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For English Language Teaching



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For English Language Teaching

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Dr. Andi Kaharuddin Bahar, S.IP, M.Hum
SYLLABUS DESIGN FOR ENGLISH LANGUAGE TEACHING
Yogyakarta: 2015
XIII+224 hal.; 14,5 x 20,5 cm

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Desain Cover : Alazuka

Layout Isi : Orbit trust

Cetakan I : Desember 2015

ISBN : 978-602-73678-0-7

Penerbit : **TrustMedia Publishing**
Jl. Cendrawasih No. 3 Maguwo-Banguntapan
Bantul-Yogyakarta
Telp./Fax. +62 274 4539208 dan +62 81328230858.
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Percetakan : **CV. Orbittrust Corp.**
Jl. Cendrawasih No. 3 Maguwo-Banguntapan
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PREFACE

This book is entitled "Syllabus Design for English Language Teaching". It mainly provides detailed elucidation of the process of designing a syllabus as one of systematic steps of curriculum development in language teaching. Curriculum development in language teaching should be done since it implies an effort carried out by the language teachers to improve the quality of language teaching through some stages of systematic planning such as a needs analysis, formulation of learning objectives, development of syllabus and teaching materials, teaching materials' implementation as well as evaluation to find out the effectiveness of the curriculum by taking into account the achievement of learning goals in language teaching program.

The theoretical basis used to elucidate the syllabus design procedures in this book is the theory of curriculum development propounded by Jack C. Richards (a professor of applied linguistics at the University of Sydney Australia) in 2001. Richards is of the opinion that curriculum development in language teaching can be done through seven systematic stages i.e. needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching, and evaluation. Based on Richards' theory, syllabus design lies in the stage of selecting and preparing teaching materials in which Richards himself termed it as course planning and syllabus design stage. The section has been the focus in the elucidation of this book.

According to Nunan (1988), syllabus design is to select and to organize teaching materials (selection and grading of content). The concept has led the writers make serious efforts to introduce a model of syllabus design which is developed by several systematic procedures ranging from conducting a needs analysis, preparing teaching materials, to setting up stages of evaluation to prove the effectiveness of the implementing the syllabus design and its developed teaching materials. For the reason, this book generally includes some information on the discussion of:

- a. The status of English in the education system of Indonesia and the outcomes of English teaching all this time according to researchers in the field of language teaching,
- b. the distinction between the terms of curriculum and syllabus therewith the syllabus design theory from the standpoint of ESP and Language Program Development,
- c. theory of needs analysis as the main cornerstone in the development of syllabus design,
- d. the concept and the theory of communicative competence based syllabus design,
- e. the systematic stages in designing a competency-based syllabus ranging from preliminary stages with the needs analysis, the stage of teaching materials development, as well as the stage of reviewing the learning outcomes.
- f. A practical example of a study which is presented to make the readers clearly understand how to apply the stages of developing the communicative competence based syllabus design.

With this work, the writers have made effort to give a contribution to the development of syllabus design theory in particular and the theory of curriculum development in general by presenting views on syllabus design and framework which are different from the pre existing syllabus designs and frameworks in English teaching. In addition, the syllabus design is developed in three simple and systematic stages as a solution to the confusion of some English teachers all this time in designing course syllabus and developing teaching materials which suit their students' needs. Accordingly, a course syllabus and its teaching materials are no longer developed based on teachers' intuitions and perceptions, but based on a needs analysis for the sake of attaining highly qualified learning outcomes.

Makassar September 30, 2015
The authors,

Abdul Hakim Yassi
A.Kaharuddin Bahar

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Jabatan, Makalah Disajikan pada Bedah Kurikulum Prodi Tadris Bahasa Inggris, Jurusan Tarbiyah, STAIN Prof. Dr. H. Mahmud Yunus Batusangkar

- Syam,W.A.S. 2011. Pengembangan Kurikulum Program Study Bahasa dan Sastra Inggris Fakultas Ilmu Budaya Universitas Diponegoro. *Parole Journal*. Vol.2. No.1:83-100.
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