tool and plays an important role in life. The definition of speaking varies, including the following. According to Nuraeni speaking is the process of delivering information from the speaker to the listener with the aim of changing the knowledge, attitudes, and skills of the listener as a result of the information he receives (Kampung Inggris Blog, 2019). Big Indonesian Dictionary (KBBI) speaking is a saying, , speaking or giving birth to opinions, by speaking humans can express ideas, ideas, feelings to others so that it can give birth to an interaction. Based on some understanding of the notion of speaking above, it can be emphasized that speaking is a person's ability to pronounce the sounds of language in the process of delivering information to listeners to express ideas, ideas, and messages so as to give birth to an interaction (KBBI, 2019:4).

#### **b. Speaking Purpose.**

Speaking has a purpose, the main purpose of speaking is to communicate. In order to communicate effectively, the speaker must understand the meaning of everything that will be communicated. So that communication is good, without any misunderstanding between the



speaker and listener (Arsjad, Maidar G dan Mukti U.S, 1988; 78). According to Och and Winker basically speaking has three general goals, namely as follows.

Based on the above statement according to Och and Winker speaking has intent to inform something to someone else (Tarigan, H. Guntur, 1990; 24). In addition, speaking can also have the intention to entertain and invite the other person to do something. So, the purpose of speaking is said to encourage or stimulate if the speaker tries to give enthusiasm and passion for life to the listener. The expected reaction is to inspire or arouse the emotions of the listeners. The purpose of speaking is said to be convincing if the speaker tries to influence the beliefs, opinions, or attitudes of the listeners.

### **c. Speaking Components**

There are five important components of language that influence speaking ability. Harris and state the five components follows (Harris David Payne, 1994;98).

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### **1. Pronunciation**

When one study English, they has to study to pronounce the words of English too. This case is very important because the sounds of Indonesian and English are very different. English teacher should how to know to pronounces focused on elements that enchance communication, intonation features go beyond basic pattern, voice quality, phonetic distinctions between register and

vowel (Brown.H Douglasa,1994;158).

1. Inform, report (to inform)
2. Entertain, entertain (to entertain)
3. Persuade, invite, urge, convince (to persuade) .

## **2.Grammar**

Brown defined grammar as a system of rules governing the conventional arrangement and relationship of words in a sentence. So, grammar is how to combine words to be good speaking (brown. H. Douglas, 1994. 347).

## **3.Vocabulary**

Brown State that large enough vocabulary, the students can somprehend and speak a great deal. So, we need much vocabulary to build language well (brown. H. Douglas, 1994. 349).

## **4.Fluency**

Fluency is ability to produce a large number of ideas in given period of time. Therefore, it exert a significant influnce of communication between the speaker and listener. If the speakers speak with great clumsy, it its likely that the listener will neither understand, her response relevantly to what speaker say. Thus, the speaker should speak rather easly and in convenient speed in order listener are able to respon.

## 2. Comprehension

According to Harris and Sipay comprehension is also one of the component that involves in speaking skill. When one speaks to interlocatur, She should pay attention to it. Because if the interlocutor. Does not comprehend what the speaker said, there will the misunderstanding and the communication cannot run well (Harris and Sipay,1994;18).

## 6. Speaking Subject

Students in learning English is required to master three aspects of language, namely pronunciation (pronunciation), grammatical aspects (grammar) and vocabulary aspects (vocabulary). These three aspects realized in four language skills, namely listening, speaking, reading and writing.

“Speaking” is “the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in various contexts .“Speaking is an important part of the process of learning and teaching a foreign language as a second language. Although important, over the years, teaching speaking "speaking" has not become an important thing and English teachers continue to teach speaking only as repetition of exercises or memorizing dialogues (Chaney, A.L and Burke T.L, 1998). However, today's world requires that the aim of teaching speaking should be to improve students' communicative abilities, because, only in that way,

students can express themselves and learn how to follow appropriate social and cultural rules in every communication.

Speaking is one of the important skills of language. In teaching speaking, there are some techniques that can be used by the lecturers. Language teaching is inseparable from the teaching of language skills (language skills) which include listening, speaking, reading and writing skills. Sometimes students find obstacles in speaking foreign languages, for example English. As one of the productive skills, Speaking is a course that plays an important role in helping students to improve their communication skills in English. In order to increase the students speaking skills in English, the learning techniques used by lecturers must fulfill the demands of learning objectives. As one of the language skills, according to Chaney, Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in various contexts (Amir,2018).

Speaking is an important part of the process of learning and teaching English as a foreign language. At present it is required that the purpose of teaching speaking must improve the communicative abilities of students because only in that way students can express themselves and learn how to follow the appropriate social and cultural rules in each communication. Speaking is related to oral communication where speaker and listener exchange information and convey the message.

Since English is a foreign language in Indonesia, it is quite difficult for students learning English to communicate orally. English is not part of their daily communication and also not their mother tongue. Therefore, teachers or the lecturer must make an active speaking classroom atmosphere through the techniques they use in teaching speaking subjects.

## **B. Review Related Finding**

Nazelya Puspita Kencana, 2019, "The Alignment of Pre-service Teachers' Activities With Teaching Objectives Based on Bloom Taxonomy In An Internship Program". From UIN Sunan Ampel Surabaya, Her research is about the point of using Bloom taxonomy as a framework. The categorization leads the educators to determine the objectives based on students' point of view, it also helps to see the integral relationship between knowledge and cognitive process, it shows the consistency among the objectives, how it is taught and assessed, and it makes sense of the wide variety of terms which are used in education. The subject of this research is that Pre-service teachers of English Teacher Education Department of UIN Sunan Ampel Surabaya who are doing teaching internship in some schools in Sidoarjo. Teaching internship is a program for Pre-service teachers to have real experience in teaching process in a real school and condition. This research takes some public schools in Sidoarjo which are used for teaching internship because they are already listed as referral schools (sekolah rujukan).

Referral school is some high schools who has met the National Education Standards (SNP) and developed a program in line with the school potential and community needs. It means that they have good quality in many aspects and hoped that it can be the model for other schools. Besides, the schools already implement K13 curriculum, the teachers in those schools are already certified, and get some workshops from the government. So, it is expected that the Pre-service teachers who are doing teaching internship in those schools have guidance to design good lesson plan. This research tries to figure out whether the learning activities has already been in sequence based on Bloom taxonomy to achieve the objectives of the lesson or not. Moreover, the setting is also in the teaching internship and the subject is that pre-service teachers.

Based on the data in research findings which were presented in the previous chapter, there are several points that can be concluded in the following description: In research one about the alignment of Pre-service teachers' learning activities with teaching objectives based on Bloom taxonomy, most of Pre-service teachers' learning activities align with teaching objectives based on Bloom taxonomy. The first lesson plan, the teaching objective is in understanding level and the arrangement of activities are in line one another because they are in understanding cognitive processes domain. The second lesson plan, the teaching objectives are in applying level and the activities are arranged from understanding to applying levels. They align each other because to apply procedural knowledge, another knowledge

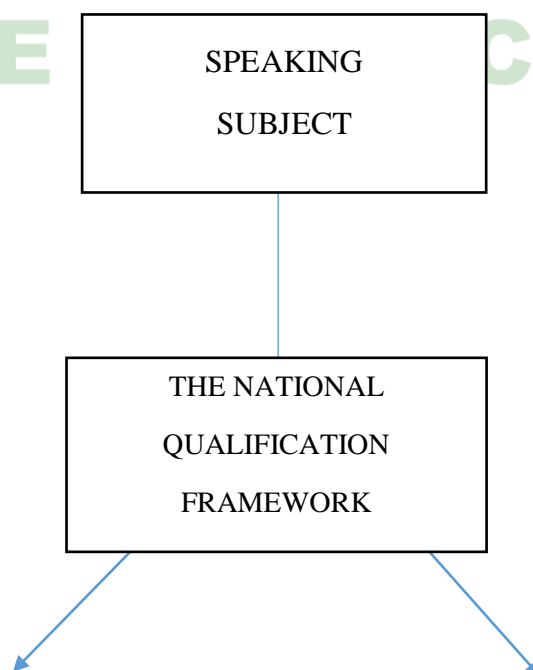
are necessary. The last lesson plan, the teaching objective is in analyzing level. The activities which are designed are coherence to achieve analyzing level, and in analyzing level, understand the material and know how to apply it also helps the ability to break down the material or analyze it.

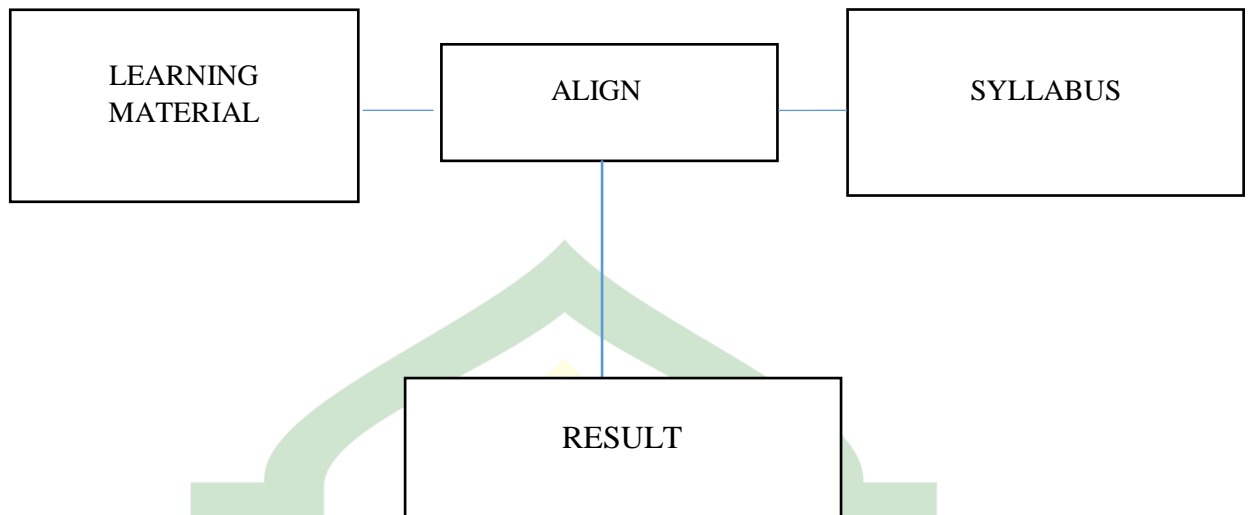
In a brief, this research has been conducted to make a difference from the previous studies. The research talks about the alignment of pre-service teachers' activities with teaching objectives based on bloom taxonomy in an interpership program. Differences between previous researchers and the current was studied focuses on aspects of alignment of the learning materials and Syllabus in speaking subjects based on The National Qualification Framework standards. This research tried found out whether the syllabus and learning materials for speaking subjects have been ordered based on the Natinal Qualification Framework. achieve learning objectives or not.

### C. Conceptual Framework

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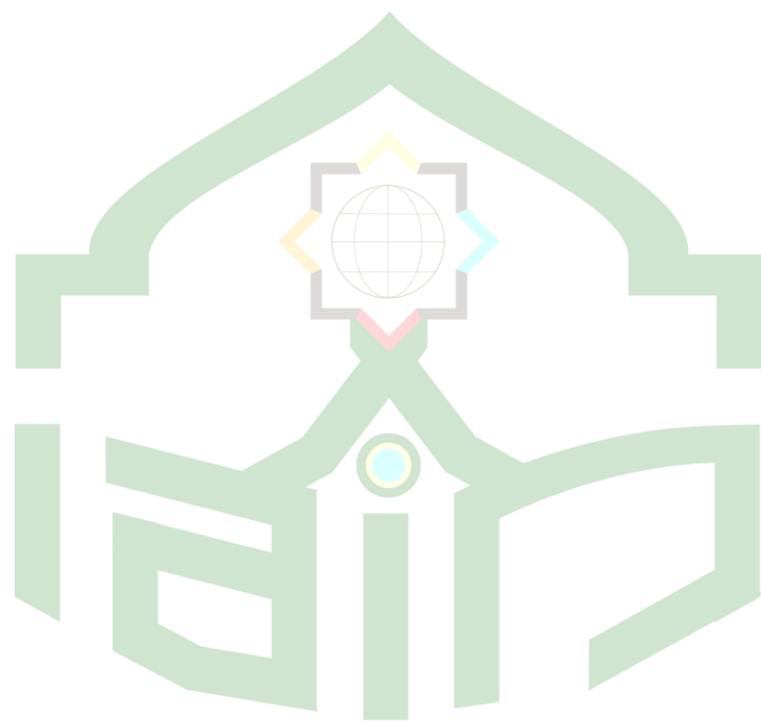
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Syllabus is a learning design for a particular subject and/or group of subjects/themes which includes competency standards, basic competencies, subject/learning materials, learning activities, indicators of competency achievement, assessment, time allocation, and learning resources. A good syllabus is based on the components in it and based on curriculum used in the universities. In state islamic institute of kerinci used the curriculum National Qualification Framework, Where the syllabus has some measuring tools in it such as Subject description, Subject learning outcomes, Sub-subject learning outcomes, Learning materials.





