

A Syllabus Design in Learning Speaking for International Volunteers as Non-Native Speakers of Indonesian

Laily Nur Affini

Universitas PGRI Semarang

lailynuraffini@upgris.ac.id

Abstract. Indonesia International Work Camp (IWC) is an international organization. The organization facilitates Indonesian course to foreign volunteers who conduct a voluntary project in Indonesia. The course started in 2009 up to now. If there is one lack from the course, it is because the course did not have any syllabus. This action research study has a main purpose to design an Indonesian speaking syllabus for IWC foreign volunteers based on contextual field at a project site. This action research included a basic action research routine: look, think and act. An approach employed in this research is case study. Questionnaires, interviews, notes, a teaching journal, recordings, photographs and videos were taken during the course process. The population of this research is the IWC foreign volunteers. The sample of this research is Yurie Takahashi, a Japanese foreign volunteer who was the only new foreign volunteer came in Indonesia at that time. She conducted a social international voluntary service in Indonesia. The major research participants are I as the Indonesian speaking instructor, and the foreign volunteer as the learner. The collected data is analyzed using a process of reflection and interpretation that is categorizing and coding. The findings are: the syllabus for Indonesian speaking course, for IWC foreign volunteers who conducted a project at the project site of *Fatimatuzzahro* orphanage Semarang central-Java Indonesia. The syllabus employs a learning centered approach. Then the program evaluation revealed the instructor's teaching and attitudes from the learner's perspective and the learner's progresses after joining the course. Eventually, the teaching materials compilation was taught from the syllabus made to be a handout of the course which can support the teaching-learning processes later. It is suggested to other IWC's Indonesian speaking instructors who will teach foreign volunteers at the orphanage can look at the syllabus in advance, so that they can know starting points in surveying the existing situation. It is also suggested to other researchers to take the uninvestigated cases in this research regarding Indonesian listening and pronunciation problems which later can be contributed as well to knowledge of applied linguistics.

Key words: *Syllabus design, learning centered approach, action research*

1. Introduction

Indonesia International Work Camp (IWC) is a Non Governmental Organization (NGO) established on January 10th, 2000. The organization organizes international voluntary service programs in Indonesia.

IWC is the president of Network for voluntary Development in Asia (NVDA) (www.nvda-asiapacific.org) and a full member of CCIVS (Coordinating Committee for International Voluntary Service (www.unesco.org/ccivs)).

Laily Nur Affini: A Syllabus Design in Learning Speaking for International Volunteers as Non-Native Speakers of Indonesian

As an NGO which organizes voluntary service, IWC has two forms of activities. They are incoming and outgoing programs. Firstly, in the incoming programs IWC organizes international voluntary activities in Indonesia and host foreign and domestic volunteers. Secondly, in the outgoing programs IWC sends Indonesian youth volunteers to join international voluntary service abroad, participate in events and campaigns to increase public awareness. The organization cares for many kinds of social events, and other regular annual activities.

For the incoming programs, there are 2 main activities organized. The first is international work camp (which takes place between 2-3 weeks) and the second is Middle and Long Term Volunteering (MLTV) (which takes place between 2-12 months). Both projects invite volunteers from different countries around the world. Foreign volunteers undertake a project in some cities in Indonesia, in a certain period of time and they live, socialize, and do their activities and interaction with local people. To run the activity, the foreign volunteers need to communicate using Indonesian. This is because not all Indonesian speak English and the volunteers cannot speak Indonesian. Since the involvement of the local people is one of the criteria of the project to be run smoothly, the mastery of Indonesian for the foreign volunteers becomes crucial.

Until today, most of the new comer foreign volunteers who come in Indonesia do not have any knowledge about Indonesian. Meanwhile, they need to communicate to the local partners who they work with in Indonesian. The condition mentioned can lead a problem in communication. From that issue, IWC held Indonesian courses to facilitate the foreign volunteers to learn Indonesian. The first Indonesian course started in 2009 up to now. The foreigners

are taught daily language, basic speaking skills for survival. They are also taught how to use the language in transaction, giving and asking for information and the like. The materials are various and broadly challenging for the volunteers. If there is one lack from this language teaching-learning, it is because the courses do not have any syllabus for the courses until today.

Based on the condition mentioned above, the writer who is as one of the local volunteers of IWC as well as a volunteer of Indonesian instructor is inspired to design a syllabus for learning speaking Indonesian. After the syllabus made, the writer also needs to figure out the evaluation from the instructor's attitudes in teaching from the learner's perspective, and the learner's learning progresses after joining the course. Eventually it will be more helpful for both the following instructors and learners if the teaching-learning materials are also provided which can support the teaching-learning process in the following Indonesian speaking courses later.

This research has a main purpose that is to find out a syllabus in Indonesian speaking course at IWC. It focuses on designing syllabus based on the learner's need in learning speaking Indonesian at the project site of Fatimatuzzahro orphanage in Semarang Central-Java Indonesia. Then the writer also needs to figure out the evaluation from the instructor's teaching and attitudes from the learner's perspective, and the learner's learning progresses after joining the course. Eventually, the writer is eager to provide the teaching-learning materials which can support the teaching-learning process during the course.

