

DEVELOPING ENGLISH SYLLABUS FOR ISLAMIC EDUCATION DEPARTMENT

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ABSTRACT

As stated in the research background, this research focuses on designing an English syllabus for students of Islamic Education Department. This study was conducted at Islamic Education Department at KH. A. Wahab Hasbullah University (UNWAHA), especially for the second semester students.

The final product of this research is a set of English syllabus for Islamic Education courses in the second semester. This syllabus was specifically developed based on the students' needs for Islamic Education, as well as the needs of English lecturers at UNWAHA.

The products of this research consist of an outline of the course (which involves course identity, course description, general course objectives, and meeting schedule), selection of topics and sub-topics, teaching goals (general and specific instructional goals), activities teaching and learning, time allocation, evaluation and assessment systems, and material sources and media.

Keywords: English syllabus, Islamic Education department, KH. A. Wahab Hasbullah University

Introduction

In Indonesia, English is increasingly important in international trade and sectors, the demand for English teaching and learning has increased both in the private sector and in formal institutions such as in public and private universities. This demand has been generated by advances in trade and industry that require people to have adequate language commands both oral and written.

KH. A. Wahab Hasbullah University (UNWAHA) located at Jl. Garuda Tambakberas Jombang East Java. This university consists of five faculties with fourteen departments including Islamic Education Department. In this university, English subjects are taken by all department students, and students get English subjects for 2 semesters, those are English 1 and English 2 subjects. Based on the data taken from the preliminary study, it can be said that current English teaching in the second semester is not made by conducting a needs survey. Then it cannot be expected that students will have competence in English because English language lecturers teach students based on juries. By considering that fact, the researcher wants to arrange an English syllabus to ease the teaching learning process and to achieve the goals of teaching.

The syllabus is broadly defined as a statement of each part of the teacher's overall plan that is converted in class interactions for each part of

the curriculum. Syllabus is specifically defined as a document that says what must be learned and in the need to manage the course of the learning process so that it can flow smoothly. Another definition is that syllabus may be defined as a document, an explicit and coherent plan, instruments, and specifications and a sequence of content that describes all aspects of language teaching as expected by students to know at the end of the course; what is taught during the course; when to teach and what level of progress; how to teach; and how to evaluate groups of students (Yalden, 1987).

Syllabus has an important role in the teaching and learning process because the syllabus provides a focus for what students must learn and be taught by the teachers.

In language learning, the syllabus is a guide for teachers and students by providing several goals to be achieved. Some experts have definitions on syllabus; Ur (1996: 177) defines the meaning of syllabus as a document, which basically consists of a list detailing everything that is taught in the course designed. The syllabus generally has explicit objectives, usually stated at the beginning, based on the components listed and ordered. Furthermore Brown (2001: 16) argues that the term syllabus refers to the design for carrying out a particular language program including the main concern with the specification of linguistic and subject objectives, sequencing, and materials to meet the needs of the

designated student group. Moreover Richard and Rodgers (2001: 24) state that syllabus design is the level of analysis of the method by which we consider the purpose of a method, how language content is chosen and organized in the method, that is, the syllabus model united by methods, types of learning tasks and teaching activities recommended by the method, the role of students, the role of the teacher; and the role of teaching materials. In addition Harmer (2001: 295-296) shows that syllabus design concerns the selection of items to be studied in the order of approaches. Needs analysis is needed as a basis for selection and organization. A number of factors are needed to be considered; learning ability, frequency, coverage and usability.

From the definition of the syllabus above, it can be revealed that the syllabus is a guideline for teaching English. The guidelines consist of an outline of the course (which involves the course identity, course description, general course objectives, and meeting schedule), selection of topics and subtopics, teaching goals (general and specific teaching goals), teaching and learning activities, time allocation, evaluation and systems assessment, and material sources and media.

Materials to be applied in teaching and learning in class are needed to find out whether the syllabus applies. From those, it is known that English language lecturers must provide an English syllabus for work purposes.

Because a syllabus for English subject for Islamic Education Department is proposed, it must be structured systematically and sorted as sorting content, increasing student understanding and providing strategies to help sort units. Sequencing is a sequence of efficient content in such a way as to help students achieve goals (Morrison in Richard: 2001).