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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research was descriptive qualitative. The researcher used descriptive qualitative research that focuses on content analysis. And it has been analyzed in qualitative research which was interpreted as an effort to find and organized notes from interviews, documents and others systematically to increase the researcher's understanding of the case under study and present them as findings.

According to (Sugiyono ;2016: 9) qualitative descriptive methods are: research methods based on the philosophy of postpositivism used to examine the condition of natural objects (as the opposite is experiment) where the researcher is the instrument. The key to data collection techniques is triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research were more emphasize meaning rather than generalization. Descriptive research qualitative aims to describe, describe, explain, explain and answer in more detail the problem which was researched by studying as much as possible individual, group or event.

This research was an analytical descriptive research, it was a research that aims to provided an overview of the reality of the object that was examined objectively. This research emphasizes on one variable, namely the development of a competency-based education model. Competency-based

learning was oriented to the achievement of student competencies which can be seen from understanding concepts, skills in applying concepts in various contexts, and attitudes that accompany them.

The researcher was chosen qualitative research based on the data were collected, where the data collection obtained from observation, interview and also documantation as additional data, qualitative research was chosen in this research 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 qualitative descriptive in this research has been used to develop a theory that was build through the data obtained in the field."Alignment of Syllabus and Learning Material In Speaking Subject Based On National Qualification Framework Standar At Second Semester of English Department Students of state islamic institute Kerinci academic year 2021/2022".

## **B. Informants and Setting of The Research**

### 1) Informants

According to Sugiyono (2010), the definition of research informants is resource persons who refer to someone who understands related to the object of research and is able to provide an explanation of the research topic being raised. The informant of this research were english lecturers of English Department of State Islamic Institute of Kerinci, who teach Speaking subject at second semester.

## 2) Setting

The researcher has taken the research setting State Islamic Institute Kerinci, Especially at English Department, Faculty of Education and Teacher Training. Located at Sungai Liuk, Sungai Penuh City, Jambi Province.

### **C.Instrument of the Research**

According to (Arikunto.S, 1996) Instrument of the research was the tool in collected datas which is needed of the researcher. Instrument of collecting data was as a favor which was picked and used by the researcher in his/her activity in collecting data in order to be systematic and simplified.

In this research, there were two tools that make it easier for researcher to obtain data systematically and can be accounted for. There were two instruments namely, Interview schedule and Documentations.

#### 1. Interview Schedule

Interview schedule was a method of collecting data used to obtain information directly from the source. The researcher asked English Lecturer who teach speaking subject as informants of this research.

#### 2. Documentations

Documentations was a document that was analyzed by researcher as a Instruments. The documentation used the syllabus and learning materials, which were obtained from the speaking lecturer.

## **D. Data Collection Technique**

Data collection techniques were a strategic step in research because the main purpose of research was to obtain data to meet the standards that have been set in answering the formulation of the problems expressed by the research. In this research, there were two techniques in the process of collecting data, namely interview guide, and documentations.

### **1. Interview Guide**

In this research, the interview used was semi-structured. This type of interview was included in the in-dept interview category, it was more free in its implementation compared to structured interviews. The purposes of this type of interview were to found problems more openly, the informants invited to answer the interview question. In conducting interviews data, the researcher listened carefully the informants record.

### **2. Documentation**

In this research, the Documentation were syllabus and learning material of speaking subject. The researcher collected from informants who teach that subject.

## **E. Data Analysis**

According to Spradley, data analysis in research is a way of thinking. It is closely related to the systematic examination of something to determine the parts, the relationship between the parts,

and their relationship to the whole. Analysis was to looked for patterns. According to (Sugiyono, 2009;57) data analysis starts from formulating and explaining the problem, before going into the field, and continues until the writing of research results.

Based on the expert opinions above, it can be concluded that data analysis was processed in a research conducted after data collection, by analyzing, processing, organizing, and compiling it, then conclusions are drawn from the overall results of the research.

The analyzed of the data was used in this research was descriptive analysis, where this analysis aims to determined the Alignment of Syllabus and Learning Material in speaking subject at second semester students of English Department. The anlysis of data caried out after data collected. The process of analyzed this research was carried out starting from reading, studying, and reviewing the data used the steps, according to Miles and Huberman, including the following:

#### 1. Data Collection

Data collection were the main activity of data analysis.

Data collection activities in this research used observational data, documentation and interviews, where the documentation of this research was in the form of a syllabus and learning materials in speaking subjects while the interviews that was be used in this research were semi-structured interviews.

## 2. Data Reduction

Researcher has been reduced documentation data in the form of syllabus and teaching materials in speaking courses and researchers has been reduce data from interviews with several informants. Reduction was carried out since data collection begins by summarizing, coding and completing information that was considered irrelevant.

## 3. Data Presentation

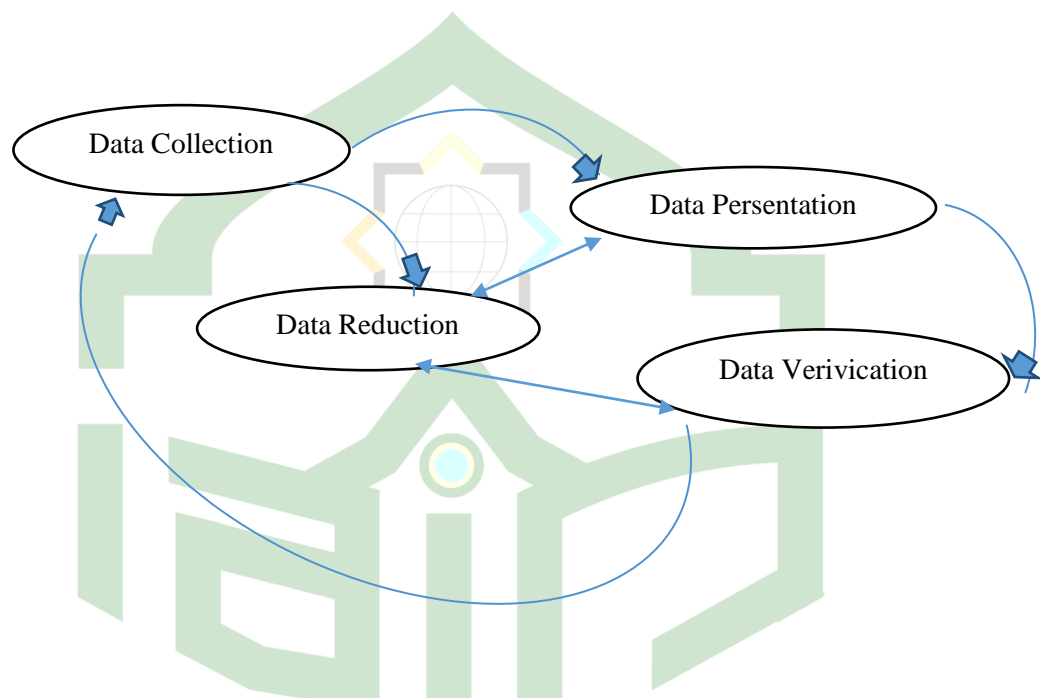
After reduction, the next step was Presentation of data was an activity to group data that has been reduced. The process of presenting data was needed in qualitative data analysis to be able to present or reduction data neatly, systematically, arranged with a certain relationship pattern, organized, and so on. this data was no longer in the form of raw data but already presents an information.

The researcher then presented the results of this research, namely the alignment of the syllabus and learning material based on National Qualification Framework standar in speaking subject.

## 4. Data Verivication / conclusion

The first conclusions concluded are still temporary, and has been changed if no strong evidance was found to support the next

stage of data collection. Drawing conclusions (verification)  
 Drawing conclusions was an analytical activity that was more devoted to the interpretation of the data that has been presented. The researcher has been drawn conclusions based on the findings data that have been obtained previously. Finally, the last step analyzing the data was to conclude the whole research.



Pict. 1 Techniques analysis data

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#### H. Trustworthiness of Data

This research requires several ways to increase the validity of qualitative research data so that it can be justified and its validity can be proven. In this qualitative research, the researcher used three kinds of data validity criteria, namely:



### 1. Dependability

This criterion was used to guard against possible errors in collecting and interpreting data so that the data can be justified scientifically. Errors were often made by humans themselves, especially researchers because of limited experience, time, knowledge.

### 2. Certainty (confirmability)

This criterion was used to assess the results of research conducted by checking data and information based on the interpretation of research results that are supported by existing materials.

### 3. Triangulation

According to (Lexy J. Moleong, 2012) Triangulation is a technique of checking the validity of data by utilizing something other than the data for checking purposes or as a comparison against the data. In this research, the researcher used a triangulation technique with the method. According to Patton in Moleong, explaining that there are two strategies, namely,

- 1) checking the degree of confidence in the findings of research results from several data collection techniques,

- 2) checking the degree of confidence of several data sources used

the same method.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. RESEARCH FINDINGS

This chapter discussion information about the Alignment of Syllabus And Learning Materials In Speaking Subject Based On National Qualification standard at The Second Semester of English Department Students' of State Islamic Institute of Kerinci Academic Year 2021/2022. Description of the data obtained directly from data collection methods of interviews, and study documentation. The researcher had given permission to interview the speaking lecturer, the researcher conducted interviews with the informants on March 25, 2022 and the researcher were also assisted by the informants in collecting data.

From the results of interviewed, researcher found speaking lecturers align the syllabus and learning materials based on the standards of National Qualifications Framework, the extent the syllabus and learning materials were inline with National Qualifications Framework, and what supporting factors and challenges are faced by speaking lecturers in aligning the syllabus and learning materials with the National Qualifications Framework standar. In this research, there were two informants who had interviewed, the lecturer of the Speaking subject course.

Additionally, the analyzed data were categorized based on the research questions of this research.

## **1. Speaking lecturers align the syllabus with National Qualification Framework.**

Syllabus is a learning plan for a particular subject and group of subjects/themes which includes competency standards, basic competencies, subject matter, learning, learning activities, indicators of competency achievement for assessment, assessment, time allocation, and learning resources. The syllabus is a set of plans and arrangements for the implementation of learning and assessment that are systematically arranged which contains interrelated components to achieve mastery of basic competencies.

According to the National Qualification Framework grading, applied undergraduates are educational programs at level 6. Graduate competency standards, 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.

English lecturer at the English Department State Islamic Institute of Kerinci Aligning the syllabus based on the criteria contained in the standard National qualification Framework, as

mentioned by the first and the second informant.

*TI: .."Aligning the syllabus to the National Qualifications framework, of course, to the needs of students in the second semester of the English Department, what needs were in accordance with the learning criteria to be studied or to be achieved by second semester students at the English Department. Yes, so we determined the needs, now when it comes to learning speaking, what else in the "English for Professional Speaker" course, needs that were dictated by students, such as language skills and public speaking skills.*

*....."That's for sure, well it's highly commanded in English language skills, which will later be contained in the Learning material speaking subject, where students are able to build ethical and proper oral communication concepts by implementing theoretical concepts of English speaking skills.*

*....."So, if we have determined students needs, we must follow the National Qualification framework standards. One of them is the achievement of graduation learning (CPL) in the curriculum such as starting from aspects: knowledge attitudes, general skills and special skills. and to what extent i have align it.."*

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**TI :** ..."Menyelaraskan silabus dengan Kerangka Kualifikasi Nasional tentunya dengan kebutuhan mahasiswa di semester dua English Departement, kebutuhan-kebutuhan apa saja yang sesuai dengan kriteria pembelajaran yang akan di pelajari atau yang akan di capai oleh mahasiswa semester dua di English Departement ini. ya jadi kami menentukan kebutuhannya , nah kalau dalam pembelajaran speaking , apa lagi dalam mata kuliah "english for Professional Speaker " ini kebutuhan yang di

butuhkan oleh mahasiswa seperti keterampilan berbahasa, dan keterampilan berbicara di depan umum.