The writer limits the study of a syllabus design in Indonesian speaking course for new comer IWC foreign volunteers who conduct a project at the orphanage of

Fatimatuzzahro Semarang Central-Java Indonesia.

Definition of syllabus

Syllabus is defined by some theorists in applied linguistics. The following statement and theories define the syllabus which represents the fundamental in this syllabus design. A syllabus is diversity in the actual form documented and then appears to be the consensus as to what syllabus which is summarized by Brumfit (1984) in (White, Ronald. V. 1989: 3). From the summary of syllabus drawn by Brumfit, the writer takes two points that define a syllabus:

- a. A syllabus is the specification of the works of a particular department in a school or college, organized in subsections defining the work of a particular group or class.
- b. It is a document of administrative convenience and will only be partly justified on theoretical backgrounds and so is negotiable and adjustable.

The Existing of Syllabus

When a syllabus is available, it becomes a useful starting point in surveying the existing situation (Olshtain and Dubain 2986:2). An ideal syllabus should contain several points as described by (Olshtain and Dubain 2986: 2). For what we are calling ‘syllabus’ might have the title of ‘curriculum’, ‘plan’, ‘course outline’, or any number of other names. Whatever it is called, it is a document which ideally describes:

- a. What the learners are expected to know at the end of the course, or the course objectives in operational terms.
- b. What is to be taught or learned during the course, in the form of an inventory of items.
- c. When it is to be taught, and at what rate of progress, relating the inventory of items to the different levels and

stages as well as to the time constraints of the course.

- d. How it is to be taught, suggesting procedures, techniques, and materials.
- e. How it is to be evaluated, suggesting testing and evaluating mechanism.

Type of Syllabi

There are two types of syllabi which are

Type A	Type B
Interventionist	Internal to the learner
External to the learner	Inner direct or self fulfilling
Determined by authority	Negotiated between learners and teachers
Teacher as decision maker	Learner and teacher as joint decision makers
Content = what the subject is to the expert	Content = what the subject is to the learner
Content = a gift to the learner	Content = what the learner brings and wants
Objectives defined in advanced	Objectives described afterwards
Subject emphasized	Process emphasis
Assessment by achievement or by mastery	Assessment in relationship to learners’ criteria of success
Doing things to the learner	Doing things for or with the learner

salient characteristics summarized and suggested by Davis (1976) stated in (White, Ronald. V. 1989: 44) and differentiated become ten points as follows:

From the table above, the writer tends to get type B as the basis for designing the syllabus in this study. It becomes a main reason for adopting the type of the syllabus as the syllabus of type B intended to the learner to learn communication skills then immersed in the real life communication in a living community “a non-interventionist, experiential, ‘natural growth’ approach on the other, ‘which aims to immerse the learner real life communication without any

artificial preselection or arrangement of items' (Allen 1984: 65) in (White 1989 44).

An Instructor's Roles and Intentional Learners' Expectation

As we know that teaching-learning activities involved in a course. The teaching activities are conducted by instructors and the learning activities are done by learners. Instructors have roles and learners have their expectation in learning. From the perspectives of learning-centered approach syllabus, an instructor's roles and learners who have intention to learn have expectation explained as follow:

An Instructor's roles

"From a learning-centered perspectives, your task as an instructor is to interact with students in ways that enable them to acquire new information, practice new skills, reconfigure what they already know, and recognize what they have learned" (B. G. Davis, 1993) in (O'Brien 2008: 4)

Intentional Learners

This type of syllabus designed comes from an expectation of learners' goals in learning. A key expectation may be helping students learn to become what the Association of American College and Universities (2002) defines as "intentional learners" (O'Brien 2008: 4):

In a turbulent and complex world, every college student will need to be purposeful and self directed in multiple ways. Purpose implies clear goals, an understanding of process, and appropriate actions. Becoming such an intentional learner means developing self-awareness about the reason for study, the learning process itself, and how education is used. Intentional learners are integrative thinkers who can see connections in seemingly disparate information and draw on a

wide range of knowledge to make decisions. They adapt the skills learned in one situation to problems encountered in another: in a classroom, the workplace, their communities, or their personal lives. As a result, intentional learners succeed even when instability is the only constant.

From the theories of the instructor's role and the intentional learners, they create a commitment to the instructor to "teach the students you have, not the students you wish you had" (Kuh et al., 2005, p.78).

