

Covid-19 Based-Syllabus Design in Teaching Speaking 1 For First Semester Students At Tadulako University

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ABSTRACT. This study aims to: (1) To arrange the syllabus content within the syllabus which are appropriate for dealing with Speaking during pandemic covid-19; (2) To find out the appropriate syllabus for teaching speaking during a pandemic to create an effective process in teaching.

A mixed-method study was employed on 20 students of the first semester at Tadulako University to test the hypothesis. Data were collected through questionnaires and interviews. A questionnaire was analyzed using frequency, and an interview was analyzed using interpretation and description.

The result showed that (1) syllabus content created by students' preferences topic and arranged by the need of students; (2) syllabus designed by combining three types of the syllabus are topical or content-based syllabus, an integrated syllabus, and competency-based syllabus. The three types of the syllabus are appropriate in designing a covid-19 based syllabus in teaching speaking 1.

Keywords: *Syllabus content, syllabus designed*

I. INTRODUCTION

Based on history, a pandemic has always happened more or less once in a decade. In Indonesia, there has been prevalent danger of what is commonly known as SARS, Swine Flu, Ebola, and Coronavirus. According to some experts, coronavirus will become an everlasting pandemic global which may be impacting language teaching and learning of English as a foreign language in Indonesia. It is important for us giving big attention to this situation, especially in the education field. Experiences need to be taken into account, where the teaching and learning process was not effective and productive due to external factors, such as pandemics and teachers' anxiety (Ritongan, et al., 2020).

As we know, students in Indonesia are learning English as a Foreign Language. Thornbury (2002, 1) stated that speaking is an activity that has become a habit that is done every day. Almost everyone produces a lot of words every day, or even more. Speaking is a natural ability that learners at Tadulako University are willing to struggle to achieve (Mawardin, et al., 2021). During a pandemic, the teaching and learning process in this institution is negatively impacted because they will lose the time to practice. Speaking for academic professionalism and success is important for learners at Tadulako University regardless of their disciplines. This is because most job employment opportunity requires speaking proficiency as the main requirements. Tadulako University then the ability to speak has been the major concern of lecturers.

Nowadays in the covid-19 pandemic, we continuing education by Virtual Learning. Generally, For Indonesian students, virtual learning is something new where they have to adjust and get used to learning online. All of the institutions including students upset with the new system of learning from home, and it is become our duty as a teacher to plan lessons and design academically aligned language development through syllabus design to best serve linguistically diverse students via distance, virtual, or hybrid learning models.

As Makarova (1997) states, in a curriculum based on learner-centered approaches, a greater role is defined for the learners in the process of learning and teaching; which will cause students' greater interest and motivation toward language learning. Nunan (1988, 177) believes that "no curriculum can claim to be truly learner-centered unless the learner's subjective needs and perceptions relating to the processes of learning are taken into account". Needs analysis plays a vital role in developing and designing a curriculum or syllabus for a language course. Conducting a syllabus necessitates a need analysis at the beginning since as Nunan and Lamb (1996, 27) state, needs analysis "provides a basis for setting goals and objectives".

Technology serves to facilitate teachers' teaching activities but teachers still have a significant function in giving positive values and inspire students. Technology exists to complete and assist teachers but cannot replace the teacher's role (Aswad, et al., 2019). The current conditions of learning from home require smart and

creative ideas from teachers to design learning during a pandemic. The use of an existing syllabus that usually uses in the classroom is not suitable for use in virtual learning.

The researcher is aware of the importance of designing the syllabus for teaching speaking as an attempt to challenge the distraction for learning resulting from Pandemic Covid-19. Finally, the syllabus design will be based on the student's needs to fix the needs of the students in this institution. Accordingly, the researcher tries to design covid-19 based syllabus design in teaching speaking 1 for first semester students at Tadulako University.

II. PREVIOUS STUDIES

There have been an overwhelming of research that has been documented in the study of syllabus design and their impact in improving various skills, such as speaking, reading, writing and other receptive skills, and needs analysis has become a part of language teaching and systematic curriculum development since the mid-1970s.