“.....Itu sudah pasti yah, sangat di butuhkan keterampilan dalam berbahasa inggris, yang nantinya Capaian pembelajarannya yang terdapat di dalam bahan ajar speaking subject nya adalah mahasiswa mampu membangun komunikasi secara lisan yang beretika dan bernilai dengan mengimplementasikan konsep-konsep teoritis English speaking skill. Nah, Jadi kalau kita sudah menentukan kebutuhan tentunya tinggal mengikuti standar Kerangka Kualifikasi Nasional.

“.....Salah satunya capaian pembelajaran kelulusan (CPL) yang ada pada kurikulum seperti Mulai dari Aspek : sikap pengetahuan, keterampilan umum dan keterampilan khusus. dan sejauh ini saya telah menyesuaikannya.”....

Likewise with the second informant who also explained the same statement about aligning the Syllabus with the National Qualifications framework Standards.

*TII : ....” Aligning the Syllabus of speaking subjects for second semester students of the English Department with the National Qualification Framework (KKNI) standard. Previously, the syllabus was a very important thing that was needed by lecturers in the learning process, well, that was a lecturer's guide in teaching and learning activities. , as well as the syllabus of course KKNI as our guide in making a learning syllabus. So, the syllabus must follow all aspects contained in the curriculum (KKNI). ”*

TII: ....” Menyelaraskan Syllabus mata pelajaran speaking untuk mahasiswa semester dua EnglishDepartement dengan standar

National Qualification Framework (KKNI), Sebelumnya syllabus itukan Hal yang sangat penting yang di butuhkan dosen dalam proses pembelajaran yah, itukan pedoman seorang dosen dalam kegiatan belajar dan mengajar, begitupula dengan syllabus tentunya KKNI sebagai pedoman kita dalam membuat syllabus pembelajaran. Jadi, syllabus itu harus mengikuti semua aspek yang terdapat di dalam kurikulum tersebut.”

In aligning the syllabus with the standards of the National Qualification Framework, the speaking lecturer also aligns the syllabus according to the level in the National Qualification Framework. As was explained in the previous theory.one of which was at the level of LEVEL 6 (equivalent to Bachelor) which was able to apply their field of expertise and utilize science and technology in the field of problem solving and the ability to adapt to the situation at hand.

*TI:..” Aligning the Syllabus of course must also be based on the level (KKNI), because it is based on the needs of students as I said before, why do I say according to the previous National Qualification Framework level, because for the level of second semester students in the English Department, namely being able to apply areas of expertise such as in learning Speaking for professional speakers. And also in line with the components in the IQF standard, such as components of special skills and knowledge, namely being able to create concepts and carry out public speaking activities to support the profession in communication. So like that.*

**TI:** ...”Menyelaraskan Syllabus tentu juga harus berdasarkan levelnya (KKNI), karena berdasarkan kebutuhan Mahasiswa seperti yang saya katakan sebelumnya, kenapa saya katakan sesuai level KKNI sebelumnya, karena untuk level mahasiswa semester dua English Departement, yaitu Mampu mengaplikasikan bidang keahlian seperti dalam pembelajaran Speaking for professional speaker. Dan juga selaras dengan komponent yang ada pada standar KKNI seperti komponent keterampilan khusus dan pengetahuan, yaitu mampu membuat konsep dan melaksanakan kegiatan publik speaking untuk menunjang profesi dalam komunikasi. Jadi Seperti itu.

Aligning the syllabus to the level of the national qualification framework was also stated by the second informant.

*TII : ...”The speaking lecturer also follows the level in the curriculum standard, and of course it is in accordance with the needs of the second semester students of the English Department, in this speaking subject for professional speakers...”*

**TII :** ...”Dosen speaking juga mengikuti level yang ada pada standar kurikulum, dan tentunya sesuai dengan kebutuhan mahasiswa semester dua English Departement, dalam mata pelajaran speaking for profesional speaker ini...”

So the answers from first informant and second informant are the same, namely Adapting the syllabus to the National Qualifications Framework, of course based of students needs , if the needs have been determined, the lecturer speaking of course only needs to follow the

standards of the National Qualifications Framework in aligning the syllabus and teaching materials. and align the level to the National Qualification Framework.

## **2. Speaking lecturers align the Learning Material with National Qualification Framework**

Learning materials are an important part of the learning process. As Mulyasa (2006: 96) suggests that teaching materials are one part of teaching resources which can be interpreted as something that contains learning messages, both specific and general in nature that can be used for learning purposes. Learning materials are the materials that are made use of by the instructors in imparting information in terms of academic subjects and concepts to the students.

This understanding illustrates that learning materials are designed and written in accordance with learning learning, namely learning materials that are adapted, arranged based on learning needs, there are evaluation materials, as well as interesting learning materials to learn.

Based on the results of interviewed with the first and second informants regarding the alignment of learning materials with the standards of the National Qualification Framework Standard.

*TI:..." how do I choose learning materials well, firstly I try to adjust to the needs of students as I said in the previous question, I see the second semester students of the English department in this speaking subject subject, their ability to present learning when making discussion groups, there are still many who cannot, there are still many who do not understand what material is*



*being conveyed, and they are also not very reliable in discussing, the point is that in speaking lessons we cannot use the discussion method in learning speaking.*

*..... That's why for the learning materials I focus on learning about public speaking, namely their ability in public speaking, so that's my way of choosing learning materials. And then we use and follow the National Qualifications Framework Programme, as a reference...Well, because the syllabus and learning materials are the same...””*

**TI :...**” bagaimana cara saya memilih materi pembelajaran dengan baik adalah, yang pertama saya mencoba untuk menyesuaikan dengan kebutuhan mahasiswa seperti yang saya katakan tadi pada pertanyaan sebelumnya, saya melihat mahasiswa semester dua english departement dalam mata kuliah speaking subject ini, kemampuannya dalam mempresentasikan pembelajaran ketika di bikin group kelompok diskusi, masih banyak yang belum bisa,masih banyak yang belum memahami materi apa yang di samapaikan, dan mereka juga tidak terlalu handal dalam berdiskusi, intinya dalam pelajaran speaking ini tidak bisa kita gunakan metode diskusi dalam pembelajaran speaking.

*..... Makanya untuk materi pembelajarannya saya fokuskan kepada pembelajaran tentang publik speaking, yaitu kemampuan mereka dalam publik speaking, jadi itu cara saya dalam memilih materi pembelajaran.Dan kemudian kami menggunakan dan mengikuti Program Kerangka Kualifikasi Nasional, sebagai acuan. Yahh, karena syllabus dan learning material itu sama...””*

And other statements from the second informant are also the same as the statements of the first informant. which is also adjusting to the needs of students first.

*TII:...” as I said in the previous question, the syllabus is a lesson plan prepared by the lecturer for learning activities for one semester. And the learning material itself is a plan that describes the learning procedure to achieve a basic competency that is determined by content standards and then described in the form of a syllabus.*

*..... Now, aligning the learning material itself with the curriculum standards or the National Qualification framework standards is not much different, well, we still look at the student's needs first. So that's how...”*

TII :...” seperti yang telah saya katakan pada pertanyaan sebelumnya, sylabus itukan rencana pembelajaran yang disiapkan oleh dosen untuk dalam kegiatan pembelajaran selama satu semester. Dan learning material itu sendiri adalah rencana yang menggambarkan prosedur pembelajaran untuk mencapai satu kompetensi dasar yang di tetapkan standar isi dan kemudian di jabarkan dalam bentuk syllabus.

..... Nah menyelaraskan learning material itu sendiri dengan standar Kurikulum atau standar National Qualification framework itu tidak jauh berbeda yah, tetap melihat kebutuhan mahasiswa terlebih dahulu. Jadi seperti itulah...”

From the statement made by the both of informants about aligning learning materials with the standards of the national qualification framework itself, it is not far from aligning the syllabus with the standards of the National Qualification framework. that is to determine student needs first, and then follow curriculum standards. because in

speaking subjects the skills that are focused on public speaking and language skills.

### **3. The exteint syllabus and learning material align National Qualification Framework.**

The syllabus is a curriculum elaboration into the main material, learning activities, and assessment development. The curriculum is broader than the syllabus; The curriculum can include a syllabus, but the syllabus cannot include a curriculum. The syllabus is useful as a guide for further learning development, such as making lesson plans, managing learning activities and developing an assessment system.

The syllabus itself Provides information about the lesson plan and systematic assessment, making it easier for a lecturer to implement learning. a lecturer can see, observe, analyze, and predict the learning process, so that it becomes a planned framework. The development of learning materials must pay attention to the demands of the curriculum, meaning that the learning materials that we will develop must be in accordance with the curriculum.

*TI : ..." so far, it's enough to adjust to the current level, because I also adjust to the needs of students, especially in this speaking for professional speaker subject I adjust first to the needs of students, and then I follow the components and aspects that was in the National Qualification Framework. so far I follow the standard (KKNI) "...*

**TI: ...”** sejauh ini, cukup menyesuaikan dengan level kknI yah, karena saya juga menyesuaikan dengan kebutuhan mahasiswa, apalagi dalam mata pelajaran speaking for professional speaker ini saya menyesuaikan dulu dengan kebutuhan mahasiswa, dan kemudian saya mengikuti komponen-komponen dan aspek-aspek yang ada pada KKNi. jadi sejauh ini saya mengikuti standar (KKNi)“....

So, from both informants, the speaking lecture following the provisions of the national Qualification Framework, and aligned the level of the syllabus and learning materials based on the standards of the national qualification framework.

*TII :.... So far, I have followed the National Qualification Framework standard, in aligning the syllabus and learning material. So in my opinion, so far, the syllabus and learning materials are quite aligned with the National Qualification Framework standards. In my opinion, it was quited consistent, even if there one of component in the National Qualfication Framework Standard that I do not follow. But so far it is quite in line with the National Qualification framework.*

TII:.... Selama ini saya mengikuti standar KKNi yah, dalam menyelaraskan syllabus dan learning material. Jadi menurut saya, sejauh ini cukup selaras antara syllabus dan learning material dengan standar National Qualification Framework. Cukup selaras menurut saya, walaupun seandainya ada salah satu komponen di Standar KKNi yang tidak saya ikuti. Namun sejauh ini cukup selaras dengan KKNi.

Speaking lecturers aligning the syllabus and learning material on speaking subjects for second semester English Department students based on the National qualification Framework Standard, so far it can be said to be quite aligned.

#### **4. Supporting and Challenge faced by Lecturers in aligning syllabus and learning material.**

The National Qualifications Framework (KKNI) is a framework for qualifying Indonesian human resources that juxtaposes, equalizes, and integrates the education sector with the training and work experience sectors. However, in aligning the Syllabus and learning materials based on the standards of the National Qualification Framework, of course, they must face challenges and supporting factors of their own.

Speaking lecturers found quite a number of factors that became supporters in aligning the syllabus and learning materials with the National Qualification Framework standards, speaking lecturers used books on speaking as references, and journals found from the internet, as well as videos about public speaking lessons that can be watched on the YouTube channel. As stated by the first and second informants in aligning the syllabus and learning material speaking subject at the second semester of English Department students, based on the standards of the National Qualification Framework.

**TI** : ..., " so far the supporting factors or references are still books, all the books on public speaking that I get or supporting journals related to speaking and public speaking and sometimes I also use videos from the internet or can also go through the youtube channel, that's right there there are lots of videos about learning speaking.

**TI:** ..," selama ini faktor pendukung atau referensi masih buku, semua buku tentang public speaking yang saya dapatkan atau jurnal-jurnal pendukung yang berhubungan dengan speaking dan publik speaking dan terkadang saya juga menggunakan video dari internet atau juga bisa melalui channel youtube, itukan ada banyak sekali video yang seputar pembelajaran speaking..."

As well as the statement presented by the second informant about the supporting factors in aligning the syllabus and learning materials based on the standards of the National Qualification Framework.

*TII :.... So far, my supporting factors are also books related to the curriculum or syllabus, so I learned a lot through these books, and sometimes I also find journals whose topics are related to the curriculum or about about syllabus speaking. I think so.... "*

**TII:**.... Sejauh ini yah, faktor pendukung saya, juga buku-buku yang menyangkut tentang Kurikulum atau syllabus yah, jadi saya belajar banyak melalui buku-buku tersebut, dan terkadang saya juga mendapati jurnal-jurnal yang topiknya seputar kurikulum ataupun tentang seputar syllabus speaking. Menurut saya begitu...."

Apart from supporting factors, speaking lecturers also face challenges in aligning the syllabus and learning materials based on the

standards of the National Qualification Framework. the challenges are such as curriculum changes and others.