Islamic Education Department at UNWAHA does not offer special subjects as a guide for implementing English teaching in the classroom. The lecturer teaches General English to students. The main problem in this research is that there is no English syllabus for Islamic Education students at UNWAHA. Therefore, the English syllabus for Islamic Education is needed to help English lecturers from Islamic Education Department handling the teaching and learning process in the classroom. It is designed based on students needs. Therefore, proposing a syllabus that is suitable for meeting needs is very important. In this research, the main problem is determined into four sub-problems.

a) What goals should be included in designing the English syllabus for Islamic Education students at UNWAHA? b) What teaching materials should be included? c) What methods / techniques are suitable for teaching? and d) What assessment / evaluation should be included in teaching English for Islamic Education students at UNWAHA?

METHODOLOGY

According to Borg and Gall (1983) the purpose of research and development in education is to produce finished products that can be used effectively in educational programs. The purpose of this research was to produce an English Syllabus for the Islamic Education Department of Islamic Faculty of K.H. A. Wahab Hasbullah University (UNWAHA). The research design that is suitable for this research is Research and Development (R & D).

The syllabus design is followed by validation of experts to see whether the syllabus elements have been covered and that the syllabus is ready for use by English lecturers for students of Islamic Education Department.

The researcher conducted a preliminary study on March, 2018. Based on the results of the document analysis, the English syllabus was very necessary because there was no English syllabus in this Department. Satuan Acara Perkuliahan (SAP) is made by English lecturers based on a jury because it can be revealed that topics and subtopics in SAP are focused on teaching grammar. This can be seen in the list of topics presented in Table 1.1.

Table 1.1 Satuan Acara Perkuliahan Bahasa Inggris 2 Pendidikan Agama Islam 2017-2018

| No. | Meeting | Date | Topics and Sub-topics |
|-----|---------|------------|-----------------------|
| 1. | 1 | 05/02/2018 | Introduction |

| | | | |
|-----|----|------------|---------------------------------|
| 2. | 2 | 12/02/2018 | Simple Present Tense |
| 3. | 3 | 19/02/2018 | Simple Past Tense |
| 4. | 4 | 26/02/2018 | Simple Present Continuous tense |
| 5. | 5 | 05/03/2018 | Simple Past Continuous tense |
| 6. | 6 | 12/03/2018 | Simple Perfect Tense |
| 7. | 7 | 19/03/2018 | Simple Perfect Continuous tense |
| 8. | 8 | 26/03/2018 | Middle Test |
| 9. | 9 | 02/04/2018 | Sentences |
| 10. | 10 | 09/04/2018 | Complex Sentences |
| 11. | 11 | 16/04/2018 | Modal Auxiliary 1 |
| 12. | 12 | 23/04/2018 | Modal Auxiliary 2 |
| 13. | 13 | 30/04/2018 | Gerund |
| 14. | 14 | 07/05/2018 | Question Tag |
| 15. | 15 | 14/05/2018 | Degree of Comparison |
| 16. | 16 | 21/05/2018 | Final Test |

From the data above, it can be revealed that English lecturers, when teaching students, do not have English course guidelines in conducting the teaching and learning process in the classroom. English

lecturers do not teach students based on student interests related to their field of study. It can be said that there is no topic told about the affairs of Islamic Education and from the second meeting to the end of the meeting this course is oriented to grammar.

are: (1) reasons for the course, (2), describing the level of entry and exit, (3) choosing course content, (4) order course content, (5) planning course structure.

Basic course thinking:

