# The Designing Syllabus in Teaching Writing Narrative Text Putri Mandalika at MA Central Lombok

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## Abstract

Talking about syllabus, each school must have got it based its subject matter. It is generally translated from the curriculum each school unit own. Type of the syllabus each school unit chooses depends on the learning approach it uses. English learning approach used at MA level in the context of School-based. Relating to what Fraenkel and Wallen state of steps in a qualitative research, the researcher identified the phenomenon to be investigated and it was the need of syllabus for the teaching narrative text Putri Mandalika folklore. The researcher collected data through observation, field notes, literature study, interview, and questionnaire. The researcher then analyzes the data and he then formulates the product as the implementation of his interpretation and conclusion of the data. Syllabus is inseparable from language teaching program. It is required not only by the teachers but also the students. For the teachers, a syllabus (i) serves as a guide to select or create appropriate learning materials for their student; (ii) provides a planning and communication tool with which to set realistic expectation for teachers and their students; (iii) organizes their thoughts and their approach to the subject; and (iv) helps them and their students to stay focused on the course objectives and exit outcomes.

*Keywords:* Designing Syllabus; Teaching Writing; Narrative Text

## Introduction

English language in Indoneisa is learn both for the purpose of academic and professional uses. Therefore, students should master it during their study and /or after they study graduate from their school. It is needed in order they can use to support their study and future profession. Students of MA (Islamic Senior High School), for instance, like or dislike must muster it both for their academic and professional purposes. To this end, English teachers should have spelt its school English curriculum into a specific English syllabus which is designed for use of teaching English as a foreign language to the students for the purpose of equipping them with specific English corresponding with their need or their field of study.

Talking about syllabus, each school must have got it based its subject matter. It is generally translated from the curriculum each school unit own. Type of the syllabus each school unit chooses depends on the learning approach it uses. English learning approach used at MA level in the context of School-based Curriculum is competency-based approach (*Depdiknas,* 2008). Richards & Rodgers (2001) explain a competency-based syllabus is similar to skill-based syllabus, which defines what a learner is able to do as a result of instruction.

There are many kinds of text that can be used such as narrative, narrative, descriptive, explanation, recount, information report, exposition, and argumentation. They are useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for students.

In this study the writer try to find out the text that is really good for teaching writing folklore. The writer try to find out how good the ability of the tenth grade students of MA( Islamic Senior High school ) in producing text or paragraph by learning narrative text. By using narrative text as a genre for teaching writing, the students will be more interested and easy for study it because the story is familiar for them that can make students enjoy reading. Writing is one of difficult subject at school. The teacher must create the subject so the students can study the subject easily: Besides the kinds of the text can also be important in teaching English in order to make the writing teaching successful. To select appropriate text the teacher must consider the characteristic of the students, which directly to learning process.

## *Methodology*

Research method which is used in this research is Research and  Development (R&D). Borg and Gall (1983) state:

> "Educational R&D is an industry-based development model in which    the  finding  of research are used to design new product and procedures, which then are systematically filed-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standars".

After conducting the needs analysis by using technique of collecting data, the researcher continues to design or develop the syllabus as the implementation of the data analysis. In a qualitative research, data come from any resources and researcher  used technique of data collection which is applied in the research. They are interview, questionnaire, literature study, field notes, and assessment of the learner. Jack R. Frenkel and Norman E. Wallen (2006) state that:

> "Qualitative researcher use three main techniques to collect analyze their data: observing people as they go about their daily activities and recording what do: conducting in-dept interviews with people about their ideas, their opinion, and their experience; and analyzing documents or forms of communication (content analysis)".

## *1. Observation*

Before doing observation in this research, it is better to know the observation in quantitative and in qualitative research. Gall et al (2003:226-267) explains about observation in qualitative research in three ways:

a. Observers in a qualitative study do not seek to remain natural or "objective" about the phenomena being observed. They may include their own feelings and experiences interpreting their observations.

b. The second difference between quantitative and qualitative is that focus of qualitative observation is much more emergence. In contrast, data collection in qualitative research generally is driven by a priori hypotheses, question, or objectives. At any point in the process, qualitative observes are free to shift their attention to new phenomenon as new research question emerge.

c. The third differences is that the focus of observation generally is much wider in qualitative research. In quantitative research, observers tend to concentrate specific of behavior and ignore context. In quantitative research, however, observers look at behavior and its environmental setting from a holistic perspective.

Marshall in Sugiyono (2012:310) states that through observation, the  researchers learn about behavior and the meaning attached to those behavior. The researcher deeply paid attention to Faisal in

Sugiyono (2012:310) who classifies about observation into participant observation, overt and covert observation and unstructured observation. While Stainback in Sugiyono (2012:311) further states that in participant observation, the researchers observe what people do, listen, to what they say, and participate in their activities. Such observation classifies into 4 sub classifies namely:

a. Passive participation: means that the researcher is present at the scene of the action but does not interact or participate.

b. Moderate participation: means that the researcher maintains a balance between being outsider.

c. Active participation: means that the researcher generally does what others in the setting do.

d. Complete participant: mean the researcher is a natural participant. This is the highest level of involvement.