Second or Foreign Language Teaching Methods

In this research, the writer adopts some of the second or foreign language teaching techniques and principles which applied in the teaching process of the course, which mentioned in the sub topic syllabus in the format and procedures. As mentioned by (Freeman 2000), there are several basic techniques and principles in language teaching:

- a. ***The Grammar-Translation Approach:*** This approach was historically used in teaching Greek and Latin.
- b. ***The Direct Approach:*** This approach as developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.
- c. ***The Audio-Lingual Method:*** The audio lingual method has students listen to or view tapes of language model acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times.
- d. ***The Silent Way:*** The Silent Way is an approach to learning and teaching foreign languages that is part of a larger pedagogical approach created by Caleb

Gattegno. Color-coded words and boxes of colorful Cuisenaire Rode easily identify the materials of this approach. The teaching approach itself is identified by the near-silence of the teacher.

- e. **Desuggestopedia:** Desuggestopedia focuses more on liberation as Lozanov describes “desuggestive learning” as “free, without a mildest pressure, liberation of previously suggested programs to restrict intelligence and spontaneous acquisition of knowledge, skills and habits.” The method implements this by working not only on the conscious level of human mind but also on the subconscious level, the mind’s reserves.
- f. **Community Language Learning:** This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. The native instructor of the language is not considered teachers but, rather is trained counseling skills adapted to their roles as language counselors.
- g. **Total Physical Response:** James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate.
- h. **Communicative Language Teaching:** Communicative Language Learning (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

Learning Strategies in Language Learning

As stated by Chamot in (Rubin and Wenden 1987: 71) learning strategies are techniques, approach, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information. There are several strategies in learning a second or foreign language. The strategies can be taken by language learners as efforts to learn a language more efficiently. Learning strategies in the second language literature can also be classified within these three general categories, that is, as metacognitive, cognitive, or social-affective in nature Chamot in (Rubin and Wenden : 1987: 72). Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. Oxford's (1990:17) taxonomy of language learning strategies is shown in the following:

Direct Strategies:

- 1) **Memory:** Creating mental linkages, applying images and sounds, reviewing well and employing action.
- 2) **Cognitive:** practicing, receiving and sending messages strategies, analyzing and reasoning, creating structure for input and output.
- 3) **Compensation strategies:** Guessing intelligently, overcoming limitations in speaking and writing.

Indirect Strategies:

Metacognitive Strategies: Centering your learning, arranging and planning your learning, evaluating your learning.

Affective Strategies: Lowering your anxiety, encouraging yourself, taking your emotional temperature

Social Strategies: Asking questions, cooperating with others, empathizing with others.

2. Method

Type of the Research

In this research, the writer is claimed to provide the congruence between practical theories and practices in syllabus design and bring about professional skills and roles as a syllabus designer as well a local volunteer of Indonesian speaking instructor of IWC. Based on the writer's aim, the writer employed a research method to conduct the research that is *action research* and adopted a research approach that is *case study*.

Action Research

Action research is used in real situation since its primary focus is on solving problems and used by social scientists for preliminary research or pilot research. Action research is not a panacea for all ills and does not resolve all problems but provides a means for people to "get a handle" on their situations and formulate effective solutions to problems they face in their public and professional lives. (Stringer 1998: 8).

Action research is designed to bridge the gap between research and practice (somekh 1995: 3340), thereby striving to overcome the perceived persistent failure of research to impact on, or improve, practice (see also Rapoport 1970: 499; McComick and James 1988:339). Kemmis and Mc Taggart (1992: 21 -2) distinguish action research from everyday actions of teachers "It is not a research done on other people. Action research is research by particular people on their own work, to help them improve what they do, including how they work with and for others.... Cohen L, Manion L, and Morrison K (2007: 298)". Kemmis and Mc Teggart (1992) in *Research in Education* (2007: 298) suggest that: Action research is concerned equally with changing individuals, on the one hand, and on the

other, the culture of the groups, institutions and societies to which they belong. The culture of a group can be defined in terms of the characteristic substance and forms of the language and discourse, activities and practices, and social relationships and organization which constitute the interactions of the group.

Case Study

Case studies work on quite a different principle. Case studies concentrate on what is *unique* (i.e. with individual units: an individual student; an individual event; a particular group; a particular class; a particular school, etc.) (Wallace MJ 1998: 161).

The researcher's reasons in adopting this approach to conduct the action research are that the approach of case study brings an advantage and a guide for inexperienced researchers in conducting action research. Action researchers are usually interested in their own unique situations; *their* students; *their* lessons; *their* classes, and so on. The *specific focus* of the case study therefore becomes a positive advantage for action researchers, since it may meet their professional needs better than more traditional empirical research studies relating to large target populations. The specific and limited nature of the case study approach may make it *more accessible* to the practicing professional (Wallace MJ 1998: 160).

The approach is also suggested by Wallace MJ " I have suggested that action researchers might want to use the case study approach because it may lead to studies that are more focused or specific, more accessible (especially to inexperienced researchers) and possibly also more interesting in human terms (Wallace MJ 1998: 164).