Research on need analysis has been conducted in the non-English background by Moivaziri (2014) entitled, *Students' Voice: A Needs Analysis of University General English Course in Iran*. The participants consisted of 171 (103 males, 68 females) undergraduate students with a mean age of 21.55 who were studying at Islamic Azad University of Sirjan. All undergraduate freshmen have to pass the general English as a compulsory course. The research found that the students considered vocabulary as the most important component of the language which needed the most practice, whereas they found grammar as the component that they most resented and had the least expertise in. In addition, they perceived reading as the most important skill, while they considered listening and speaking as their most problematic skills (Riski, et al., 2018). The students also showed positive attitudes and high motivation toward learning English. It is hoped that findings from this study can assist Iranian teachers and curriculum and syllabus designers to consider the importance of the students' real needs and try to develop and design materials

Another important study entitled "Technology-Enhanced EFL Syllabus Design and Materials Development" has been done by Long V Nguyen. The goal of his research is (1) to investigate some possibilities and opportunities provided by the Internet, focusing on the World Wide Web (WWW) as credible ways to access up-to-date and authentic language resources and materials for language teachers and learners of a foreign language. (2) To understand some challenges caused by the application of the new technology into language education for Vietnamese syllabus designers are addressed.

The first researcher used need analysis to know what English skills which need by the students in teaching general English. While the second researcher did an observation to Vietnamese syllabus designers about how the use of internet technology might influence TESOL syllabus design and materials development.

III. LITERATURE REVIEW

1. Curriculum and Syllabus

Curriculum and syllabus are two major documents necessarily prepared in a course design task, but both of them are different. Where a curriculum describes the broadest contexts in which planning for language instruction takes place, a syllabus is a more circumscribed document, usually one which has been prepared for a particular group of learners (Dubin and Olshtain, 1986). In other words, a syllabus is more specific and more concrete than a curriculum, and a curriculum may contain several syllabi. A curriculum may specify only the goals, what the learners will be able to do at the end of the instruction, while the syllabus specifies the content of the lessons used to lead the learners to achieve the goals (Krahnke, 1987). The syllabus is a part of the curriculum. It is a documented planning of the teaching-learning process that encompasses the learning goal, learning materials, learning activities, teaching strategies, and assessment.

2. The Model of Syllabus Design in Language Curriculum Development

There are some models designs of syllabus in language curriculum development which has been proposed by several experts before. The theories proposed by Brown (1995) and Richards (2001) are as follows:

a) Brown's Curriculum Development Model

In 1995, Brown proposed a series of curriculum activities as a systematic approach to program development. This model was adapted into the syllabus design model and used for designing language syllabus by many syllabus designers. Brown's model consists of six interrelated curriculum components. They are needs analysis, specification of goals and objectives, language teaching, and evaluation.

b) Richard's Curriculum Development Model

Another language curriculum development theory was proposed by Richard in 2001. He proposed a model of curriculum development which could also be adapted into syllabus design procedures in language program development. Richard's model is focused on need analysis, situational analysis, planning learning outcomes (aims and objectives), course organization, selecting and preparing teaching materials, providing for

effective teaching and evaluation (Richard, 2001:41). He further claims that these curriculum elements must be viewed as forming a network of the interacting system.

3. Need analysis in Syllabus Design

Need Analysis is a way to gather some information related to the learners' needs. It appeared firstly in the 1920s. However, at the time it only referred to determining the needs of the general language learners, who studied English that was formulated not for the sake of learning and knowing English. Since the term was not used to represent what the students need to learn in English language learning at the time, that it was considered irrelevant and did not linger. The return of needs analysis in the language teaching context is closely related to the emergence of the ESP movement in the 1970s. According to Hutchinson and Waters (1987), the 1970s as for most linguists is considered as the revolution phase in linguistics. As the demand was growing for English courses from the demand of language usage (traditional) to demand of language use (communicative), influential new ideas began to emerge in the study of language.