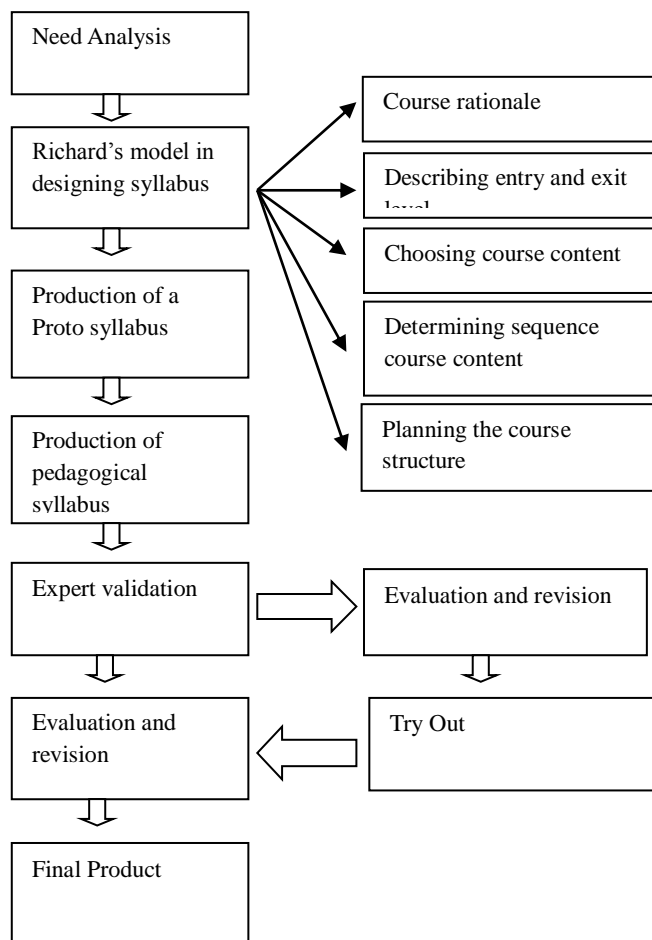
The proposed syllabus is expected to improve student achievement in learning English for one semester, and also help students to connect this course to other courses at Islamic Education Department of UNWAHA.

The design of this course is planned for Islamic Education students. Paying special attention to the topic of Islamic Education studies mentioned above, this course will be designed as a content-based language course program with the following criteria:

- The subject consists of 14 materials from 16 meetings because 2 meetings for the middle test and the Final test.
- The learning process is as important as the product.
- The course will consist of several tasks in each unit
- Language is as important as content. Four language skills training are integrated into each unit.

Based on the results of the needs analysis, the course description on the proposed syllabus for teaching English in Islamic Education Department is designed to provide students with theoretical and practical knowledge. Students will learn how to recognize spoken discourse; to identify topics, main ideas, general and specific information from given oral and text discourses; students are

Figure 1.1 The Procedures of designing an English Syllabus for Islamic Education 2 (adapted from Richard, 2001 and Yalden, 1987)



Based on the findings obtained from the needs analysis, designing the English syllabus is a step further. Following Richard's Model, there are five stages of this model that will be implemented, those

also confronted with various texts on matters of Islamic Education and grammatical structures relevant to the texts discussed; the exercise is focused on the content of the text by understanding it and for building their vocabulary; to communicate in the context of Islamic Education, and to practice writing sentences, making argumentative and descriptive paragraphs, short dialogues (conversations), presentations, role plays, and short summaries or drawing text conclusions.

Explain Entry and Exit Levels:

Information on students' English proficiency and documents recorded from English lecturers help researchers to decide the entry and exit of students. This information is not only very important for researcher to avoid repeating the material students have gotten from the previous semester but is also a special consideration for finding sophisticated materials in designing the English syllabus for Islamic Education Department for the second semester.

To illustrate the level of exit in this research, researcher used an approach that has been widely used in language program planning to identify various levels of performance or skills in the form of band levels or points on the skill scale. Outgoing levels, descriptions of performance levels in all four fields - reading, writing, listening, and speaking are offered at a certain level of proficiency. As the exit level, students are expected to reach the middle level. The intermediate level is that students are able

to handle most of the uncomplicated communicative tasks by exploring their field of study.

Choosing Course Content

In selecting course content, information taken during the needs analysis is considered and then matched to the literature available and published on the topic, problem analysis, consulting to English lecturers, subject specialists and consulting to experts.

Information in the needs analysis shows the scope of topics in English subject for Islamic education.

To choose content, it is also necessary to consider the same English for Islamic Education offered by other universities. For example, English for S1 Islamic Education, Department of Islamic Education, Surabaya State Islamic University.

Furthermore, regarding the content on the proposed English syllabus, researcher chooses materials from many sources, the choice of course content were appropriate to use in the design of the English syllabus for Islamic Education. The following content is involved in the proposed syllabus, those are: Five pillars of Islam, Six pillars of Iman, The miracle of Zam-zam, The miracle of Shodaqoh, Haromain Mosques, the scientific Five praying, Reading Holy Quran, Zakaat, The pilgrimages, The struggle of Prophet Ibrahim, The position of Mother (Al Umm Madrosah), Black Stone (Hajar Aswad), Our Prophet Muhammad SAW, Isra' Mi'raj. Those contents are also supported by sub-topics which consist of grammar section.