Laily Nur Affini: A Syllabus Design in Learning Speaking for International Volunteers as Non-Native Speakers of Indonesian

research project seeks to create knowledge, propose and implement change, improve practice and performance (Stringer, 1996). Action research is often conducted to discover a plan for innovation or intervention and is collaborative. CAL Center for Applied Linguistics, online resources: digest by Donato, published on December 2003 stated that based on Kemmis and Mc Taggart's (1998) original formulation of action research and subsequent modifications, Mills (2003) developed the following framework for action research:

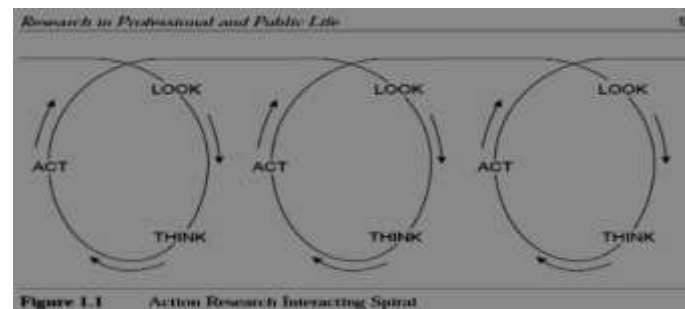
A Basic Action Research Routine

The basic action research routine provides a simple yet powerful frameworks-look, think, act - that enables people to start their investigation in a straightforward manner and build greater detail into procedures as the complexity increases (Stringer 1998: 8). The cycle is shown below.

No	Action Research Framework	Explanation
1	Describe the problem and the area of focus.	This research has a main problem that is lack of a syllabus for Indonesian speaking course intended for IHC foreign volunteers.
2	Define the factors involved in your area of focus (e.g., the curriculum, school setting, student outcomes, instructional strategies).	Place: Taken place in Edonorejo orphanage Semarang Central-Java Indonesia. People: Children and teenagers stay at the orphanage, living with Islamic life style.
3	Develop research questions.	1. What is the syllabus Indonesian speaking course? 2. What is the evaluation from the instructor's teaching and attitudes and the learner's progresses gained from the course? 3. What is the compilation teaching material gained during the course?
4	Develop a timeline for implementation.	Tuesday 2 nd February – Monday 8 th March 2010.
5	Describe the membership of the action research group.	The memberships involved in this research mainly are the researcher and the learner.
6	Develop a list of resources to implement the plan.	The learner, books, resource online resources, eBooks, websites, a minimarket (Edonorejo), a photo shop printing, going with a bus, credit seller (a vendor).
7	Describe the data to be collected.	Data collecting gained from: 1) Edonorejo used for noting teaching materials taught and incidents happened during the course. 2) Arranging questionnaires used as needs analysis and tracking teaching-learning progresses. 3) Preparing questions for interviews both in structurally and accidentally which are used for needs analysis as well. 4) Recording used to get voice evidence during the course. 5) Videotaping used to get evidence of the learner's activities during the course. 6) Photographs are also used to collect evidence during the course. 7) Attendance list and the teaching journal used to find the number of meetings done and materials taught.
8	Develop a data collection and analysis plan.	Notes taking, questionnaires, interviews, recording, videotaping, photographs. Attendance list and the teaching journal. Then the data collected is analyzed using a process that is categorizing and coding.
9	Select appropriate tool for inquiry.	A case study approach
10	Carry out the Plan (implementation, data collection, data analysis).	Teaching-learning activities during the course, collecting data and in analyzing and distilling data, the writer employs a process that is categorizing and coding. Firstly, the data analyzing process begins by reviewing the collected data, unitizing the data, categorizing and coding, identifying themes, organizing a category system and lastly developing a report framework.
11	Report the results.	The syllabus, the instructor's teaching and attitudes, the learner's progresses and achievements as the evaluation. The compilation of teaching materials.

In an action research framework, a researcher has roles as a planner leader, catalyzer – facilitator, teacher – designer, listener – observer, synthesizer – reporter.

There are several common features of action research revealed in a framework. An action



- a. Look : Gather relevant information as data and describe the situation.
- b. Think : Explore and analyze: what is happening here? and interpret and explain: how or why are things as they are?
- c. Act : Plan or report plan, implement, evaluate

Population and Sample

Population is the abstract idea of a large group of many cases from which a

Laily Nur Affini: A Syllabus Design in Learning Speaking for International Volunteers as Non-Native Speakers of Indonesian

researcher draws a sample and to which results from a sample are generalized (Neuman 1991: 224). The population in this research is the foreign volunteers of IWC.

Sample is a smaller set of cases a researcher selects from a larger pool and generalizes to the population (Neuman 1991: 219). A sampling element is the unit of analysis or case in a population. It can be a person, a group, an organization, a written document or symbolic message or even a social action (e.g., an arrest, a divorce, or a kiss) that is being measured. The sample of this study is a foreign volunteer of IWC. The volunteer comes from Japan named Yurie Takahashi is twenty years old. She conducted a social project of international voluntary service at Fatimatuzzahra Orphanage Semarang Central-Java Indonesia.