4. The Concept of Need Analysis in Language Program Development

Brown (1995) proposes three basic steps to follow as the systematic procedure of needs analysis. They are making a basic decision about needs analysis, gathering information, and using the information.

a) Making a basic decision about needs analysis

Based on Yassi&Kaharuddin (2018: 38) there are some fundamental decisions that a curriculum/syllabus designer needs to think about before any needs analysis can take place that is to decide: who will involve in the needs analysis, what types of information must collect, and which point of view should be presented.

b) Gathering Information

According to Rossett (1982), five questions categories can be addressed for a need analysis to identify problems, priorities, abilities, attitudes, as well solutions. After considering the types of questions that will be used in a needs analysis, a needs analyst must determine the most appropriate instruments to gather needs analysis information. Brown (1995) proposes six categories of instrumentation namely: existing information, tests, observations, interviews, meetings, as well as questionnaires.

c) Using the Information

According to Yassi&Kaharuddin (2018: 43), a need analysis process can generate much valuable information to be utilized within curriculum or syllabus to first of all state goals and objectives, which in turn can also be used as the basis for developing tests, materials, teaching activities and evaluation strategies. And it also can help the syllabus designer in gathering information for future syllabus design of a language program.

5. Syllabus Design Framework

Richard (2001: 154) defined syllabus frameworks to be versions of communicative syllabus such as: Functional Syllabus, Situational Syllabus, Topical or content-based syllabus, Competency-based syllabus, Skills syllabus, Task-based syllabus, Text-based syllabus, and an integrated syllabus.

6. Communicative Competence as an alternative approach to syllabus design in ELT

Communicative competence refers to a learner's ability to use language to communicate successfully. More than that Speaking is one of the basic skills to build communication (Weda, et al., 2021). It refers to a process of producing verbal words to transfer meaning to the listener. Where it is telling the feeling expressed through a sequence of sound (pronunciation), vocabularies, phrases, and sentences (grammar) that contain meaning (pragmatics and semantics) according to the functional and social conventions in a certain language (Yassi&Kaharuddin, 2018:55).

7. Implications of Implementing the Communicative Competence-Based Syllabus Procedures

According to Richard's curriculum development stages, again Yassi&Kaharuddin(2018) have been adapted and simplified into three main stages of designing a course syllabus namely: Preliminary phase, development stage, and review phases.

IV. METHODOLOGY

A. Research Design

This study used a mix-method design that combines both qualitative and quantitative methods. The qualitative method gathered data through an interview, then quantitative employed a questionnaire. Interview processes characterized the qualitative research while questionnaires would be the characteristics of qualitative research.

B. Population and Sample

The population of this study was first semester students of the English Education Study Program of Teacher Training and Education Faculty, Tadulako University Academic Year 2020/2021. 20 students were consisting of males and females who play a significant contribution to this research.

C. Data Collection

The Data were collected by giving the questionnaires and interview.

D. Data Analysis

The data from the questionnaires were analyzed by using frequency (how often something occurs) and average (mean score) which include three categories i.e. the proficiency, the importance, and the frequency level. The proficiency score, the importance score, and the frequency score of linguistic needs and learning needs will derive from giving scores ranging between 1 and 4 to all categories (Yassi& Kaharuddin:2018).

V. FINDING AND DISCUSSION

The researcher got some information that is useful in designing a covid-19 based syllabus. Around 90% of students thought that speaking is very important in learning English where job (future career) became the highest score with total average 3.95 as the purpose of learning speaking. From the student's proficiency level in speaking components, the researcher knew that student's fair in all speaking components. Therefore all speaking components must be given in teaching speaking by regarding student's preferences.

In learning needs, the researcher found that many students have problems in worry about saying something in English with the highest score of about 3.10 likewise have network difficulty became the common problem in learning speaking during a pandemic. Besides that in learning attitude, students have chosen their learning preferences. In fluency, students like to do presentations and group discussions, while listening and repeating achieves 3.80, and communicating the vocabulary achieves 3.75 as student's vocabulary learning preferences. In learning pronunciation learning from the movie with an average score is 3.60 and imitating a teacher with a score of 3.55 are two ways in learning pronunciation. In learning style, students like to give brainstorming by the teacher to attract their attention also they like if teacher shows them visual or audiovisual in teaching-learning process, it is proved by the score that reaches among 3.55. Meanwhile, the researcher also put attention to students' grammar because they fair in grammar by giving some suggested grammar items which are then shared in each session on the topic that has been chosen by students.