**TI:**...”So far the challenge I have faced in aligning the Syllabus and learning materials that are in line with the standard National qualification framework is, of course facing curriculum changes, so far the challenge is curriculum changes, So far the challenge is curriculum change because if the curriculum changes, it will not be in line with the existing syllabus components in the National Qualification Framework standard, so so far the challenge for me is in aligning the syllabus with the National Qualification Framework standar, namely changing the curriculum itself...”

**TI:**...”sejauh ini tantangan yang saya hadapi dalam menyelaraskan Syllabus dan learning material yang selaras dengan National qualification framework standar adalah, tentu menghadapi perubahan kurikulum, sejauh ini tantangannya adalah perubahan kurikulum karena apa bila kurikulum itu berubah, tentu tidak selaras dengan komponen-komponen silabus yang ada pada standar KKNI, jadi sejauh ini tantangannya saya dalam menyelaraskna sillabus dengan KKNI yaitu perubahan kurikulum itu sendiri”....

The second informant's statement which stated that the challenge faced that it was quite difficult to determine student needs.

**TII :** ... the challenges I face, sometimes it is quite difficult for me to determine the needs of the students I teach. Because it can also affect its alignment with the IQF Standard.”

**TII:** ... tantangan yang saya hadapi, terkadang saya cukup sulit dalam menentukan kebutuhan mahasiswa yang saya ajarkan.

Karean itu juga bisa mempengaruhi keselarasannya dengan Standar KKNI.”

Quite a lot of references or references that support speaking lecturers in aligning learning materials and syllabus. And the challenges faced by the speaker lecturers in aligning the syllabus and learning materials, namely curriculum changes. because the curriculum has changed, of course it is not in line with the intermediate syllabus that has been made.

So, a lecturer makes a syllabus based on the national qualification framework, a lecturer looks at the components of the syllabus and their levels in the national qualification framework. After seeing the components, the lecturers developed them by aligning them between the syllabus and learning materials according to the standards. and the challenges faced by speaking lecturers are curriculum changes, if the curriculum changes, of course it is not in align between the syllabus and learning material with the National qualification framework. It was difficult to determine student needs, sometimes it can also be a trigger or challenge that is often faced by speaking lecturers.



## B. DISCUSSION

The National Qualifications Framework (KKNI) is a framework grading the qualifications of Indonesian human resources that juxtaposing, equalizing, and integrating the education sector with the training sector and work experience in a scheme recognition of work ability that is adapted to the structure in various sectors of work (LP2M IAIN Kerinci; 2018 : 5). KKNI is the embodiment of the quality and identity of the Indonesian nation related to the national education system, the national job training system, and learning outcomes assessment system nationally owned by Indonesia to produce resources quality and productive human beings.

In higher education, the quality of human resources is the key to the sustainability and achievement of quality education. Provision of knowledge without skills will reduce the competitiveness of graduates. For this reason, the academic community must understand the importance of the skill factor that must be possessed by both lecturers and students. For this reason, the higher education curriculum must be adjusted to what is known as the National Qualifications Framework (KKNI).

According to Aisah (2011: 3) syllabus is a learning plan for a particular subject and/or group of subjects/themes which includes competency standards, basic competencies, subject matter, learning,

learning activities, indicators of competency achievement for assessment, assessment, time allocation, and learning resources. The syllabus is a set of plans and arrangements for the implementation of learning and assessment that are systematically arranged which contains interrelated components to achieve mastery of basic competencies. The syllabus can also be interpreted as the elaboration of core competencies and basic competencies into subject/learning materials, learning activities, and indicators of competency achievement for assessment. The syllabus becomes a set of plans and arrangements regarding learning activities, classroom management, and assessment of learning outcomes.

Learning materials are an important part of the learning process. As Mulyasa (2006: 96) suggests that teaching materials are one part of teaching resources which can be interpreted as something that contains learning messages, both specific and general in nature that can be used for learning purposes. According to the demands of the applicable curriculum, the ideal Syllabus and learning material is to place students as the most active parties in the learning process activities and educators as companions during the process.

It can be concluded that so far, speaking lecturers have align the students' needs first, such as in speaking learning, speaking lecturers see how far the students' abilities in learning speaking, then speaking lecturers just follow the syllabus according to the National Qualification Framework standards. In align the syllabus and learning material

speaking subject in accordance with the standards of the National Qualification Framework, speaking lecturers find support and challenges in align the syllabus and learning material speaking subjects based on the standards of the National Qualification Framework.

And the extent to which the alignment between the syllabus and learning materials was in line with the standards of the National Qualification framework, namely, the syllabus and learning materials have made by speaking lecturer are quite aligned with the National Qualification framework. Lecturers adapt to the needs of students in teaching speaking. and there are quite a lot of factors supporting the speaking lecturer in learning the speaking subject.

The supporting factor was there were many references and books on public speaking ,and other supporting factors such as there are many learning videos available on the internet that can be used as a reference by speaking lecturers in teaching speaking learning.and the challenges faced by the speaker lecturers in aligning the syllabus and learning materials, namely curriculum changes. because the curriculum has changed, of course it is not in line with the intermediate syllabus that has been made.

### **C. Research Limitations**

In this research entitled“Alignment of Syllabus and Learning Materials of Speaking for professional speaker based on National

Qualification Framework Standards of English Department of State Islamic Institute of Kerinci Academic Year 2021/2022”

There are still shortcomings due to research limitations. In the process of qualitative research, ideally for more than three months. However, this research was accelerated, because in less than a month or more precisely, two meetings per class the researchers obtained relatively the same data. In terms of time, researchers also do not have the freedom to determine the time is also the implementation of research in the context of administering the mid-semester exam ,The lecturers and students who are the resource persons are also preparing for the mid-semester exam which will be held one week later after the research is completed.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the results of research and discussion, this research can be concluded as follows, in class Second Semester of English Department students, speaking lecturers adjust the syllabus and learning materials according to student needs, and how speaking lecturers deliver speaking subject material based on the learning materials that have been prepared. So far speaking lecturers in providing speaking learning are quite appropriate, it's just that there were obstacles and problems from speaking lecturers, namely curriculum changes and changes learning methods, are challenges faced by speaking lecturers in adjusting learning materials and syllabus.

1. firstly how the speaking lecturer Align the syllabus with the National Qualification Framework standard, and secondly how the speaking lecturer align the learning material with the National Qualification Framework standard, both of these questions have been answered by the speaking lecturer who as the informant.that was, the speaking lecturer adapts to the student's needs, for example in learning speaking, the student's need is public speaking skill, then the speaking lecturer align the student's needs first, if it was appropriate then the speaking lecturer follows the National Qualification Framework standard.
2. The third was the extent of the syllabus and learning materials were aligned with the National Qualification Framework standards, so far the

syllabus and learning materials made by speaking lecturers were in accordance with the National Qualification framework standards, because as already answered by first and the second questions, speaking lecturers align to the needs of students first. it will make it easier for lecturers to align with the National Qualification Framework Standards.

3. And lastly, the supporting and challenges factor for speaking lecturers in aligning the syllabus and learning materials based on the standards of the National Qualifications Framework are, for supporting factors, namely there were many references that speaking lecturers find in getting material, such as from books on speaking, articles or journals about speaking material and videos about public speaking that can be watched via youtube channel, so that it can make it easier for lecturers speaking in finding new material about speaking. And the challenges faced by speaking lecturers in aligning the syllabus and learning materials were curriculum changes, if the curriculum changes, the syllabus and learning materials were not aligned with the components in the National Qualification Framework.

## **B. Suggestions**

Based on data analysis, description of research results, discussion, and conclusions, the researcher suggests the following:

### **1. Suggestion for the lecturers**

The researcher hope the lecturers Aligning the Syllabus and learning material based on students need and not just for students but also

for learning process. The researcher hope the lecturers can finish the challenges and other when aligning the syllabus and learning materials based on National Qualification Framework standar.

## **2. 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 aligning but also in application of syllabus and learning materials based on National Qualification Framework.



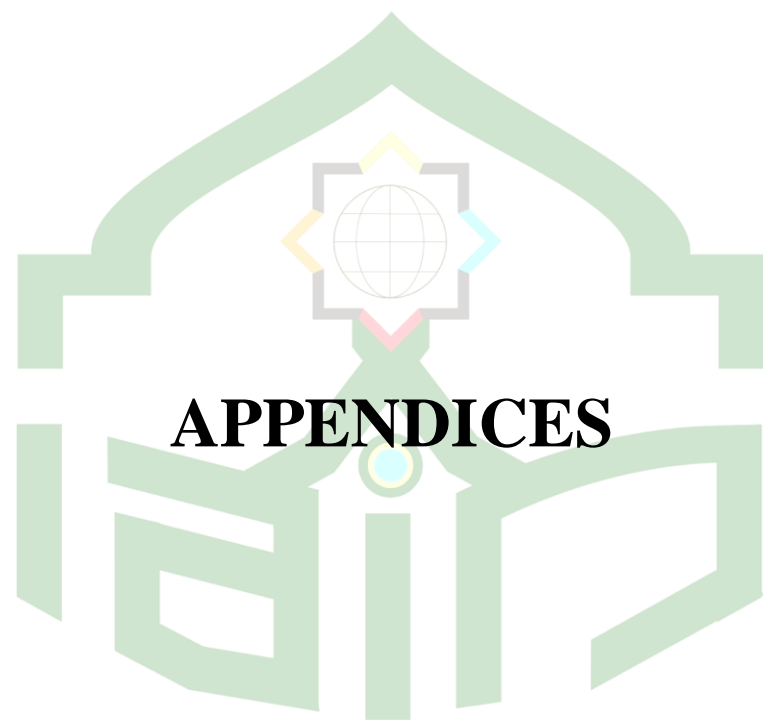
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**APPENDICES**

**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**

## Appendix I

### SYLLABUS

		<b>INSTITUT AGAMA ISLAM NEGERI KERINCI</b> <b>FAKULTAS TARBIYAH DAN ILMU KEGURUAN</b> <b>JURUSAN TADRIS BAHASA INGGRIS</b>	
<b>SILABUS SINGKAT</b>			
<b>MATA KULIAH</b>	Nama	Speaking For Professional Speaker	
	Kode	TBI 208	
	Kredit	2 SKS	
	Semester	II	
<b>DESKRIPSI MATA KULIAH</b>			
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.			
<b>CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)</b>			
1	Mahasiswa mampu membangun komunikasi secara lisan yang beretika dan bernilai dengan mengimplementasikan konsep – konsep teoritis English speaking skill (S8,P2,KU1, KK7)		
2	mampu menggunakan ekspresi ekspresi yang tepat untuk komunikasi lisan dalam konteks formal ataupun informal (S8,P2,KU1, KK7)		
3	mampu melakukan general conversation dengan menggunakan ekspresi – ekspresi yang sesuai dengan topik (KU1, KK7)		
<b>SUB CAPAIAN PEMBELAJARAN MATA KULIAH (Sub-CPMK)</b>			
1	Mahasiswa mampu memahami konsep <i>public speaking</i> dan posisi pentingnya dalam kehidupan manusia sesuai dengan kaidah proses komunikasi efektif (C2)		
2	Mahasiswa mampu memahami dan menjelaskan mengenai pentingnya etika dalam <i>public speaking</i> (C2)		
3	Mahasiswa mampu memahami tentang pentingnya <i>listening</i> dan <i>critical thinking</i> dalam kegiatan <i>public speaking</i> selanjutnya bentuk komunikasi lainnya (C2,C5)		
4	Mahasiswa mampu memahami pentingnya posisi audiens dalam <i>public speaking</i> dan pentingnya konsep <i>audience centred</i> (C2) Mahasiswa mampu memahami psikologi audiens dan posisi pesanyang akan diterima oleh audiens (C2,C5,A4) Mahasiswa memahami analisis demografi dan situasi audiens (C2,C4)		
5	Mahasiswa mampu memahami, proses memilih dan mempersiapkan topik yang akan dibawakan (C2) Mahasiswa mampu menentukan tujuan spesifik dan ide pokok dalam menyusun naskah (C2) Mahasiswa mampu memahami proses membuat naskah dan membuat naskah itu sendiri (C2,C6)		
6	Mahasiswa mampu memahami dan menambahkan konten yang mendukung dan memperkuat isi naskah (C2,C6) Mahasiswa mampu memahami dan menggunakan bahasa yang efektif dalam naskah (C2,C6) Mahasiswa mampu menyusun naskah <i>public speaking</i> berdasarkan tujuannya; untuk memberikan informasi, mempersuasi atau menginspirasi (C6)		
7	Mahasiswa mampu memahami dan menjelaskan <i>physical action</i> yang dapat dilakukan		

