

Jawaban Tugas 1 EFL Curriculum and Materials Development

I took an example from the syllabus of *EFL CURRICULUM ANALYSIS* for the English Education Program at the Magister Level at the *Universitas Pendidikan Indonesia* which is sourced from the link http://silabus.upi.edu/index.php?dir=FPBS/Pendidikan_Bahasa_Ingggris/Silabus%20Pendidikan%20Bahasa%20Inggris%20S2/, and the details of the contents of the syllabus are as follows:

EFL CURRICULUM ANALYSIS

Nama mata kuliah : EFL Curriculum Analysis
Nomor kode : MKUU – IG 731
Jumlah SKS : 2 (dua) SKS

Tujuan

Selesai mengikuti mata kuliah ini mahasiswa memiliki dan memperluas pengetahuannya dalam kaitannya dengan telaah kurikulum dan bukuteks yang diperolehnya pada jenjang S-1. Dengan demikian, mahasis diharapkan dapat mengenal bentuk-bentuk kurikulum bahasa Inggris secara umum sehingga mereka dapat memanfaatkannya untuk menganalisis kurikulum bahasa Inggris yang berlaku baik di tingkat sekolah menengah maupun di perguruan tinggi yang mutakhir.

Deskripsi

Mata kuliah *EFL Curriculum Analysis* merupakan penyegaran sekaligus pengembangan dari mata kuliah *Telaah Kurikulum dan Telaah Buku Teks* yang ditawarkan di Program Pendidikan Bahasa pada tingkat S1. Oleh karena itu, bagi mahasiswa S2 yang tidak memiliki latar belakang pendidikan bahasa disarankan untuk mengikuti mata kuliah yang berkaitan dengan kurikulum pada jenjang S1. Mata kuliah *Curriculum Analysis* dirancang untuk memberi pengetahuan kepada para siswa untuk memperluas pengetahuan para siswa yang diperoleh pada jenjang S-1 yang dimulai dengan pengenalan bentuk-bentuk kurikulum bahasa Inggris secara umum sehingga mereka dapat memanfaatkannya untuk menganalisis kurikulum bahasa Inggris yang berlaku baik di tingkat sekolah menengah maupun di perguruan tinggi yang mutakhir. Pada perkuliahan ini, mahasiswa juga diberi kesempatan untuk berlatih menelaah aspek-aspek kurikulum yang berlaku serta berlatih mengembangkan materi dari kurikulum yang ditelaahnya tersebut. Dengan berbekal pengetahuan ini, mahasiswa diharapkan dapat mengkaji masalah-masalah nasional yang berkaitan dengan pengajaran bahasa Inggris dari aspek kurikulumnya dan dapat memberi masukan dalam revisi kurikulum.

Pendekatan pembelajaran:

Ekspositori dan inkuiri

- Metode : ceramah, Tanya jawab, diskusi dan pemecahan masalah
- Tugas : laporan buku, makalah, dan presentasi
- OHP, LCD/power point

Evaluasi

Kehadiran 80%

Laporan buku

Makalah

Presentasi dan diskusi

UTS

UAS

Rincian materi perkuliahan tiap pertemuan

- Pertemuan 1 : • General description about the course, class activities, and course evaluation system.
- What is a curriculum? The Importance of knowing curriculum development for a language teacher.
- Pertemuan 2 : • The origins of language curriculum development: Historical background, Vocabulary selection, Grammar selection and gradation, Assumptions underlying early approaches to syllabus design
- Pertemuan 3 : • From Syllabus Design to Curriculum Development: The quest for new methods, Changing needs for foreign language in Europe, ESP and needs analysis in ESP, Communicative Language teaching, Emergence of a curriculum approach in language teaching.
- Needs Analysis: The purpose, what are needs, The users,

the target population, administering the needs analysis, procedures for needs analysis, designing the needs analysis.

- Pertemuan 4 : • Situation analysis: societal factors, project factors, institutional factors, teacher factors, learner factors, adoption factors, profiling the factors identified in the situation analysis.
- Planning goals and learning outcomes: the ideology of curriculum, stating curriculum outcomes, non-language outcomes and process objectives.
- Pertemuan 5 : • An analysis of English Curriculum 2004
- Course planning and syllabus design: the course rationale, describing the scope and sequence, planning the course structure, preparing the scope and sequence plan.
- Pertemuan 6 : • Providing for effective teaching: the institution, the teachers, the teaching process, the learning process
- The role and design of instructional material: authentic versus created materials, textbook, evaluating textbook, adapting textbook, preparing materials for a program, managing a materials writing project, monitoring the use of materials.
- Pertemuan 7 : • Approaches to evaluation: purposes of evaluation, formative evaluation, illuminative evaluation, summative evaluation, Issues in program evaluation, procedures used in conducting evaluation, procedures used in conducting evaluation.
- The Place of Syllabus in Language Teaching
- Pertemuan 8 : • Six types of language teaching syllabus
- The Structural Syllabus
- Pertemuan 9 : • The Notional/Functional Syllabus

