Abstract: The lecturers of Intensive English Course of Languages Development Centre of State Institute of Islamic Studies (IAIN) Antasari only follow a guideline available in the textbook, which is in the area of general English. This guideline is not sufficient to meet the needs of the students in terms of Islamic contents and pedagogical efficiency. Therefore, this study aims to develop a syllabus that is appropriate for teaching speaking skill to the students at IAIN Antasari Banjarmasin, South Kalimantan. The Research and Development (R&D) procedure is employed in this study. The model used for designing and developing the syllabus is a combination of Yalden’s Language Program Development model (1987) and Borg and Gall’s R & D cycles (1983). It covers nine stages of development: (1) needs analysis, (2) planning, (3) proto-syllabus, (4) expert validation of the proto-syllabus, (5) pedagogical syllabus, (6) field testing, (7) final product revision, (8) evaluation, and (9) final product. The final product is a proposed Speaking for Islamic Studies syllabus for teaching speaking skill, in the Intensive English course stage B at IAIN Antasari. This proposed communicative syllabus consists of topics and subtopics, general instructional objectives, specific instructional objectives, time allotment, evaluation system, and language functions.

Key words: developing syllabus, speaking, Islamic studies

Introduction  
Institut Agama Islam Negeri (IAIN) or State Institute of Islamic Studies Antasari Banjarmasin is one of the institutions of higher education under the Ministry of Religious Affairs; thus, this institution concentrates more on Islamic studies. Since 1998, the teaching of English for the first-year students has been coordinated through Languages Development Centre (Pusat Pengembangan Bahasa: PPB), which is formerly named Language Service Unit, of this institution. English is taught three times a week; Monday to Wednesday in odd semester and Thursday to Saturday in even semester. The participants of this course, which is called Intensive English, are all first-year students of IAIN Antasari. The number of meetings in the whole year is 84 meetings in total, which is divided into part A and part B. There are 42 meetings in part A while 42 more meetings are presented in part B. Next, there are two sessions of middle and final test in each part. The class starts at 06:50 a.m. and the time allotment is 2 x 50 minutes for each meeting. The Communicative Language Teaching is normally used and the teaching of language components such as grammar, vocabulary, pronunciation and spelling is already integrated in the teaching of English skills.

The result of a preliminary survey done by the researcher in this institution shows that there is no English syllabus used to teach speaking. The present syllabus is only for general English; it contains the basic skills of English in listening, speaking, reading, and writing generally. The lecturers only follow the unit of the given textbook in teaching speaking. Since the syllabus consists of the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for students (Robertson, 1971:564, in Yalden, 1983:18), the present syllabus of general English is not adequate for teaching speaking specifically. In addition, the units of the provided textbook may be precisely appropriate for teaching general English, but not for Islamic studies’ students that need Islamic topics in practicing speaking skill. Therefore, the need to develop a syllabus for these particular students is inevitable.

The developed syllabus as the final product of this research is in the form of a Speaking for Islamic Studies syllabus. It is designed based on a careful needs analysis which is conducted to get the students needs (they are necessities, lacks as well as wants) and their learning needs (Hutchinson & Waters, 1987:55) in speaking skills. Thus, this syllabus is hopefully able to meet the needs of IAIN Antasari’s students and improve the quality of teaching speaking at IAIN Antasari Banjarmasin as well.

Specification of the Product  
The final product of this research is in the form of a Speaking for Islamic Studies syllabus. This product mainly consists of course outline, objectives (the general instructional objectives and specific instructional objectives), topics and subtopics selection (materials), methodology (approach, method, and technique; in the form of lesson plans), and evaluation system.
Furthermore, the course outline consists of course identity, course description, course objectives in
general, teaching and learning activities, assessment system, and meeting schedule.

**Theoretical Review**

**Curriculum and Syllabus**

Traditionally, the field of curriculum development has been divided into syllabus design, methodology,
and evaluation (Tyler, 1949, in Nunan, 1999:72). Thus, syllabus design has to do with selecting and sequencing
context, methodology with selecting and sequencing appropriate learning experiences, and evaluation with
appraising learners and determining the effectiveness of the curriculum as a whole. Curriculum is different with
syllabus since the latter one is a part of the curriculum itself. Then, curriculum development is a more
comprehensive process than syllabus design. Richards (2001:2) states that a syllabus for a speaking course might
specify the kinds of oral skills that will be taught and practiced during the course, the functions, topics or other
aspects of conversation that will be taught, and the order in which they will appear in the course.

**Common Characteristics of a Syllabus**

In the previous description, it has been stated that a syllabus must be seen as making explicit what will
be taught, not what will be learned. To make the characteristics of a syllabus clearer, it is better to notice what Ur
(1996: 177) said that a syllabus must:

1. consists of a comprehensive list
2. be ordered (easier, more essential items first).
3. have explicit objectives (usually expressed in the introduction).
4. be a public document.
5. indicate a time schedule.
6. indicate a preferred methodology or approach.
7. recommend materials.

**Method Of Development**

**Model of Development**

Since the design of this research is Research and Development (R & D), it consists of a cycle in which a
version of a product is developed, field-tested, and revised on the basis of field-test data. Borg and Gall
(1983:773) also mention that “increasingly, curriculum developers use elements of educational R & D
methodology in their work”. As more of these elements are used, curriculum development approximates
educational R&D.