	<p>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 vocal dan memberikan gesture dan ekspresi yang tepat (C2, C6)</p> <p>Mahasiswa mampu memahami dan mempraktikkan teknik olah suara (C6, A5)</p>
8	<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>
9	<p>Mahasiswa mampu menggunakan alat bantu presentasi sesuai dengan 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>
10	<p>Mahasiswa mampu memahami pengertian dan peran seorang pembawa acara, serta teknik membawakan acara yang sesuai dengan setting dan konteksnya (formal, semi-formal dan informal) (C2)</p> <p>Mahasiswa mampu mempraktikkan teknik membawakan acara yang sesuai dengan setting dan konteksnya (formal, semi-formal dan informal) (C6, A5)</p>
11	<p>Mahasiswa mampu memahami pengertian dan peran moderator dalam sebuah panel diskusi (C2)</p> <p>Mahasiswa mampu mempraktikkan teknik memandu diskusi yang baik dan benar sesuai dengan konteks dan setting acara (C6, A5)</p>
12	<p>Mahasiswa mampu berbicara lancar 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>
13	<p>Mahasiswa mampu membuat pergelaran yang efektif guna menyampaikan pesan kepada khalayak secara efektif (C6, A5)</p>
14	<p>Mahasiswa mampu menunjukkan rasa percaya diri dengan menampilkan kreativitas hasil dari pemikiran yang kritis terhadap sebuah fenomena (C6, A5)</p>

#### **MATERI PEMBELAJARAN**


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	Informatif speaking
11	Persuasive speaking
12	Special occasion speaking

<b>PUSTAKA</b>	
<b>1</b>	<b>PUSTAKA UTAMA</b>
	1. Rice, Tammera S.. Fundamentals of public speaking. 2017. College of the canyons-public speaking
<b>2</b>	<b>PUSTAKA PENDUKUNG</b>
	<p>1. Richard, J.C &amp; Bycina. 1985. Pearson to Pearson: <i>Communicative Speaking and Listening Skills Book 2</i>. Oxford: OxfordUniversityPress.</p> <p>2. McGarrity, Matt (2015) <i>Public Speaking: Rhetorical Invention and PublicArgument</i>. Washington:UniversityofWashington</p>
<b>PRASYARAT (Jika ada)</b>	
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Appendix II

LEARNING MATERIAL

		<b>INSTITUT AGAMA ISLAM NEGERI KERINCIT</b> <b>ADRIS BAHASA INGGRIS</b> <b>FAKULTAS TARBIYAH DAN ILMU KEGURUAN</b>				<b>Kode Dokumen</b>
<b>RENCANA PEMBELAJARAN SEMESTER</b>						
<b>MATAKULIAH</b>		<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>	<b>SEMESTER</b>	<b>Tgl Penyusunan</b>
Speaking for Professional Speaker		TBI-208	Matakuliah Jurusan	2	2	8 Februari 2022
<b>OTORISASI</b>		<b>Dosen Pengembang RPS</b>		<b>Koordinator RMK</b>	<b>KaPRODI</b>	
		Reko Hary Putra, M.Pd			Aridem Vintoni, M.Pd	
<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI</b>					
	S8	Menginternalisasi nilai, norma, dan etika akademik				
	P2	Mampu menganalisis teori – teori tata bahasa (Grammar) dalam percakapan atau tulisan				
	KU1	Mampu menganalisis strategi komunikasi 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 setingkat postintermediate.				

KK7	Mampu menerapkan pengetahuan tentang pengembangan kepribadian dan etikaberkomunikasertaberperilaku dalam lingkungan akademis dan sosial kemasyarakatan yang diperoleh dengan pemahaman konsep dasar ilmu kebahasaan dan pemahaman nilai lintas budaya dunia
<b>CPMK</b>	
CPMK1	mampu membangun komunikasi secara lisan yang beretik 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


  
**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**

	informal(S8,P2,KU1,KK7)
	CPMK3 mampumelakukan generalconversationdengan menggunakanekspresi– ekspresiyangsesuaidengantopik (KU1,KK7)
<b>DiskripsiSin gkatMK</b>	Matakuliahinimemberikanpengetahuantentangekspresi–ekspresi yangdapatdigunakanuntukmembangungeneral conversationdalamkonteksformalmaupuninformaldalamcakupanpercakapanseharihari.
<b>Bahan Kajian(Materi pembelajaran)</b>	<ol style="list-style-type: none"> <li>1. Introduction to public speaking</li> <li>2. Ethics</li> <li>3. Speaking with confidence</li> <li>4. Listening effectively</li> <li>5. Audience analysis</li> <li>6. Organizing and outlining</li> <li>7. Introduction and conclusion</li> <li>8. Delivering your</li> <li>9. Visual aids</li> <li>10. Informative speaking</li> <li>11. Persuasive speaking</li> <li>12. Special occasion speaking</li> </ol>
<b>Pustaka</b>	<p><b>Utama:</b></p> <p>Rice, Tammera S. <i>Fundamentals of public speaking</i>. 2017. College of the canyons-public speaking</p> <p><b>Pendukung</b></p>



	<p>3. Richard, J.C &amp; Bycina. 1985. Pearson to Pearson: <i>Communicative Speaking and Listening Skills Book 2</i>. Oxford: OxfordUniversityPress.</p> <p>4. McGarrity, Matt (2015) <i>Public Speaking: Rhetorical Invention and PublicArgument</i>. Washington:UniversityofWashington</p>	
<b>MediaPembelajaran</b>	<b>Preangkatlunak:</b> Video	<b>Perangkatkeras:</b> LCD&Projector
<b>Dosen Pengampu</b>	Reko Hary Putra,M.Pd	

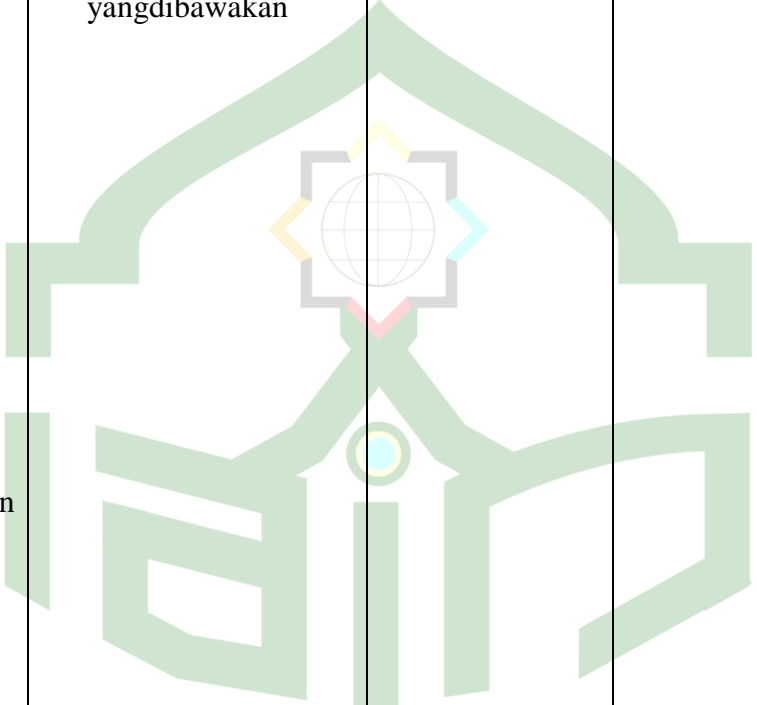


Mg Ke-	Sub-CPMK (sbgkemampuanakhir yg diharapkan)	Indikator Penilaian	Kriteria & Bentuk Penilaian	Bentuk, Metode Pembelajaran & Penugasan [Estimasi Waktu]	Materi Pembelajaran [Pustaka / Sumber belajar]	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Mahasiswa mampu memahami konsep <i>public speaking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

<p>mampumemahami danmenjelaskan mengenaipentingnya etika dalampublicspeaking(C2)</p>	<p>mantentang etikapublicspeaking</p>	<p>tanmenjelaskan etika publicspeaking danregulasi yangterkait didalamnya</p>	<p><i>RolePlay Discussion</i>  <b>TM:[1x(2x50'')]</b></p> <p><b>Tugas1 :</b>          Make conversation tointroduceyourselfanda nother person informalcontext  <b>[BT+BM:(1+1)x(2x60'')]</b></p>	<p>publicspeaking</p> <ol style="list-style-type: none"> <li>2. Kasuspelanggaraneti kapublicspeaking</li> <li>3. Regulasi dan hukum yangberkaitandengankegiatan publicspeaking</li> </ol>
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			<p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> <li>• Diskusi</li> <li>• Q nA</li> <li>• Praktik</li> </ul>	<p><b>Tugas2 :</b> Tugas: Menganalisa kasus pelanggaran etik public speaking [BT+BM:(1+1)x(2x60'')]</p>		
3	<p>Mahasiswa mampu memahami tentang <i>pentingnya listening</i> dan <i>critical thinking</i> dalam kegiatan <i>public speaking</i> selanjutnya bentuk komunikasi lainnya (C2,C5)</p>	<p>1. Ketepatan pemahaman tentang pentingnya <i>listening</i> dalam komunikasi khususnya <i>public speaking</i></p>	<p>Kriteria: Ketepatan menjelaskan pentingnya kemampuan <i>listening</i> dan <i>critical thinking</i> dalam kegiatan <i>public speaking</i></p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> <li>• Diskusi</li> <li>• Q nA</li> <li>• Praktik</li> </ul>	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> TM:[2x(2x50'')] <b>Tugas1:</b> Latihan presentasi secara berkelompok selama 5 menit [BT+BM:(2+2)x(2x60'')]</p>	<p>1. Jenis-jenis <i>listening</i></p> <p>2. Peran kemampuan mendengar dalam <i>public speaking</i></p> <p>3. Berpikir kritis dalam menjalankan kegiatan <i>public speaking</i></p>	5
4	<p>Mahasiswa mampu memahami pentingnya posisi audiens dalam <i>public speaking</i> dan pentingnya konsep <i>audience centred</i> (C2)</p>	<p>1. Ketepatan pemahaman tentang berbagai audiens yang mungkin dihadapi dan konsep <i>audience centred</i></p>	<p>Kriteria: Ketepatan memahami pentingnya posisi audiens dan menganalisa audiens berdasarkan demografi</p>	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> TM:[2x(2x50'')] <b>Tugas1:</b></p>	<p>1. Jenis-jenis <i>listening</i></p> <p>2. Peran kemampuan mendengar dalam <i>public speaking</i></p> <p>3. Berpikir kritis dalam menjalankan</p>	5

	<p>Mahasiswa mampu memahami psikologi audiens dan posisi pesanya yang akan diterima oleh audiens (C2, C5, A4)</p> <p>Mahasiswa memahami analisis demografi dan situasi audiens (C2, C4)</p>	<p>2. Ketepatan pemahaman tentang psikologi audiens dalam memilih dan merespon</p> <p>2. Ketepatan pemahaman tentang analisis demografi dan situasi audiens</p>	<p>dan situasi</p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> <li>• Diskusi</li> <li>• Q nA</li> <li>Praktik</li> </ul>	<p>Latihan presentasi secara berkelompok selama 5 menit</p> <p>[BT+BM:(1+1)x(2x60'')]</p>	<p>kan kegiatan public speaking</p>	
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</p>	<p>1. Ketepatan pemahaman tentang proses pemilihan topik dan <i>brainstorming</i></p> <p>2. Ketepatan pemahaman tentang tujuan pembuatan naskah <i>public speaking</i></p> <p>3. Ketepatan pemahaman tentang proses pembuatan naskah <i>public speaking</i></p> <p>4. Ketepatan pemahaman tentang konten</p>	<p>Kriteria: Ketepatan menjelaskan tahapan pembuatan naskah public speaking, dan kualitas penulisan naskah</p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> <li>• Diskusi</li> <li>• Q nA</li> <li>• Praktik</li> </ul>	<p><i>Lecturing</i></p> <p><i>Role Play</i></p> <p><i>Discussion</i></p> <p>TM:[2x(2x50'')]</p> <p><b>Tugas 1:</b></p> <p>Menulis naskah untuk pidato memberikan informasi (<i>speaking to inform</i>) dan menyesuaikan audiens (<i>speaking to persuade</i>)</p> <p>[BT+BM:(1+1)x(2x60'')]</p>	<p>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 danersonomi.</p> <p>2. Menulis naskah berdasarkan</p>	5