	• The Situational Syllabi
<u>Pertemuan</u> <u>10</u>	: • The Skill-Based Syllabi
	• The Task-Based Syllabus
<u>Pertemuan</u> <u>11</u>	: • The Content-Based Syllabus
	• Resources for a Learner-centered Curriculum
<u>Pertemuan</u> <u>12</u>	: • Choosing and Integrating Syllabi
	• Communicative Syllabus
<u>Pertemuan</u> <u>13</u>	: • Developing ELT Syllabus
	• <u>The place</u> of evaluation in the curriculum and some key concepts in evaluation
<u>Pertemuan</u> <u>14</u>	: • Evaluation and professional development
	• The teacher as Curriculum Developer

Referensi:

Richards, J.C. *Curriculum Development in Language Teaching*. The United States of America: Cambridge University Press.

Krahnke, K. 1987. *Approaches to Syllabus Design for Foreign Language Teaching*. Englewood Cliffs: New Jersey.

Nunan, David. 2003: 4 *Practical English Language Teaching*. Boston: McGraw Hill

Depdiknas. 2004. *Kurikulum 2004. Standar Kompetensi*. Jakarta: Pusat Kurikulum, Balitbang, Depdiknas.

The identification of each component of the syllabus that I can find is as follows:

Syllabus

Course Subject : EFL Curriculum Analysis

Number of Course Credits : 2

1. Goal:

After completing this course, students have their knowledge and expand it in relation to the study of the curriculum and textbooks obtained at the S-1 level. Thus, students are expected to be familiar with the forms of the English curriculum in general so that they can use it to analyze the English curriculum that applies both at the high school level and at the latest tertiary institutions.

The explanation of these components:

This section includes components in the form of *needs assessment, goals, and objectives*. In the implementation, the needs assessment examines the present and target situation (Soepriyatna, 2019). In this section, the current level of students in this university is on the magister level. Target situation seeks information to possess and expand their knowledge in relation to the study of the curriculum and textbooks obtained at the previously S-1 level. And then, the results of the needs assessment form the basis for developing defined goals and objectives.

The goal is a general statement concerning desirable and attainable program purposes and aims based on the perceived language and situation needs of the participants in the program (Brown in Supriyatna, 2019). And the goal can be stated in general terms and given in more detail when considering course content (Macalister and Nation, 2020). In this case, the goal is after completing this course, students have their knowledge and expand it in relation to the study of the curriculum and textbooks obtained at the S-1 level.

At the completion of a course or program, students are expected to possess a certain set of information, abilities, or behaviors, which are specified in explicit statements known as instructional objectives (Brown, 1995). In this case, the instructional objective is the students are expected to be familiar with the forms of the English curriculum in general so that they can use it to analyze the current English curriculum that applies both at the high school level and at the university level.

2. Course Description:

The EFL Curriculum Analysis course is a refresher as well as a development of the Curriculum Review and Textbook Review courses offered at the Language Education Program at the undergraduate level. Therefore, postgraduate students who do not have a language education background are advised to take courses related to the curriculum at the undergraduate level. The Curriculum Analysis course is designed to provide knowledge to students and expand the knowledge students obtained at the S-1 level starting with an introduction to the forms of the English curriculum in general so that they can use it to analyze the English curriculum that applies well at the school level, secondary and higher education institutions. In this lecture, students are also given the opportunity to practice studying aspects of the applicable curriculum and to practice developing materials from the curriculum they are studying. Armed with this knowledge, students are expected to be able to examine national problems related to teaching English from the aspect of the curriculum and can provide input in curriculum revisions.

The explanation of the components:

This section is a component form of *goals and objectives* that describes briefly that The EFL curriculum analysis course is designed to introduce forms of the English curriculum in general, then students can analyze the English curriculum at the school and university. This section deals with the focus on students' perspectives, what they hope to gain from this course, and what questions will they learn to answer.

3. Learning approaches:

Expository and inquiry

- Methods: lecture, question and answer, discussion, and problem-solving
- Assignments: book reports, papers, and presentations
- OHP, LCD/PowerPoint

The explanation of the components:

Learning approaches: Expository and inquiry and Methods: lecture, question and answer, discussion, and problem-solving. This is related to the component - *Teaching Learning activities*. The implementation of the created syllabus is thought of as teaching and learning activities and teaching and learning activities are techniques and exercises that are rationally chosen to achieve goals (Supriyatna, 2019).

Assignments: book reports, papers, and presentations are part of the component – *Assessment*. It is one of the important components. Assessment plays an important role in the curriculum and serves to help students attain learning outcomes (Richard, 2017).

OHP, LCD/PowerPoint is part of the component – *Media*. This section is a component related to the use of media used to deliver lecture material.