Selecting Syllabus Content

In selecting syllabus content, the researcher used information from the student's perception on the most preferred topics to learn. The following twelve initial topics that would be included in a speaking one for the students at the English department

- 1) Asking and Giving Information (3.75 = Very important)
- 2) Past, Present and Future times (3.65 = Very important)
- 3) Stating Agreement and disagreement (3.60 = Very important)
- 4) Asking and Giving Suggestion (3.60 = Very important)
- 5) Introducing oneself (3.55 = Very important)
- 6) Offering Things/Help (3.55 = Very important)
- 7) The clock (3.50 = Very important)
- 8) Building and Places (3.45 = Important)
- 9) Telling the time (3.35 = Important)
- 10) Inviting Someone (3.35 = Important)
- 11) Part of the Body (3.20 = Important)
- 12) Days of the week (1.80 = Less important)

From the initial topics above, there are two topics with the same content. Consider to Richard (2001:50) based on the criteria of sequencing of content in the course, the researcher determine to skip one topic that is "the clock". It is because there is a "Telling the time" topic that will discuss the same thing and involve time there. Besides that, the researcher has to arrange the topic based on what students need first. Accordingly, the following topic is as follows:

- 1) Introducing oneself
- 2) Part of the Body
- 3) Days of the week
- 4) Telling the time
- 5) Asking and Giving Information
- 6) Asking and Giving Suggestion
- 7) Offering Things/Help
- 8) Stating Agreement and disagreement
- 9) Inviting Someone
- 10) Building and Places
- 11) Past, Present and Future times

The next step before designing the syllabus is creating a logical sequence of the topics linked with grammar items.

1. Introducing oneself

2. Part of the body
 - Count non-count
 - Singular and Plural
3. Days of the week
 - Articles
 - Definite articles
 - Indefinite articles
4. Telling the time
 - Prepositions
 - Prepositions of time
 - Prepositions of place
5. Asking and Giving Information
 - Action verb (simple present 1)
 - Affirmative (+)
 - Negative (-)
 - Interrogative (?)
6. Asking and Giving Suggestion
 - Pronoun
 - Subjective and objective pronoun
 - Possessive and Reflective pronoun
7. Offering Things/Help
 - Comparative degree
 - Superlative degree
8. Stating Agreement and disagreement
 - Adjectives
 - Compounding adjectives and nouns
9. Inviting Someone
 - Interjections
10. Building and Places
 - Possessive noun
 - Regular possessive noun
 - Irregular possessive noun
11. Past, Present and Future times
 - Adverbs
 - Frequency adverb

Planning course structure (Designing Syllabus)

In designing covid-19 based syllabus, the researcher used a combination of three types of the syllabus, they are topical or content-based syllabus because the design of the syllabus is based on the student's Perceptions on the most preferred topics to learn, an integrated syllabus refers to the syllabus organized around grammatical items and competency-based syllabus refers to the type of syllabus which is organized based on the specification of the competencies that students are expected to master concerning specific situation and activities.

Based on stated by students in the interview the teaching-learning process will do by online through Zoom meeting or Google meet.

Covid-19 Based Syllabus Design

No	Expected Ability	Topics	Activities	Learning model	Grammar Focus	Learning Experience
1	After joining this subject, the students are expected to be able to : 1. Perform a conversation on introduction 2. ask other students on introduction	Introducing oneself	<ul style="list-style-type: none"> • Vocabulary: learning vocabulary about greetings and farewells • Pronunciation: watching videos 	<ul style="list-style-type: none"> • Presentation • Team based project 	Be verb (Simple present 1)	<ul style="list-style-type: none"> • Video project of giving personal information
2	After joining this subject, the students are expected to	Part of the	<ul style="list-style-type: none"> • Vocabulary: learning 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Count non-count 	<ul style="list-style-type: none"> • Working on