Method of data collecting

Common methods of data collection in a research are: observation, interview and questionnaire (Sugiyono, 2002). In this research, the writer arranges questions for the questionnaire used as needs analysis. Then the writer conducts the teaching – learning process. During the process, the writer takes some evidence like questionnaires, interviews, notes, a teaching journal, recordings, photographs and videos.

Method of Data Analysis

In this phase, the researcher interprets and renders understandable the problematic experiences being considered. Analysis is the process of data distilling large quantities of information to uncover significant features and elements that are embedded in the data (Stringer 1998: 95). Analysis may be envisaged as a process of reflection and interpretation, providing participants and other stakeholding audience with new ways of thinking about the issues and events investigated (stringer 1998: 95). The

researcher employs *categorizing and coding* data to interpret activities which expose the conceptual structure that explains the conduct in this research.

No	Procedures	Process Conduct in This Study
1	Reviewing the collected data	The writer identifies data (information) that is pertinent to the research issues and questions.
2	Unpacking the data	The writer uncovers data including extra information which may need to be added to make meaning clear and able to answer the research issues and questions. After that, the necessary data is used while the deselected data isolated.
3	Comparing and coding	Once the data has been unitted, the units of meaning must be sorted into related groups of categories. Ea: there are several meetings in the course. Each meeting has different information and tracking materials, therefore there is a folder containing the information in it for each meeting (meeting 1, meeting 2, meeting 3 (di))
4	Identifying themes	Research participants' perspective need to be expressed. The research participants need to identify themes – issues or experiences that they have in common. <ol style="list-style-type: none"> From the learner's perspective: she wanted to learn and be able to speak Indonesian. The main problems are: she did not have any knowledge about Indonesian and could not speak Indonesian at all (0%) before joining the course. From the researcher's (Indonesian volunteer's) perspective: the main problem is that the course did not have any syllabus for Indonesian courses. Then the researcher is inspired to design and contribute a syllabus for Indonesian speaking course by tracking the subject. From the researcher's & the learner's perspectives the theme can be incorporated becomes "Teaching and Learning speaking Indonesian".
5	Organizing a category system	The writer provides a clear picture of the process of analysis which is organized in a logical order. 
6	Developing a report framework	The writer provides a framework for reports or presentations that communicate the outcomes of this phase of the research to relevant stakeholders (Supervisor, board examiners and audience).

The major task of the procedure is to identify the significant features and elements that make up the experience and perception of the people involved in the study (stakeholders). Procedures for categorizing and coding involved:

3. Finding And Discussion

1. The Indonesian speaking syllabus.

Speaking - Indonesian
Use it or forget it

**Laily Nur Affini: A Syllabus Design in Learning Speaking for International Volunteers
as Non-Native Speakers of Indonesian**

Organization: Indonesia International Work
Camp (IIRC)

Period: February - March 2010, 12 Meetings
(18 hours)

Location : Faimatuzzahro Orphanage,
Semarang Central Java Indonesia

Address : Dukuh Juwono RT 02 RW
03, Kelurahan Mangunharjo, kecamatan
Tembalang Kota Semarang.

Instructor : Laily Nur Affini, S.Pd

Office : Jl. Jembawan Raya No.8,
2nd floor PKBI Jawa Tengah, Semarang
Central Java Indonesia 50145

E-mail : iiwcindonesia@hotmail.com

Phone : +62-24-7603503

Fax : + 62-24-7601989

How to contact the instructor:

Office hours : Drop-in or by appointment

E-mail : laily_naffi@yahoo.com

Cell Phone : +6285225369837

Course URL: www.k12lessonplans.com/lailynaffi

a. Rationale:

This course is held to provide basic communication skills for IIRC foreign volunteers in Indonesian speaking to communicate with local partners and the community (native Indonesians).

b. Course Aims and Objectives:

1) Aims

Students will learn how to communicate with Indonesian people in different situations in daily life. Students will achieve the very basic communication skills by practicing the materials learned directly in real situations during outdoor class activities.

2) Specific Learning Objectives:

By the end of this course, students will be able to:

- a) Distinguish and pronounce the letters of the alphabet and pronounce Indonesian correctly in conversations (as the likes of an Indonesian).
- b) Use and pronounce the numbers in conversations, activities and transactions that occur in real situations accurately.