The model of development in this research and development follows the model of syllabus development
proposed by Yalden (1987), which is selected based on several reasons. First, it reflects well-constructed series
of stages initiated from the needs analysis which shows the students’ characteristics in providing the natural
information. Second, the stages in this model are flexible and operationally and clearly defined. Finally, this
model can be used to develop a syllabus, teaching materials, implementation strategies, preparation of teachers,
production of lesson plans, and overall evaluations of the program. Nevertheless, the Yalden’s model does not
include a try-out stage like Borg and Gall (1983) does, which further becomes a weakness of Yalden’s model.
Therefore, the model of development of this research is a combination of Yalden’s Language Program
Development model and Borg and Gall’s R & D cycles.

**Stages in Developing the Product**

Some stages are applied in developing as well as designing this syllabus. These stages are a
combination of Yalden’s Language Program Development model and Borg and Gall’s R & D cycles. Figure 3.1
describes the stages in developing the syllabus used in this research.

Needs analysis

Planning

Production of a proto-syllabus

Expert validation of the proto-syllabus
Production of a pedagogical syllabus

Field testing (trying out)

Final product revision

Evaluation (expert validation of the revised final product)

Final Product: Finished Syllabus

Figure 3.1 Stages in Syllabus Development

The researcher collected the information through needs analysis including review of literature, classroom observations, and preparation of writing the syllabus draft. Table 3.1 describes the techniques in collecting the data as well as the indicators of the instruments for this research.

Table 3.1 Techniques of Data Collection

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<th>No.</th>
<th>Techniques of Data Collection</th>
<th>Questions</th>
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| 1.  | Questionnaire                 | o Students’ opinions about the teaching and learning process in general.  
|     |                               | o Students’ motivation and interest in practicing speaking skill.  
|     |                               | o Students’ needs of teaching and learning activities for a speaking class.  
|     |                               | o Selected topics they need in a speaking class.  
|     |                               | o Assessment system they like most.  |
| 2.  | Interview                     | o Specific speaking skills that the students need  
|     |                               | o Course design and present syllabus  
|     |                               | o Materials selection  
|     |                               | o Students’ application of speaking skill  
|     |                               | o Facilities available for teaching speaking  
|     |                               | o Teaching-learning process  
|     |                               | o Lecturers’ educational background  
|     |                               | o Obstacles in teaching speaking |
results of field testing stage show that a weakness found in the previous draft of the syllabus, it is necessary to make a further revision on it.

Revision of the Product

The revision of the product is done based on the previous results of field testing stage and the evaluation by the expert of the revised final product. The proposed syllabus in this research is needed to be validated by the experts in order to find out its weaknesses.

1. The Revision on the Topics Selection

The result of expert validation of the proto-syllabus shows that two weaknesses are found in the first stage of expert validation. Mostly it is found in the suitability of the selected topics compared with the students’ proficiency level. There are seven topics provided in this first draft syllabus, which two of them are considered too advanced compared with students’ proficiency level in the Intensive English stage B course. The first topic is the Contrastive Islamic Viewpoints. It is too difficult to the students since they are asked to argue about the different viewpoints made by the Imam and Ulama around the world. The second difficult topic is the Responsibility of Ummah, which consists of Jihad (struggle) as its subtopic. This topic is considered vulnerable to be openly discussed since the perception of one student to another is different regarding with this subtopic. It will not be beneficially significant when in the class of speaking the students are busily discussing their personal opinions of Jihad instead of practicing the language functions of the speaking skill itself. Furthermore, the topics of Islam and History and the Holy Qur’an are only chosen by a small number of students since they have commonly discussed these topics in their high school. In the distributed questionnaire, they mention that they do not want the repetition of these two topics in their class of speaking.

2. The Revision on the Teaching and Learning Activities

The revision is also made with regard to activities of teaching and learning. Moreover, seminar and debating are also too difficult to be included as teaching and learning activities in this level. Again, these activities are considered too difficult compared with the students’ proficiency level. Thus, the researcher revises it based on the experts’ suggestions, which has been further revalidated by these experts to obtain the best possible result. It is suggested to change these activities into a small seminar presentation and or a panel discussion. Therefore, after eliminating seminar and debating, the activities become lesson orientation, question and answer, role playing, pair working, retelling, oral presentation, group discussion, delivering speech, and panel discussion.

3. The Revision on the Assessment System

Further revision is made based on the try-out result in order to make this syllabus achieve its best performance. It is done by translating some types of assessment into the simpler formats. In doing this, the researcher gives a more complete speaking rubric. Moreover, the evaluation system is breaking down into pieces of speaking tasks. Therefore, it is easier for the users of this developed syllabus to assess and score their students’ performance. By doing the revision of the final product, it is also expected that the aspects of this developed syllabus are clear enough and readily interpretable for the English lecturers.

After going through the first expert validation, transformation into lesson plans, being try-out, and final revision, the revised final product is once more submitted to the experts for the final evaluation. The form of expert validation filled by both experts shows a satisfying result, meaning that this developed syllabus has achieved its best possible performance, worth stating as the final product of this R & D research.

Final Product

The final product of this research is a communicative syllabus for English teaching in the Intensive English course at IAIN Antasari Banjarmasin. It mainly consists of course outline, objectives, topics and subtopics selection, and assessment system. Finally, this final product can also be used to support the teaching and learning process in other Islamic studies institutions, with some possible modifications as an effort to meet the students’ needs in mastering English while learning more about their religion.

Conclusion

This proposed Speaking for Islamic Studies syllabus mainly consists of the course outline, objectives, topics and subtopics selection, and assessment system. The topics selected in this developed syllabus related to Islamic belief and cultural practices combined with English speaking skills and grammatical features. This syllabus is also supported by some lesson plans as a model of the teaching and learning process using this syllabus, which has been empirically tested in the try-out stage. Finally, it is expected that this research product will successfully accommodate students’ needs in mastering English speaking skills in the area of Islamic studies.
References