3	be able to : 1. state part of the body 2. tell the function of part of the body	body	vocabulary about part of body • Pronunciation: watching videos		• Singular and Plural	individual
4	After joining this subject, the students are expected to 1. state days of the week 2. tell their activity on the week	Days of the week	• Vocabulary: learning vocabulary days • Pronunciation: watching videos	• Personal based project	• Article Definite Article Indefinite article	• Video project of daily activity
5	After joining this subject, the students are expected to be able to : 1. know the elements of a clock 2. asking and telling time	Telling time	• Vocabulary: learning vocabulary about elements of clock • Pronunciation: watching videos	• Group Discussion	• Preposition Preposition of time Preposition of place	• Working on pair
6-7	After joining this subject, the students are expected to be able to : 1. perform a conversation on Asking and Giving Information 2. ask other students on Asking and Giving Information	Asking and Giving Information	• Vocabulary: learning vocabulary about asking and giving information • Pronunciation: watching videos	• Role play • Group discussion	• Action verb (simple present 1) Affirmative (+) Negative (-) Interrogative (?)	• Role play as an interviewee and interviewer • Working in pair
8	Mid-Semester Evaluation					
9	After joining this subject, the students are expected to be able to : 1. Use some expressions on asking and giving suggestion 2. ask other students on Asking and Giving suggestion	Asking and giving suggestion	• Vocabulary: learning vocabulary about asking and giving suggestion • Pronunciation: watching videos	• Role play • Discovery learning • Group discussion	• Pronoun Subjective and Objective pronoun Possessive and reflective pronoun	• Role play as an interviewee and interviewer • Working in pair
10	After joining this subject, the students are expected to be able to : 1. Use some expressions on offering things/help 2. ask other students on offering things/help	Offering Things/Help	• Vocabulary: learning vocabulary of some expressions on offering things/help • Pronunciation: watching videos	• Group Discussion	• Comparative degree • Superlative degree	• Working in pair
11	After joining this subject, the students are expected to be able to : 1. Use some expressions on stating agreement and disagreement 2. ask other students on stating agreement and disagreement	Stating agreement and disagreement	• Vocabulary: learning vocabulary about expressions on stating agreement and disagreement • Pronunciation: watching videos	• Group Discussion • Discovery learning • Team based Project	• Adjectives Compoundin g adjective and noun	• Working in pair • Video project of stating agreement and disagreement of trending topic
12	1. perform a conversation on Invitation 2. ask other students on Invitation	Inviting Someone	• Vocabulary: learning vocabulary about invitation • Pronunciation: watching videos	• Group discussion • Role play	• interjections	• working in pair

1 3	After joining this subject, the students are expected to be able to : 1. Perform a conversation on Describing People/Places 2. ask other students on Describing People/Places	Buildi ng and places	<ul style="list-style-type: none"> • Vocabulary: learning vocabulary about building and place • Pronunciation: watching videos 	<ul style="list-style-type: none"> • Presentati on • Group discussion • Role play 	<ul style="list-style-type: none"> • Possessive noun Regular possessive noun Irregular possessive noun 	<ul style="list-style-type: none"> • Individual presentati on • Working in pair
1 4 - 1 5	After joining this subject, the students are expected to be able to : 1. tell their experience, daily activity and their dream 2. ask other students about their experience, daily activity and their dream	Past, Present and future time	Vocabulary: learning vocabulary about the experience, daily activity, and dream Pronunciation: watching videos	<ul style="list-style-type: none"> • Discovery learning • Presentati on • Group discussion 	<ul style="list-style-type: none"> • Adverb Adverb of time frequency of adverb 	<ul style="list-style-type: none"> • Individual presentati on • Working in pair
1 6	Final Test					

legends: 1) no= meeting, 2) time allocation= 3x50 minutes, 3) class= Zoom meeting/Google meet

VI. CONCLUSION

Based on the data that collected by questionnaire and interview, in linguistic needs researcher have known that students fair in all components of speaking, they are fluency, vocabulary, grammar, and pronunciation. Accordingly, all the components of speaking became a learning priority.

In learning needs, the researcher found that students have some problems in learning speaking. The highest average score among 3.55 is worried about saying something in English and difficult in the network. This is becoming a common problem in learning English, especially during pandemics where the teaching-learning process did by using the network. It has an impact on the student's learning attitude where give brainstorming and use visual and audiovisuals are the very important learning style that they want.

Based on the interview session, they said that they are afraid to speak because they still lack vocabulary and online learning has made them not free to ask questions directly to the teacher, therefore brainstorming is needed to stimulate students to want to talk which can indirectly make them express their ideas and they feel cared for in the teaching-learning process.

As the result, there is 11 syllabus content arranged by the researcher based on students' needs linked with grammar items in each session which in total there are 16 meetings, 2 of which are Mid-Semester evaluation and Final test. For future research, the finding of this study was expected to be used as a starting point to develop similar research in the same field by considering the following: (1) gathering information on student's linguistic and learning needs, (2) give some interesting topics to become syllabus content, and (3) design the syllabus based on student's needs

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