- c) Pronounce the names of the days and months in every conversation correctly.
- d) Use greetings with Indonesians in a culturally appropriate manner.
- e) Practice self introduction with members of the community as is necessary.
- f) Read and tell the time and clock as intended in the conversation correctly.
- g) Recognize common question words clearly.
- h) Express one self in a conversation appropriately.
- i) Explain in a conversation clearly and do real practice in the field about asking for and giving directions.
- j) Tell directions about a destination to a bus conductor clearly when taking a bus.
- k) Distinguish and practice addressing people with their appropriate titles.
- l) Use vocabulary about cooking and ingredients when talking to children clearly.
- m) Use simple sentences in conversations correctly.
- n) Practice conversations about ordering foods and making drinks simply.
- o) Indicate and use colors accurately.
- p) Use the past, present and future correctly.
- q) Ask questions in conversations correctly.
- r) Do shopping in a mini market.
- s) Tell daily activities in conversation correctly.
- t) Tell about family members in conversation correctly.
- u) Tell about school activities in conversation simply.
- v) Have photos printed at a photo print shop.

c. Format and Procedures:

This is an Indonesian speaking course in which the topics are negotiated between the instructor and the student. Teaching techniques and principles adopted in this course are the direct method, the audio-

lingual method, Total Physical Respond (TPR) and communicative language teachings (CLT). English is frequently used as the medium instruction during the teaching-learning process. Basic information about Indonesian pronunciation is taught in the beginning of the course, then basic vocabulary and phrases are gained. Vocabulary, phrases and sentences can be provided both from the instructor and by the assignments done by the student. Questions and answers are provided and drilling methods, role play used and practice in the field are applied.

d. My Assumptions

Both the instructor and the student are expected to be cooperative and responsible in each assignment and part of the course. The student should be eager and outgoing when practicing with the community members. The instructor can give assignments to the student, which the student is assumed to carry out. The student can negotiate tasks and the contents of the meetings.

e. Course Requirements:

- 1) Class attendance and participation policy: 12 meetings
- 2) Material:
 - a) Required texts:
 - (1) Learning Indonesian
 - (2) Sehari – hari dengan Bahasa Indonesia
 - (3) Common question words
 - (4) Time and clocks
 - (5) Indonesian language learning games
 - (6) <http://www.digitaldialects.com/Indonesian/Colour.htm>
 - b) The textbook (*Learning Indonesian*) can be copied or downloaded from www.learningindonesian.com. The

textbook should be brought to class every meeting.

- c) Other material: a laptop.

f. Grading:

Grade	Percentage Score	Description
A	94 – 100%	Exemplary
A-	90 – 93 %	Excellent
B+	87 – 89%	Very good
B	84 – 86%	Good
B-	84 – 86 %	Satisfactory
C+	80 – 83%	Satisfactory
C	73 – 76%	Acceptable
C-	70 – 72 %	Marginally acceptable
D+	67 – 69%	Marginally acceptable
D	63 – 66%	Pass
D-	60 – 62%	Minimal Pass
F	Below 60%	Fail

Areas of scoring:

Your final grade will be based upon the following categories of assessment:

- 1) Assignments = 15%
 - 2) Role play = 20%
 - 3) Mid Test = 25%
 - 4) Final Test = 40%
- (Total = 100%)**

g. Academic Integrity

The student is encouraged to discuss information and concepts covered in the class with the instructor and assignments should be carry out as expected to improve the learner’s skills.

h. Accommodations for students with disabilities

In compliance as a volunteer instructor and with equal access laws, I am available to discuss appropriate course accommodations and conditions that may be required for a volunteer(s) with disabilities. The volunteer(s) are

**Laily Nur Affini: A Syllabus Design in Learning
as Non-Native Speakers of Indonesian**

encouraged to register with the organization and the course organizer to verify their eligibility for appropriate accommodations.

No	Topics	Content to be discussed
1	Thursday February 4 1. The alphabet and the pronunciation of Indonesian 2. Numbers 3. Days and months 4. Greeting and leave greetings 5. Greeting and leave greetings	1. http://www.learningindonesian.com/language-resources/indonesian-pronunciation/ 2. http://www.sosaku.or.id/ia/archives/103_ban-dosa/numbers.htm 3. Units 13 and 20 4. Units 1 and 2 5. Unit 11
2	Saturday February 6 1. Mention time and read the clock 2. Common question words 3. Express yourself 4. Give directions 5. How to talk to a bus conductor	1. http://www.sosaku.or.id/ia/archives/105_ban-dosa/time&clock.htm 2. www.sosaku.or.id/ia/archives/106_ban-dosa/question-words.htm 3. Unit 3 4. Unit 29 5. Unit 29
3	Monday February 9 Creative activities (take a public transportation (bus) trip from the orphanage to the FWC office, then go back)	
4	Thursday February 12 1. Address people by their appropriate titles and professions 2. Use vocabulary about cooking and ingredients 3. Construct simple sentences 4. Talk about drinks	1. Units 9 and 10 2. Created based on the site: SOSAKU: learn, discover, explore, Indonesia page: 23 3. Unit 19
5	Tuesday February 16 1. Mention colors 2. Use the past, present and future	1. http://www.digitaldokter.com/indonesian-colors.htm 2. Unit 26
6	Thursday February 19 1. Ask questions 2. Shopping at Indonesian	1. Unit 33 2. Role play and practice in the field
7	Saturday February 20 Mid Evaluation: Alphabet, days, months, greetings, the time, greetings with titles and professions, greeting and leave greetings , constructing simple sentences about daily activities in the morning, afternoon and evening, telling the time, giving simple directions (how to go to FWC office and go back on the orphanage by bus), and shopping	(All books, units and URLs as mentioned above)
8	Wednesday February 24 1. Talking about family members 2. Talking about activities at school	1. Find vocabulary related to family members and school activities. 2. Create conversations based on the topic.
9	Thursday February 25 Open conversations	1. Have open conversations in the field
10	Tuesday March 2 2. Reporting on the assignment about the conversations 3. How to print photos at a photo shop	
11	Thursday March 4 Printing photos at a photo shop	practice in the field
12	Monday March 6 Final Evaluation	