Relating to the plan of the writer in collecting the data by using observation, the researcher became a passive participant since he did not interact directly in the setting of classroom activities. He communicated to the learners in the free atmosphere or outside of the classroom. Observation took place in the first day of being in the school as the researcher collected the information (step 1). The observation also will be conducted for step 4(Preliminary field testing)

*2. Interview*

The researcher met headmaster, teachers and the learners to exchange information and idea through questions and answers where in this communication they constructed meaning particular topic. Susan Stainback in Sugiyono(2012; p 318) forward that interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon that can be gained through observation alone.

Gall et al (2003) clearly states about the major advantage of interviews is their adaptability. Skill interviewers can follow up a respondent answers to obtain more information and clarify vague statement. They also can build trust and rapport with respondents, thus making it possible to obtain information that individual probably would not reveal by any other data-collection method.

Esterberg in Sugiyono (2002:319-320) clarifies about types of interview namely; structured interview, semi structure interview, and unstructured interview. The writer will use unstructured interview in the preliminary research when the writer does the first step of the research.

3. Questionnaire

In this research, the write distributed the questionnaire as one of the techniques in collecting data. The questionnaire was given to head master, teachers, learners. They are given to such person in the preliminary research.

4. Literary Study

Literary study or document analysis is activated to get information related to the problem being researched. It means the researcher asked about textbook being used for teaching folklore *Putri Mandalika* and about the existence of the syllabus.

### *Result of Research*

By analyzing the students worksheet above in finding so the writer did the correction such as follow; Teaching a language is complex and universal. All of it cannot be taught at a time. Moreover all the phenomena related to the language might be relevant with or necessary to be taught to the students. Therefore, on the one hand, successful teaching of language evidently requires a selection and then an arrangement of the teaching materials depending on the prior definition of the other indicators stated in the syllabus, duration of program, and the like, and the other, upon the consideration of the students' needs. The selection and the sequencing take place in the planning stage.

Syllabus is inseparable from language teaching program. It is required not only by the teachers but also the students. For the teachers, a syllabus (i) serves as a guide to select or create appropriate learning materials for their student; (ii) provides a planning and communication tool with which to set realistic expectation for teachers and their students; (iii) organizes their thoughts and their approach to the subject; and (iv) helps them and their students to stay focused on the course objectives and exit outcomes. For students, on the other hand, it is useful for; (i) providing them with a vision of the course and what is required of them to be successful; (ii) serving as a contract that elaborates on all components of the course and sets their expectations; (iii) confirming that enrolled student represent a range plan of backgrounds, needs, and perspective; (iv) including a course schedule plan that provides details in chorological format about date, meeting, topic, reading, and assignments/ activities.

Knowing the importance of the syllabus  fort both the teachers and students above, it is suggested that teachers design their syllabus well prior to teaching their students. They should design  their syllabus following steps of designing a good syllabus. Dealing  with this, Mulyasa (2010) recommends that there are some steps a syllabus designer designer should follow; (i) filling in the syllabus identify, (ii) analyzing the CS, (iii) determining  the BCs, (, iV formulating the indicators, (v) identifying learning materials, (vi) developing  learning activities, (vii) determining  technique of  assessment, (viii ) determining time allocations, and (ix) selecting and deciding learning sources. This current study has followed the steps of designing syllabus to produce an appropriate product of English for use of teaching writing. Prior o design the syllabus, it was preceded by conducting needs analysis in order to identify students' needs of writing narrative text *Putri Mandalika* material they preferably needed for teaching writing.

To design a syllabus, the write constructed it based on the results of needs analysis, English teacher's and supervisor's judgment. And field testing. The result of needs analysis were used as starting point of designing the syllabus draft and sample of writing materials; the teacher's and supervisor's judgment were used to revise the syllabus draft and samples of the materials before they were field tested; and the result of field testing the syllabus and samples the materials were used to revise and refine the validated syllabus and the materials to be final syllabus and writing materials. Regarding to the procedures followed in the designing the syllabus draft, this study adapted Mulyasa's (2010) and BNSP's (2006) steps of designing syllabus, covering: (1) filling in the syllabus identity, (2) analyzing the competency standard, (3) determining the basic competencies, (4) formulating the indicators, (5) identifying writing materials, (6) developing writing activities, (7) determining technique of assessment, (8) determining time allocation, and (9) selecting and deciding learning source.

## *Conclusions*

Based on the result of the research in the previous chapter the writer can conclude that;

a. It is described that the students have more knowledge about what narrative text are among others are generic structure and many types of narrative texts. They seem know the steps to make a good writing and it is very useful for them when they write something. Therefore they can make a narrative text better than before.

b. The teachers seem have more knowledge about syllabus in teaching writing because by reading this final project they will know the steps in writing. Therefore, they can use this method to increase the students' achievement in writing.

c. It is expected that this research will be useful for someone who will have a research or final project about teaching writing because in this research there are many steps in conducting research that can be used as references.

d. By conducting this research. The writer have more knowledge in the field. The writer knew how to apply the writing lesson by using many types of text better than before and the writer has experience how master the class based on the situation.

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