<p>itu sendiri (C2,C6)</p> <p>Mahasiswa mampu memahami dan menambahkan konten yang mendukung dan memperkuat isi naskah (C2,C6)</p> <p>Mahasiswa mampu memahami dan menggunakan bahasa yang efektif dalam naskah (C2,C6)</p> <p>Mahasiswa mampu menyusun naskah public speaking berdasarkan tujuannya; untuk memberikan informasi, memengaruhi atau menginspirasi (C6)</p>	<p>yang mampu memperkuat materi yang dibawakan</p>		<p>untuk tujuan dari public speaking sendiri yakni berbicara untuk memberi informasi, memengaruhi atau menginspirasi audiens.</p>	
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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 vocal dan memberikangesture dan ekspresiyangtepat (C2, C6)</p> <p>Mahasiswa mampu memahami dan mempraktikkan teknikolahsuara (C6,A5)</p>	<ol style="list-style-type: none"> <li>1. Ketepatanmenjelaskan <i>physical action</i> pasaja yang dapat dilakukandalamkegiatanpublicspeaking</li> <li>2. Ketepatanpemahaman teknikberbicara didepan umum termasuk mengolahvokal danmemberikanekspresidangesture yangtepat</li> </ol>	<p>Kriteria: Ketepatanmenjelaskan teknikberbicara didepan umum, sertakemampuanmempraktikkan teknikberbicara didepan umum</p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> <li>• Diskusi</li> <li>• Q nA</li> <li>• Praktik</li> </ul>	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> <b>TM: [1x(2x50'')]</b></p> <p><b>Tugas 1 :</b></p> <ul style="list-style-type: none"> <li>• Berbicara di depan kelas menyampaikan pesan yang telah dibuat di minggu sebelumnya dengan menggunakan teknik berbicara di depan umum yang baik dan sesuai</li> </ul> <p><b>[BT+BM: (1+1)x(2x60'')]</b></p>	<ul style="list-style-type: none"> <li>• Teknik berbicara didepan umum agar mendapatkan perhatian audiens</li> <li>• Pentingnya penampilan untuk memberikan kesan pertamayang baik kepada audiens</li> <li>• Mengolahsuara untuk berbicara didepan publik</li> <li>• Menggunakan gesture dan ekspresiyang sesuai dengankonteks atau tema pembicaraan</li> </ul>	5
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8	MidSemesterTest				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 stimulasi dengan audiens (C6)</p> <p>Mahasiswa mampu mempraktikkan cara-cara untuk berinteraksi dengan audiens (C6)</p>	<ol style="list-style-type: none"> <li>1. Ketepatan pemahaman penting nya komunikasi dan interaktif dalam kegiatan public speaking</li> <li>2. Ketepatan pemahaman cara melakukan eye contact untuk membangun kedekatan dengan audiens</li> </ol>	<p>Kriteria: Ketepatan menjelaskan dan penguasaan teknik berbicara; komunikasi dan interaktif</p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> <li>• Diskusi</li> <li>• Q nA</li> <li>Praktik</li> </ul>	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> <b>TM: [1x(2x50'')]</b> <b>Tugas1 :</b></p> <p>Praktik berpidato dengan menerapkan konsep komunikasi dan interaktif <b>[BT+BM: (1+1)x(2x60'')]</b></p>	<ol style="list-style-type: none"> <li>1. Konsep komunikatif dan interaktif dalam public speaking</li> <li>2. Membangun hubungan dan kedekatan dengan audiens melalui <i>eyecontact</i></li> <li>3. Teknik berinteraksi dengan audiens (memberikan salam, mengajukan pertanyaan retorika dan memintapendapat audiens)</li> </ol>	5
10	<p>Mahasiswa mampu menggunakan alat bantu presentasi sesuai dengan kebutuhan dan konsep sebuah presentasi</p>	<ol style="list-style-type: none"> <li>1. Ketepatan pemahaman mengenai penggunaan alat bantu dalam kegiatan public speaking</li> <li>2. Ketepatan pemahaman tentang konsep</li> </ol>	<p>Kriteria: Ketepatan menjelaskan teknik penggunaan alat bantu dalam presentasi, serta kemampuan evaluasi</p>	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> <b>TM: [1x(2x50'')]</b> <b>Tugas1 :</b></p> <p>Mengevaluasi dan me</p>	<ol style="list-style-type: none"> <li>1. Penggunaan alat bantu dalam public speaking</li> <li>2. Alat bantu fisik</li> <li>3. Alat bantu digital</li> <li>4. Membuat slide dan grafik</li> <li>5. Public</li> </ol>	5



	<p>Mahasiswa mampumemahami danmenjelaskan seluruhkonsep dan poin-poinpenting yang harusdiperhatikan dalampublicspeaking(C2,C5,A4)</p> <p>Mahasiswa mampumengevaluasi seorangpublic speaker yangtampil guna mencari nilai positif dan negative darispeaker tersebut sebagaibahan pembelajaran (C5,A4)</p>	<p><i>publicspeaking</i> yang efektif</p>	<p>ipenampilanpi dato/publicspeaking</p> <p>BentukPenilaian:</p> <ul style="list-style-type: none"> <li>• Diskusi</li> <li>• Q nA</li> </ul> <p>Hasilevaluasi</p>	<p>nganaliskemampuan publicspeaking tokohmasyarakat. Mahasiswadiharapkan dapatmengidentifikasikel ebihan dankekurangan sebuahpenampilan publicspeaking [BT+BM:(1+1)x(2x60”)]</p>	<p>speakingyangefektif</p>	
11	<p>Mahasiswa mampumemahami pengertian dan peran seorangpembaca acara, sertateknikmembawakan acarayangsesuaidengan <i>setting</i> dankonteksnya (formal,semi-formal daninformal)(C2)</p>	<ol style="list-style-type: none"> <li>1. Ketepatanpemahaman tentang pengertian, peran, dante knik pembawaacara yang baik dan benar</li> <li>2. Ketepatanpemahaman setting acara formal, semi-formal daninformal</li> </ol>	<p>Kriteria:Ketepatanmenjelaskan pengertian dan Peran pembawaacara, sertakemampuan menerapkante knik menjadipembacaacara yang baik</p>	<p><i>Lecturing</i> <i>RolePlay</i> <i>Discussion</i> TM:[1x(2x50”)] <b>Tugas1 :</b> Praktik memandusebuah acara baik formal, semi-formal maupun informal [BT+BM:(1+1)x(2x60”)]</p>	<ol style="list-style-type: none"> <li>1. Pengertian dan peran pembawaacara</li> <li>2. Jenis-jenis MC(formal, semi-formal daninformal)</li> <li>3. TeknikmenjadiMCdengan <i>setting</i> formal</li> <li>4. TeknikmenjadiMCdengan <i>setting</i> semi-formal</li> </ol>	<b>5</b>

	<p>Mahasiswa mampu mempraktikkan teknik membawakan acara yang sesuai dengan <i>setting</i> dan konteksnya (formal, semi-formal dan informal) (C6, A5)</p>		<p>dan benarsesuai dengan konteks dan <i>setting</i> acara</p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> <li>• Diskusi</li> <li>• Q nA</li> <li>• Praktik</li> </ul>		<p>5. Teknik menjadi MC dengan <i>setting</i> informal</p>	
12	<p>Mahasiswa mampu memahami pengertian dan peran moderator dalam sebuah panel diskusi (C2)</p> <p>Mahasiswa mampu mempraktikkan teknik memandu diskusi yang baik dan benar sesuai dengan konteks dan <i>setting</i> acara (C6, A5)</p>	<ol style="list-style-type: none"> <li>1. Ketepatan pemahaman tentang pengertian dan peran moderator dalam sebuah panel diskusi</li> <li>2. Ketepatan pemahaman teknik memandu diskusi yang baik dan benar sesuai dengan konteks dan <i>setting</i> acara</li> </ol>	<p>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</p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> <li>• Diskusi</li> </ul>	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> <b>TM: [1x(2x50'')]</b> <b>Tugas 1 :</b></p> <p><b>Tugas:</b> Praktik memandu sebuah panel diskusi <b>[BT+BM: (1+1)x(2x60'')]</b></p>	<ol style="list-style-type: none"> <li>1. Pengertian dan peran moderator</li> <li>2. Teknik menjadi moderator yang baik</li> <li>3. Menuliskan pembuka diskusi yang ramah dan hangat</li> <li>4. Menyusun pertanyaan diskusi</li> <li>5. Memandu jalannya diskusi</li> <li>6. Merangkum dan menutup forum diskusi</li> </ol>	<b>5</b>

			<ul style="list-style-type: none"> <li>• Q nA</li> <li>• Praktik</li> </ul>			
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"> <li>1. Ketepatan pemahaman teknik lancar berbicara dengan bahasa Inggris</li> <li>2. Ketepatan pemahaman membawakan pidato bahasa Inggris dengan lancar dan pelafalan yang baik</li> </ol>	<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"> <li>• Diskusi</li> <li>• Q nA</li> <li>• Praktik</li> </ul>	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> <b>TM: [1x(2x50'')]</b></p> <p><b>Tugas 1 :</b></p> <p>Tugas: Praktik pidato dengan menggunakan bahasa Inggris <b>[BT+BM:(1+1)x(2x60'')]</b></p>	<ol style="list-style-type: none"> <li>1. Membangun kepercayaan diri untuk berbicara dengan menggunakan Bahasa Inggris</li> <li>2. Teknik berbicara dengan Bahasa Inggris</li> <li>3. Teknik pelafalan kata Bahasa Inggris yang baik dan benar</li> <li>4. Membuka dan menutup pidato dengan Bahasa Inggris</li> </ol>	<b>5</b>

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"> <li>1. Ketepatan pemahaman tentang berbicara dimuka umum yang efektif</li> <li>2. Ketepatan pemahaman tentang pemikiran kritis yang disampaikan dengan kreatif dan percaya diri</li> </ol>	<p>Kriteria: Ketepatan dan penguasaan membuat sebuah pergelaran pertunjukan kemampuan <i>public speaking</i> (contoh: seminar)</p> <p>Bentuk Penilaian:</p> <ul style="list-style-type: none"> <li>• Diskusi</li> <li>• Q nA</li> <li>• Praktik</li> </ul>	<p><i>Lecturing</i> <i>Role Play</i> <i>Discussion</i> <b>TM: [1x(2x50'')]</b></p> <p><b>Tugas 1 :</b></p> <p>Merencanakan dan mempraktikkan sebuah pergelaran seminar dengan mengusung tema yang menarik <b>[BT+BM:(1+1)x(2x60'')]</b></p>	<ol style="list-style-type: none"> <li>1. Menentukan topik seminar yang penting dan menarik</li> <li>2. Merencanakan kegiatan seminar</li> <li>3. Melaksanakan kegiatan seminar</li> <li>4. Menampilkan pertunjukan <i>public speaking</i> yang efektif</li> </ol>	<b>10</b>
16	<b>Mid Semester Test</b>					<b>15</b>

Analysis Scoring Rubric for Speaking

Features	2.0pts	1.5pts	1.0pts	0.5pts
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 sentence patterns in his/her level	Uses a variety of grammatical structures and sentence patterns in his/her level, but makes some errors	Uses a variety of structures with frequent errors, or uses basic structures with occasional 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 interfere with communication	Hesitates too often when speaking, which often interferes with communication

Interaction	Stays on task and communicates 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 of help communicating; usually does not respond appropriately or clearly
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

Adapted from Jacob, et al (1981)

### Appendix III

#### LIST OF INTERVIEW

NO	QUESTIONS
1	How do you choosing Your learning material well ? <i>Bagaiman Bapak/Ibuk memilih bahan ajar yang baik ?</i>
2	Do you have criteria in choosing learning Material ? <i>Apakah Bapak/Ibuk memiliki kriteria dalam memilih bahan ajar ?</i>
3	Do you have difficulty in choosing learning material ? <i>Apakah Bapak/Ibuk kesulitan dalam memilih bahan ajar ?</i>
4	Do you always follow the syllabus and learning material based on National Qualification Framework ? <i>Apakah Bapak/Ibuk selalu mengikuti silabus dan bahan ajar berdasarkan standar KKNI ?</i>
5	Have yo ever not followed the syllabus / Learning material during teaching proces ? <i>Apakah Bapak/Ibuk pernah tidak mengikuti silabus/learning material selama proses pembelajaran?</i>
6	What is the solution when the material you teach not completed during learning proces ? <i>Apa solusi Bapak/Ibuk ketiak bahan ajar yang bapak/Ibuk ajarkan tidak tuntas selama pembelajaran?</i>
7	How you align the syllabus and learning material based on