a) Needs Analysis

She understood 0% Indonesian. She had the most important expectation in the short term that is to be able to speak Indonesian with Indonesians.

b) Mid Evaluation

(1) Understanding of her work in this course

- (a) She understood Indonesian words in a limited capacity.
- (b) She understood Indonesian sentences in a limited capacity.

(3) Added skills from this course

- (a) She understood mid-course review sufficiently.
- (b) She had ability to solve problems to communicate with children and natives in a very limited capacity.
- (c) She could pronounce Indonesian words sufficiently.
- (d) She could pronounce Indonesian sentences in a limited capacity.

(1) Results gained from this course

- (a) She could understand the materials taught very much.
- (b) She can read Indonesian words.
- (c) She could understand children speaking in

- i. **Tentative Course Schedule [based on the agreement between the instructor and the student, with meetings two or three times a week for 90 minutes: (May be adapted to accommodate the student)]**
- 2. The evaluation from the instructor's teaching and attitudes from the learner's perspective and the learner's learning progresses after joining the course.**

1) The instructor's evaluation

The instructor's teaching and attitude brought impacts in learning to the learner. The Lecture explanations, the talk with the instructor, vocabulary created by the instructor, the quality of contact with the instructor, the quality of tasks given by the instructor and working with the instructor gave very much help in learning. The way this course was taught over all also gave much help to the learner.

2) The learner's evaluation

The evaluation is taken from questionnaires as the needs analysis, mid and final evaluation from the course. The evaluation result is elaborated as follows:

Laily Nur Affini: A Syllabus Design in Learning Speaking for International Volunteers as Non-Native Speakers of Indonesian

Indonesian in a very limited capacity.

- (d) She could understand people speak in Indonesian a very limited capacity.
- (e) She could understand the relevance of this field to the areal communication both to children and natives in limited capacity.
- (f) She gained ability to listen and understand people talk in Indonesian in a very limited capacity.
- (g) She gained ability to speak Indonesian in a very limited capacity.
- (h) She gained ability to write Indonesian in limited capacity.
- (i) She gained confidence in her ability to talk with children and natives in a very limited capacity.
- (j) She gained a comfortable feeling to communicate in limited capacity.
- (k) She had enthusiasm for the subject very much.

c) Final Progress Review Course and things achieved that are important to the learner.

- a) She can go by bus.
- b) She can do shopping
- c) She can go outside to do eating.
- d) She can talk to children very simple.

d) Grading

Grades will be calculated as follows:

- a) Assignments = 15%
- 65 = (10)

b) Role play = 20%
- 70 = (14)

c) Mid Test = 25%
- 68 = (17)

d) Final Test = 40%
- 78 = (31)

Total = 100% = (72) = C- (Marginally acceptable)

1. What is the teaching compilation material?

This material below "Have Photo Printed at a Photo Shop" is an example which is picked out from one of the teaching materials compiled and taught during the course.

Printing Photos at a Photo Shop

This is a dialogue between a shop assistant and a person who wants to print photos at a photo shop. Lely is the shop assistant and Yurie wants to print photos.

Vocabulary

Picture/ photo = gambar Shop
assistant = pembantu toko
Choose = pilih

Dialogue

Yurie : Selamat malam, saya mau cetak photo.
Lely : Bisa saya lihat kameranya?
Yurie : Ini (while handing over the digital camera to B).
Lely : Berapa gambar? (while showing the pictures)
Yurie : 8 gambar
Lely : Sudah ini saja?
Yurie : Ya
Lely : Ada lagi?
Yurie : Tidak ada
Lely : Sebentar ya mbak..
Yurie : Ya. Mbak, berapa lama saya tunggu?
Lely : 15 menit
Yurie : Berapa Harga satu lembar?

**Laily Nur Affini: A Syllabus Design in Learning Speaking for International Volunteers
as Non-Native Speakers of Indonesian**

Lely : Rp. 1.300,-
(After 15 minutes)
Lely : Mbak Ini photonya,
semuanya Rp. 10.400,-
Yurie : Ini uangnya, terimakasih
(while paying)
Lely : Sama-sama.

4. Conclusion

This part discusses the findings of this research as related to the literatures. The first section conveys about the type of syllabus employed. The second explains about the evaluation from the instructor and the learner's progresses. The third is about the compilation teaching materials and the last section speaks of a suggestion.