4. Evaluation:

- 80% attendance
- Book report
- Paper
- Presentation and discussion
- UTS
- UAS

The explanation of the components:

80% attendance, Book report, Paper, Presentation and discussion, UTS, and UAS are part of the component – *assessment*. Assessment can be categorized as; placement assessment, observation of learning, short-term achievement assessment, diagnostic achievement, achievement

assessment, and proficiency assessment (Nation and Macalister in Supriyatna, 2019). So, the lecturer can receive information about students' progress from assessments.

And Attendance of the students also is part of the component – *Teaching Learning Activities*, because it is part of the complete administrative process.

5. *Details of lectures material for each meeting:*

Rincian materi perkuliahan tiap pertemuan

Pertemuan 1	- General description about the course, class activities, and course evaluation system. - What is a curriculum? The Importance of knowing curriculum development for a language teacher.	Pertemuan 6	- Providing for effective teaching: the institution, the teachers, the teaching process, the learning process - The role and design of instructional material: authentic versus created materials, textbook, evaluating textbook, adapting textbook, preparing materials for a program, managing a materials writing project, monitoring the use of materials.
Pertemuan 2	The origins of language curriculum development: Historical background, Vocabulary selection, Grammar selection and gradation, Assumptions underlying early approaches to syllabus design	Pertemuan 7	- Approaches to evaluation: purposes of evaluation, formative evaluation, illuminative evaluation, summative evaluation, Issues in program evaluation, procedures used in conducting evaluation, procedures used in conducting evaluation. - The Place of Syllabus in Language Teaching
Pertemuan 3	- From Syllabus Design to Curriculum Development: The quest for new methods, Changing needs for foreign language in Europe, ESP and needs analysis in ESP, Communicative Language teaching, Emergence of a curriculum approach in language teaching. - Needs Analysis: The purpose, what are needs, The users, the target population, administering the needs analysis, procedures for needs analysis, designing the needs analysis.	Pertemuan 8	- Six types of language teaching syllabus - The Structural Syllabus
Pertemuan 4	- Situation analysis: societal factors, project factors, institutional factors, teacher factors, learner factors, adoption factors, profiling the factors identified in the situation analysis. - Planning goals and learning outcomes: the ideology of curriculum, stating curriculum outcomes, non-language outcomes and process objectives.	Pertemuan 9	The Notional/Functional Syllabus
Pertemuan 5	- An analysis of English Curriculum 2004 - Course planning and syllabus design: the course rationale, describing the scope and sequence, planning the course structure, preparing the scope and sequence plan.		The Situational Syllabi
		Pertemuan 10	- The Skill-Based Syllabi - The Task-Based Syllabus
		Pertemuan 11	- The Content-Based Syllabus - Resources for a Learner-centered Curriculum
		Pertemuan 12	- Choosing and Integrating Syllabi - Communicative Syllabus
		Pertemuan 13	- Developing ELT Syllabus - The place of evaluation in the curriculum and some key concepts in evaluation
		Pertemuan 14	- Evaluation and professional development - The teacher as Curriculum Developer

The explanation of these components:

This section is part of the component – *Teaching Learning Activities and Material*. Because scheduling the course is one Teaching Learning Activities, that must be done so that the delivery of material is structured and directed so that it can achieve the ultimate goal of learning. The material is for practicing studying aspects of the curriculum, then developing the material from the curriculum that he is studying. And the material of the course is explained in detail at each meeting.

6. *References used for lectures:*

Referensi:

Richards, J.C. *Curriculum Development in Language Teaching*. The United States of America: Cambridge University Press.

Krahnke, K. 1987. *Approaches to Syllabus Design for Foreign Language Teaching*. Englewood Cliffs: New Jersey.

Nunan, David. 2003: *4 Practical English Language Teaching*. Boston: McGraw Hill

Depdiknas. 2004. *Kurikulum 2004. Standar Kompetensi*. Jakarta: Pusat Kurikulum, Balitbang, Depdiknas.

The explanation of these components:

This section is the part of components – *material and media*. This is a reference that is a source that is taken to support learning which is another important source in order to add insight and knowledge based on the material presented.

Conclusion:

Writing the syllabus is a long process that requires constant reflection and revision. Some people will never be satisfied, and we may have to accept that it's not for everyone. However, it remains an integral part of the teaching and learning process.

Based on my opinion that this syllabus is complete because according to Soepriyatna (2019), the components of the syllabus consist of as follows:

- needs analysis, goals, objectives,
- materials and media,
- teaching-learning process,
- and assessment.

So, in my conclusion, this syllabus is complete for all syllabus components and they are related to each other.

References:

Soepriyatna. 2019. *EFL Curriculum and Materials Development*. Tangerang Selatan, Banten: Universitas Terbuka.

http://silabus.upi.edu/index.php?dir=FPBS/Pendidikan_Bahasa_Ingggris/Silabus%20Pendidikan%20Bahasa%20Inggris%20S3/ Accessed on Saturday, October 15, 2020.

Macalister, J. & Nation, I. S. P. 2020. *Language Curriculum Design*. New York. Routledge.

Richards, J. C. 2017. *Curriculum Development in Language Teaching Second Edition*. Cambridge: Cambridge University Press