	<p>National qualification Standar ?</p> <p><i>Bagaimana Bapak/Ibuk menyelaraskan silabus dan bahan ajar berdasarkan KKNI?</i></p>
8	<p>What extent, syllabus and learning material align in National qualification Framework Standar ?</p> <p><i>Sejauh Mana, silabus dan learning material selaras dengan standar KKNI ?</i></p>
9	<p>What are your supports in aligning the syllabus and learning material ?</p> <p><i>Apa faktor pendukung Bapak/Ibuk dalam menyelaraskan silabus dengan bahan ajar?</i></p>
10	<p>How did you align the syllabus to the National Qualification Framework ?</p> <p><i>Bagaimana Bapak/Ibuk menyelaraskan silabus dengan KKNI?</i></p>
11	<p>How did you align the learning material to the National Qualification Framework ?</p> <p><i>Bagaimana Bapak/Ibuk menyelaraskan bahan ajar dengan KKNI?</i></p>

**K E R I N C I**



## Appendix IV

### Interview Transkrip

**R: Researcher**

**T: Informant**

NO	DISCOURSE
1	<p>How do you choosing Your learning material well ? <i>Bagaimana Bapak/Ibuk memilih bahan ajar yang baik ?</i></p> <p>TI: Alright, how do I choose a good learning material, the first thing I try to adjust to the needs of students, I see second semester students majoring in English in this speaking subject, their ability to present learning when they make discussion groups, there are still many things I don't know I can, that's why I focus on learning about public speaking, namely their ability in public speaking, so that's how I choose learning materials”.</p> <p><i>TI: bagaimana cara saya memilih materi pembelajaran dengan baik adalah, yang pertama saya mencoba untuk menyesuaikan dengan kebutuhan mahasiswa, saya melihat mahasiswa semeste dua english departement dalam mata kuliah speaking subject ini, kemampuannya dalam mempresentasikan pembelajaran ketika di bikin group kelompok diskusi, masih banyak yang belum bisa, makanya untuk materi pembelajarannya saya fokuskan kepada pembelajaran tentang publik speaking, yaitu kemampuan mereka dalam publik speaking, jadi itu cara saya dalam memilih materi pembelajaran”</i></p> <p>T II: Choosing good teaching materials, I first determine the needs and abilities of the students first, for example in speaking for professional speakers, of course the students need is their language ability.</p>

	<p><i>T II : Memilih bahan ajar yang baik, pertama saya tentukan dulu dengan kebutuhan dan kemampuan mahasiswa nya terlebih dahulu yah, misalnya dalam mata pelajaran speaking for professional speaker ini tentu kebutuhan mahasiswanya adalah kemampuan berbahasanya.</i></p>
2	<p>Do you have criteria in choosing learning Material ?  <i>Apakah Bapak/Ibuk memiliki kriteria dalam memilih bahan ajar ?</i></p> <p>TI :..”Yes, as I said before, I adapted it to his needs. So, when it comes to criteria and what is actually based on the needs of children in speaking as professionals such as presenting assignments, papers and all kinds of things. That's why I chose public speaking, so that's it.”</p> <p><i>TI : Iya, seperti yang sudah saya katakan sebelumnya, saya sesuaikan dengan kebutuhannya. Jadi, kalau masalah kriteri dan apa, itu sebenarnya berdasarkan kebutuhan anak-anak itu dalam berbicara sebagai profesional seperti mempresentasikan tugas, makalahnya dan segala macam. Makanya saya pilih publik speaking, jadi begitu.</i></p> <p>T II : The criteria are not much different, well, depending on the needs of the students.</p> <p><i>T II : Criterianya tidak jauh berbeda yah, tergantung dari kebutuhan mahasiswanya seperti apa.</i></p>
3	<p>Do you have difficulty in choosing learning material ?  <i>Apakah Bapak/Ibuk kesulitan dalam memilih bahan ajar ?</i></p> <p>IT: so far, there has been no difficulty in choosing learning materials,  <i>TI : untuk sejauh ini, belum terdapat kesulitan dalam memilih materi pembelajaran,</i></p>

	<p>T II : ...The difficulty found, usually difficult to determine which material will be taught first, more or less like that,</p> <p><i>T II : ...Kesulitan yang di dapati, biasanya sulit menentukan materi mana yang akan di ajarkan terlebih dahulu, kurang lebih seperti itu,</i></p>
4	<p>Do you always follow the syllabus and learning material based on National Qualification Framework ?</p> <p><i>Apakah Bapak/Ibuk selalu mengikuti silabus dan bahan ajar berdasarkan standar KKNI ?</i></p> <p>TI : So far I have followed it (National Qualification Framework standar)</p> <p><i>TI : Sejauh ini saya mengikutinya (Standar silabus KKNI) ”...</i></p> <p>T II :in my opinion, I just need to follow it (KKNI), like aspects that exist in the KKNI.</p> <p><i>T II : ...menurut saya, sayak cukup mengikutinya (KKNI), seperti aspek-aspek yang ada pada KKNI.</i></p>
5	<p>Have yo ever not followed the syllabus / Learning material during teaching proces ?</p> <p><i>Apakah Bapak/Ibuk pernah tidak mengikuti silabus/learning material selama proses pembelajaran?</i></p> <p>TI : ..”Yes, we have, because surely we have never finished delivering the material, but so far we have followed the learning material.</p> <p><i>TI : ...” Pernah, karena selama pasti kita pernah tidak tuntas dalam memberikan materi, namun sejauh ini sudah mengikuti learning material.</i></p> <p>TII: Yes, because not all aspects and components in the National Qualification Framework are implemented, but it is enough to adjust it.</p>

	<p><i>TII: Ya pernah, karena tidak semua aspek dan komponen yang ada pada National Qualification Framework di terapkan, tapi cukup menyesuaikan lh.</i></p>
6	<p>What is the solution when the material you teach not completed during learning proces ?</p> <p><i>Apa solusi Bapak/Ibuk ketiak bahan ajar yang bapak/Ibuk ajarkan tidak tuntas selama pembelajaran?</i></p> <p>TI : ..”If it's not finished for the speaking class, but I feel it's quite complete, as I said earlier, even though there is a slight time constraint, I will convey the material thoroughly, although briefly. Even though it has not yet been put into practice, maybe the speaking speech practice will be carried out after the mid-semester.</p> <p><i>TI : :.....” Seandainya tidak tuntas untuk kelas mata kuliah speaking, tapi saya merasa sudah cukup tuntas, seperti yang saya katakan tadi, meskipun terdapat kendala waktu yg sedikit, namun materi saya sampaikan dengan tuntas, walaupun ringkas. Meskipun belum masuk ke prakteknya, mungkin praktek speaking speechnya akan dilaksanakan setelah mid semester”....</i></p> <p>TII : ...I usually give students the tasks they are doing, if the material that is conveyed has not been completed. I give them additional assignments or lessons.</p> <p><i>TII : ...Saya biasa nya memberikan mahasiswa tugas-tugas yang di kerjakan, jika materi yang sampaikan belum tuntas. Saya beri mereka tugas atau pelajaran tambahan.</i></p>
7	<p>How you align the syllabus and learning material based on National qualification Standar ?</p> <p><i>Bagaimana Bapak/Ibuk menyelaraskan silabus dan bahan ajar berdasarkan KKNI?</i></p>

**TI:** ..” Aligning the syllabus to the National Qualifications framework, of course, to the needs of students in the second semester of the English Department, what needs were in accordance with the learning criteria to be studied or to be achieved by second semester students at the English Department. Yes, so we determined the needs, now when it comes to learning speaking, what else in the "English for Professional Speaker" course, needs that were dictated by students, such as language skills and public speaking skills. ....”That's for sure, well it's highly commanded in English language skills, which will later be contained in the Learning material speaking subject, where students are able to build ethical and proper oral communication concepts by implementing theoretical concepts of English speaking skills.

.....”So, if we have determined students needs, we must follow the National Qualification framework standards. One of them is the achievement of graduation learning (CPL) in the curriculum such as starting from aspects: knowledge attitudes, general skills and special skills. and to what extent i have align it..”

**TI :** ..” *Menyelaraskan silabus dengan Kerangka Kualifikasi Nasional tentunya dengan kebutuhan mahasiswa di semester dua English Departement, kebutuhan-kebutuhan apa saja yang sesuai dengan kriteria pembelajaran yang akan di pelajari atau yang akan di capai oleh mahasiswa semester dua di English Departement ini. ya jadi kami menentukan kebutuhannya , nah kalau dalam pembelajaran speaking , apa lagi dalam mata kuliah “english for Professional Speaker “ ini kebutuhan yang di butuhkan oleh mahasiswa seperti keterampilan berbahasa, dan keterampilan berbicara di depan umum.*

*“.....Itu sudah pasti yah, sangat di butuhkan keterampilan dalam berbahasa inggris, yang nantinya Capaian pemebelajarannya yang terdapat di dalam bahan ajar speaking subject nya adalah mahasiswa mampu membangun komunikasi secara lisan yang beretika dan bernilai dengan mengimplementasikan konsep-konsep teoritis English speaking*

	<p><i>skill. Nah, Jadi kalau kita sudah menentukan kebutuhan tentunya tinggal mengikuti standar Kerangka Kualifikasi Nasional.</i></p> <p><i>“.....Salah satunya capaian pembelajaran kelulusan (CPL) yang ada pada kurikulum seperti Mulai dari Aspek : sikap pengetahuan, keterampilan umum dan keterampilan khusus. dan sejauh ini saya telah menyesuaikannya.”....</i></p> <p><i>TII : ....” Aligning the Syllabus of speaking subjects for second semester students of the English Department with the National Qualification Framework (KKNI) standard. Previously, the syllabus was a very important thing that was needed by lecturers in the learning process, well, that was a lecturer's guide in teaching and learning activities. , as well as the syllabus of course KKNI as our guide in making a learning syllabus. So, the syllabus must follow all aspects contained in the curriculum (KKNI). ”</i></p> <p><i>TII: ....” Menyelaraskan Syllabus mata pelajaran speaking untuk mahasiswa semester dua English Departement dengan standar National Qualification Framework (KKNI), Sebelumnya syllabus itu kan Hal yang sangat penting yang di butuhkan dosen dalam proses pembelajaran yah, itukan pedoman seorang dosen dalam kegiatan belajar dan mengajar, begitupula dengan syllabus tentunya KKNI sebagai pedoman kita dalam membuat syllabus pembelajaran. Jadi, syllabus itu harus mengikuti semua aspek yang terdapat di dalam kurikulum tersebut. ”</i></p>
8	<p><b>What are your supports and Challenges aligning the syllabus and learning material ?</b>  <i>Apa faktor pendukung Bapak/Ibuk dalam menyelaraskan silabus dengan bahan ajar?</i></p> <p><b>TI :</b> ..," so far the supporting factors or references are still books, all the books on public speaking that I get or supporting journals related to speaking and public speaking and sometimes I also use videos from the internet or can also go through the youtube channel, that's right there there are lots of videos about learning speaking.</p> <p><b>TI:</b> ..," selama ini faktor pendukung atau referensi masih buku, semua buku tentang public speaking yang saya dapatkan atau jurna-jurnal pendukung</p>

*yang berhubungan dengan speaking dan publik speaking dan terkadang saya juga menggunakan video dari internet atau juga bisa melalui channel youtube, itukan ada banyak sekali video yang seputar pembelajaran speaking...”*

**TI:** *..” So far the challenge I have faced in aligning the Syllabus and learning materials that are in line with the standard National qualification framework is, of course facing curriculum changes, so far the challenge is curriculum changes, So far the challenge is curriculum change because if the curriculum changes, it will not be in line with the existing syllabus components in the National Qualification Framework standard, so so far the challenge for me is in aligning the syllabus with the National Qualification Framework standar, namely changing the curriculum itself...”*

**TII** *:.... So far, my supporting factors are also books related to the curriculum or syllabus, so I learned a lot through these books, and sometimes I also find journals whose topics are related to the curriculum or about about syllabus speaking. I think so....”*

**TII:***.... Sejauh ini yah, faktor pendukung saya, juga buku-buku yang menyangkut tentang Kurikulum atau syllabus yah, jadi saya belajar banyak melalui buku-buku tersebut, dan terkadang saya juga mendapati jurnal-jurnal yang topiknya seputar kurikulum ataupun tentang seputar syllabus speaking. Menurut saya begitu....”*

**TII** *: ... the challenges I face, sometimes it is quite difficult for me to determine the needs of the students I teach. Because it can also affect its alignment with the National Qualification Framework Standard.”*

**TII:** *... tantangan yang saya hadapi, terkadang saya cukup sulit dalam menentukan kebutuhan mahasiswa yang saya ajarkan. Karean itu juga bisa mempengaruhi keselarasannya dengan Standar KKNI.”*

## Appendix V

### Data Reduction of Interview

#### 1. How do the speaking lecturers align the syllabus with National Qualification Framework.

*TI: .."Aligning the syllabus to the National Qualifications framework, of course, to the needs of students in the second semester of the English Department, what needs were in accordance with the learning criteria to be studied or to be achieved by second semester students at the English Department. Yes, so we determined the needs, now when it comes to learning speaking, what else in the "English for Professional Speaker" course, needs that were dictated by students, such as language skills and public speaking skills.*

*....."That's for sure, well it's highly commanded in English language skills, which will later be contained in the Learning material speaking subject, where students are able to build ethical and proper oral communication concepts by implementing theoretical concepts of English speaking skills.*

*....."So, if we have determined students needs, we must follow the National Qualification framework standards. One of them is the achievement of graduation learning (CPL) in the curriculum such as starting from aspects: knowledge attitudes, general skills and special skills. and to what extent i have align it.."*



**TI :** ...”Menyelaraskan silabus dengan Kerangka Kualifikasi Nasional tentunya dengan kebutuhan mahasiswa di semester dua English Departement, kebutuhan-kebutuhan apa saja yang sesuai dengan kriteria pembelajaran yang akan di pelajari atau yang akan di capai oleh mahasiswa semester dua di English Departement ini. ya jadi kami menentukan kebutuhannya , nah kalau dalam pembelajaran speaking , apa lagi dalam mata kuliah “english for Professional Speaker “ ini kebutuhan yang di butuhkan oleh mahasiswa seperti keterampilan berbahasa, dan keterampilan berbicara di depan umum.