Based on the research undertaken, it can be concluded that the syllabus design adopted one of the syllabus types suggested by Davis (1976) and the type of the syllabus is type B. A *learning-centered approach* adopted in the syllabus design as the basic and major consideration theories. The syllabus prioritizes learners' need in learning a second or foreign language.

From the evaluation of this study, the instructor gave very much help to the learner in learning, and the way this course was taught over all was much help. The learner gained progresses during and after the course. From zero percent knowledge of Indonesian had by the learner, then the progresses gained and shown from the mid and final progress evaluation during the course. The important things progresses gained from the learner's are: she can go outside by bus, she can do shopping, she can go outside to do eating, and she can talk to children in very simple conversations.

There are five levels of language ability Based on a rating scale for general spoken

English (Underhill 1987: 98). Based on the learner's progresses, it can be measured and percentage from the learner's criteria of success from a general spoken ability rating scales. The learner belongs to level one which is described: the learner has a very basic understanding and knowledge of Indonesian, no more than a few key words and expressions. She is able to formulate greetings and has a very limited vocabulary. The learner knows a little bit of a very basic grammar in constructing very simple sentences correctly. She is able to run very limited personal conversations. The progresses imply from 0% knowledge had, and then it raised became 7.5% after joining course.

It is expected that the compiled materials taught from the syllabus can be used as a handout of the course which can support the following teaching-learning process.

This research has an implication from the existence of the Indonesian speaking syllabus. The syllabus can provide a grip in teaching, especially for the following IWC Indonesian instructors who will teach at the orphanage of Fatimatuzzahro. Then it is suggested to the instructor to look at the syllabus in advance before starting teaching. It is aimed because by looking at the syllabus, it will become a useful starting point which can help the instructor in surveying the existing situation.

There are findings in this research that the researcher cannot investigate further due to the scope of the study. The findings are about the learner's listening skill and the pronunciation in Indonesian. One of the problems is that the learner had a mistake in catching alveolar sounds of "t" and "d". It was proven when the instructor dictated the learner to write down "putih", and then it was written "pudih". From the issues

**Laily Nur Affini: A Syllabus Design in Learning Speaking for International Volunteers
as Non-Native Speakers of Indonesian**

mentioned above, it is suggested to other researchers to investigate further and then can be contributed as well to knowledge of applied linguistics.

References

Brown. H. D. (2000). *PRINCIPLES of LANGUAGE LEARNING AND TEACHING FOURTH EDITION*. Pearson Education, White Plains, NY.

Byrnes. C., Nyimas. E. (2003). *Teach*

Davis. B. G. (2009). *Tools For Teaching SECOND EDITION*. Jossey-Bass, San Fransisco.

Donald, L., James, D., (2006). *EVALUATING TRAINING PROGRAM THIRD EDITION*. Berrett-Koehler Publishers, Inc.

Dubin. F., Olshtain. E. (1986). *Course Design Developing programs and materials and language learning*. Cambridge: Cambridge University Press.

Freeman, D. (200). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Harmer, J. (2007). *The Practice of English Language Teaching FOURTH EDITION*. Senton Associate, Safron Walden, Essex, UK.

Isaac. S., Michael. W. B. (1982). *HAND BOOK IN RESEARCH AND EVALUATION*. San Diego, California.

Marzuki. (2002). *METODOLOGI RISET*. Fakultas Ekonomi Unversitas Islam Indonesia Yogyakarta.

Neuman, W. L. (1991). *Social Research Methods*. Pearson Education. Inc.

Nunan, D. (1988). *Syllabus Design*. Oxford University Press.

O'Brien, J. G., Millis. B. J., Cohen, M. W., (2008). *THE COURSE SYLLABUS A LEARNING-CENTERED APPROACH SECOND EDITION*. San Fransisco.

Oxford, R. (1990). *Language Learning Strategies What Every Teacher Should Know*. New York: Newbury House.

Peer, K., Martin, M. *The Learner-Centered Syllabus: From Theory to Practice in Allied Health Education*. The Internet Journal of Allied Health Sciences and Practice. April 2005. Volume 3 Number 2.

Richard. J. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

Rubin. J., Wenden. A. (1987). *Learner Strategies in Language Learning*. Prentice Hall International (UK) Ltd.

Stringer, E. T. (2007). *ACTION RESEARCH THIRD EDITION*. Sage Publication, Inc. United State of America.

White, Ronald V. (1988). *THE ELT CURRICULUM Design, Innovation and Management*. Cambridge, Massachusetts, USA.

www.ameprc.mq.edu.au/research_projects/2003-2005/learner-centred_syllabus_design_and_communicative_language_teaching

**Laily Nur Affini: A Syllabus Design in Learning Speaking for International Volunteers
as Non-Native Speakers of Indonesian**

www.en.wikipedia.org/wiki/Indonesian_language#Pronunciation_and_grammar

www.nvda-asiapacific.org

www.unesco.org/ccivs