“.....Itu sudah pasti yah, sangat di butuhkan keterampilan dalam berbahasa inggris, yang nantinya Capaian pembelajarannya yang terdapat di dalam bahan ajar speaking subject nya adalah mahasiswa mampu membangun komunikasi secara lisan yang beretika dan bernilai dengan mengimplementasikan konsep-konsep teoritis English speaking skill. Nah, Jadi kalau kita sudah menentukan kebutuhan tentunya tinggal mengikuti standar Kerangka Kualifikasi Nasional.

“.....Salah satunya capaian pembelajaran kelulusan (CPL) yang ada pada kurikulum seperti Mulai dari Aspek : sikap pengetahuan, keterampilan umum dan keterampilan khusus. dan sejauh ini saya telah menyesuainya.”....

*III : ....” Aligning the Syllabus of speaking subjects for second semester students of the English Department with the National Qualification Framework (KKNI) standard. Previously, the syllabus was a very important thing that was needed by lecturers in the learning process, well, that was a lecturer's guide in*

*teaching and learning activities. , as well as the syllabus of course KKNI as our guide in making a learning syllabus. So, the syllabus must follow all aspects contained in the curriculum (KKNI). ”*

TII: ....” Menyelaraskan Syllabus mata pelajaran speaking untuk mahasiswa semester dua English Departement dengan standar National Qualification Framework (KKNI), Sebelumnya syllabus itukan Hal yang sangat penting yang di butuhkan dosen dalam proses pembelajaran yah, itukan pedoman seorang dosen dalam kegiatan belajar dan mengajar, begitupula dengan syllabus tentunya KKNI sebagai pedoman kita dalam membuat syllabus pembelajaran. Jadi, syllabus itu harus mengikuti semua aspek yang terdapat di dalam kurikulum tersebut. ”

## **2. How do the speaking lecturers align the learning material with National Qualification Framework ?**

*TI:... ” how do I choose learning materials well, firstly I try to adjust to the needs of students as I said in the previous question, I see the second semester students of the English department in this speaking subject subject, their ability to present learning when making discussion groups, there are still many who cannot, there are still many who do not understand what material is being conveyed, and they are also not very reliable in discussing, the point is that in speaking lessons we cannot use the discussion method in learning speaking.*

*..... That's why for the learning materials I focus on learning about public speaking, namely their ability in public speaking, so that's my way of choosing learning materials. And then we use and follow the National Qualifications Framework Programme, as a reference... Well, because the syllabus and learning materials are the same... ””*

**TI** :...” bagaimana cara saya memilih materi pembelajaran dengan baik adalah, yang pertama saya mencoba untuk menyesuaikan dengan kebutuhan mahasiswa seperti yang saya katakan tadi pada pertanyaan sebelumnya, saya melihat mahasiswa semester dua english departement dalam mata kuliah speaking subject ini, kemampuannya dalam mempresentasikan pembelajaran ketika di bikin group kelompok diskusi, masih banyak yang belum bisa, masih banyak yang belum memahami materi apa yang di samapaikan, dan mereka juga tidak terlalu handal dalam berdiskusi, intinya dalam pelajaran speaking ini tidak bisa kita gunakan metode diskusi dalam pembelajaran speaking.

..... Makanya untuk materi pembelajarannya saya fokuskan kepada pembelajaran tentang publik speaking, yaitu kemampuan mereka dalam publik speaking, jadi itu cara saya dalam memilih materi pembelajaran. Dan kemudian kami menggunakan dan mengikuti Program Kerangka Kualifikasi Nasional, sebagai acuan. Yahh, karena syllabus dan learning material itu sama...”

*TII:...” as I said in the previous question, the syllabus is a lesson plan prepared by the lecturer for learning activities for one semester. And the learning material itself is a plan that describes the learning procedure to achieve a basic competency that is determined by content standards and then described in the form of a syllabus.*

..... Now, aligning the learning material itself with the curriculum standards or the National Qualification framework standards is not much different, well, we still look at the student's needs first. So that's how...”

TII :..." seperti yang telah saya katakan pada pertanyaan sebelumnya, syllabus itu kan rencana pembelajaran yang disiapkan oleh dosen untuk dalam kegiatan pembelajaran selama satu semester. Dan learning material itu sendiri adalah rencana yang menggambarkan prosedur pembelajaran untuk mencapai satu kompetensi dasar yang di tetapkan standar isi dan kemudian di jabarkan dalam bentuk syllabus.

..... Nah menyelaraskan learning material itu sendiri dengan standar Kurikulum atau standar National Qualification framework itu tidak jauh berbeda yah, tetap melihat kebutuhan mahasiswa terlebih dahulu. Jadi seperti itulah..."

### **3. What extent, do the syllabus and learning material align with the National Qualification Framework?**

*TI : ..." so far, it's enough to adjust to the current level, because I also adjust to the needs of students, especially in this speaking for professional speaker subject I adjust first to the needs of students, and then I follow the components and aspects that was in the National Qualification Framework. so far I follow the standard (KKNI) "...*

**TI:** ..." sejauh ini, cukup menyesuaikan dengan level kkni yah, karena saya juga menyesuaikan dengan kebutuhan mahasiswa, apalagi dalam mata pelajaran speaking for professional speaker ini saya menyesuaikan dulu dengan kebutuhan mahasiswa, dan kemudian saya mengikuti komponen-komponen dan aspek-aspek yang ada pada KKNI. jadi sejauh ini saya mengikuti standar (KKNI) "....

*TII :.... So far, I have followed the National Qualification Framework standard, in aligning the syllabus and learning material. So in my opinion, so far, the syllabus and learning*

*materials are quite aligned with the National Qualification Framework standards. In my opinion, it was quite consistent, even if there is one of the components in the National Qualification Framework Standard that I do not follow. But so far it is quite in line with the National Qualification framework.*

TII:.... Selama ini saya mengikuti standar KKNI yah, dalam menyelaraskan syllabus dan learning material. Jadi menurut saya, sejauh ini cukup selaras antara syllabus dan learning material dengan standar National Qualification Framework. Cukup selaras menurut saya, walaupun seandainya ada salah satu komponen di Standar KKNI yang tidak saya ikuti. Namun sejauh ini cukup selaras dengan KKNI.

**4. What are the supporting and Challenge feed by Lecturers in aligning syllabus and learning material**

**TI :** ..," *so far the supporting factors or references are still books, all the books on public speaking that I get or supporting journals related to speaking and public speaking and sometimes I also use videos from the internet or can also go through the youtube channel, that's right there there are lots of videos about learning speaking.*

**TI:** ..," selama ini faktor pendukung atau referensi masih buku, semua buku tentang public speaking yang saya dapatkan atau jurna-jurnal pendukung yang berhubungan dengan speaking dan publik speaking dan terkadang saya juga menggunakan video dari internet atau juga bisa melalui channel youtube, itukan ada banyak sekali video yang seputar pembelajaran speaking..."

**TII :**.... *So far, my supporting factors are also books related to the curriculum or syllabus, so I learned a lot through these books, and sometimes I also find journals whose topics are*

*related to the curriculum or about about syllabus speaking. I think so....”*

TII:.... Sejauh ini yah, faktor pendukung saya, juga buku-buku yang menyangkut tentang Kurikulum atau syllabus yah, jadi saya belajar banyak melalui buku-buku tersebut, dan terkadang saya juga mendapati jurnal-jurnal yang topiknya seputar kurikulum ataupun tentang seputar syllabus speaking. Menurut saya begitu....”

**TI:** ..”*So far the challenge I have faced in aligning the Syllabus and learning materials that are in line with the standard National qualification framework is, of course facing curriculum changes, so far the challenge is curriculum changes,So far the challenge is curriculum change because if the curriculum changes, it will not be in line with the existing syllabus components in the National Qualification Framework standard, so far the challenge for me..*

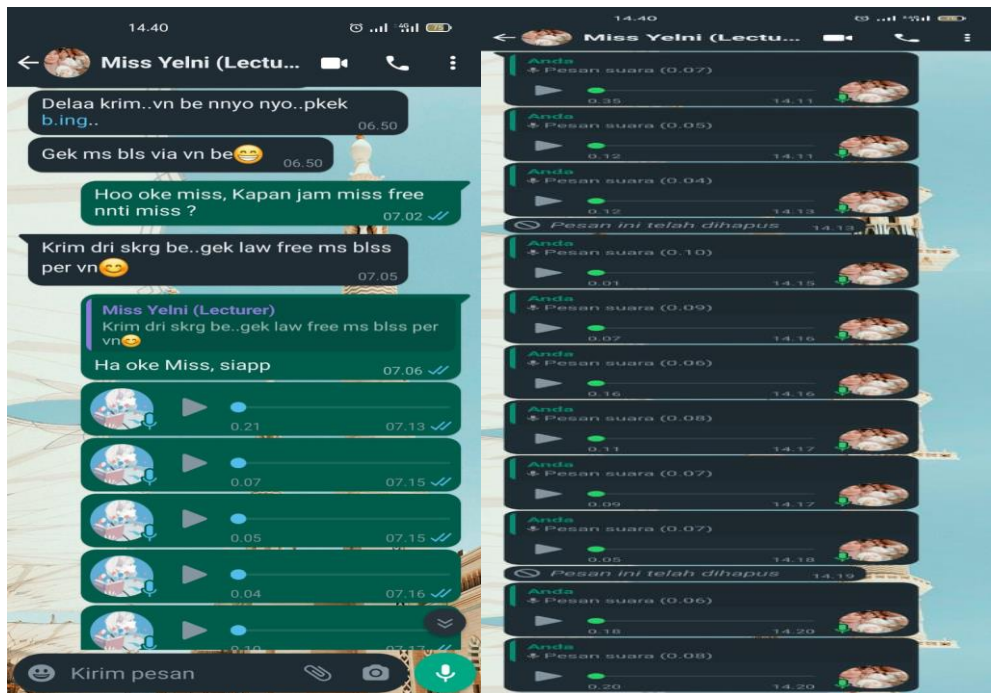
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**Appendix VI**

**Documentation**



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Appendix V

## CURRICULUM VITAE

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KEBANGSAAN  
C I





### **A. Personal Data**

Nama : Della Desvita Sari  
Place and Date of birth : Pengasi Baru, December 05, 1999  
Gender : Female  
Address : Pengasi Baru Village  
Phone Number : 081291392619  
E-Mail : delladesvita99@gmail.com  
Major/ Faculty : English Departement Faculty of Tarbiyah  
And Teacher Training

### **B. Education Background**

(2006-2012) : SDN 03 Basa Ampek Balai Tapan, kab.  
Pesisir Selatan.  
(2012-2015) : SMP N 36 Kerinci, Kab Kerinci, Provinsi  
Jambi.  
(2015-2018) : SMKN 1 Kota Sungai Penuh.  
(2018-2022) : Institute Agama Islam Negeri Kerinci.

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