Determine the order of course content

From the results of the needs analysis, the sequence can be based on the following criteria: simple material to complex, prerequisite requirements, overall for part or part to whole, or spiral sequence. In addition, students want to learn all the material of Islamic Education as mentioned in the needs analysis. From the lecturers' suggestions in conducting interviews, they all stated that English language lecturers must teach students by providing easy teaching materials to difficult teaching materials. From the expert, he stated that it was not a big problem if the materials were not sequential because all the materials were interrelated.

Plan the course structure

At this stage, it involves mapping the structure of the course into a sequence that provides the basis for the right teaching. There is one aspect in this process that requires more detailed planning, namely choosing the syllabus framework.

Select the syllabus framework

In choosing a particular syllabus framework for a course, designers are influenced by knowledge and beliefs about the subject area, research and theory, general practice, and trends. In this research, a needs analysis showed that the syllabus needed to include elements of listening skills, reading skills, writing skills, and speaking skills. It also involves the integration of subject matter and linguistic problems.

Selection of Syllabus Design

By examining the results of the data collected and analyzed in the needs analysis, the content-based syllabus was chosen as the type of syllabus proposed. The strongest point that supports content-based teaching is that it allows students to study content and language simultaneously (Krahnke, 1987: 69). The reason in using the selection of content-based syllabus is the competencies needed by students to be able to communicate in the language community. In this case, students must be able to participate in intermediate English courses, understand texts by asking and answering questions from the target language and content material, and they are also expected to summarize written texts, to make and deliver academic presentations.

Producing proto-syllabus

The objectives formulated in the previous stage are used to describe the language needed to convey the message and to understand the topic more clearly. The researcher determines the appropriate form of language to be given for each topic to support students' skills in achieving the goal of improving language skills.

To improve their listening comprehension, students are given authentic material and practice general and specific material on the topic of Islamic Education. To achieve the purpose of reading, students are equipped with general skills in understanding parts with questions and answers, getting main ideas and supporting details, getting

conclusions, summarizing, understanding technical terms used to express the meaning of the text.

Furthermore, to achieve the goal of speaking skills, students need to be motivated by English lecturers through group discussions, group presentations before they make individual presentations, role play in making short conversations or dialogues. Thus, students must be equipped with the ability to ask questions and answer questions, to express ideas in longer sentences, to make arguments, to open and close presentations. Many topics discussed in each skill include writing.

Grammar content is chosen based on topics selected from reading material and language which serves to express ideas in discussions and presentations. The lexical contents of the syllabus include words relating to the field of Islamic Education Department and a small portion of general English. The goal is that students will be more motivated because the text is already familiar to them and they will easily understand the text. The choice of text is also based on subject topics delivered by subject specialists in Islamic Education Department in the hope that students can connect their English with other subjects they studied in the second semester, and students will get additional knowledge from various sources.

Making pedagogical syllabus

Further details of proto-syllabus then written into a pedagogical syllabus that is competency-based must include eight elements, namely: 1) General

learning objectives; 2) specific teaching goals; 3) topics and sub-topics; 4) learning experience; 5) assessment; 6) specified time; 7) and media; 8) sources or references.

General learning goals show expressions of general purpose as a course guide that is described in detail in specific teaching goals. Specific learning goals state the minimum competencies needed that must be achieved by learners and measured through an accurate type of assessment.

Evaluation and Revision

In this stage, the proposed syllabus is given to two experts to get their comments and feedback. Syllabus, then, is evaluated and revised based on their comments and feedback. The proposed syllabus was tried for an English lecturer, Ulfa Wulan Agustina from Unwaha University, was assigned to make a lesson plan. The teaching material samples in this research were tried in the classroom of Islamic Education students.

Discussion

The discussion tried to link needs analysis as the basis for making a pedagogical syllabus. The pedagogic syllabus developed consists of a description of the course, objectives, course activities, evaluation or assessment, and the source.

Objective

The results of the needs analysis in the questionnaire, and interviews indicate that the English language skills that will be developed in the

course are related to the learning skills needed to be able to participate in the English language transition. In general, the specific teaching objectives in the proposed syllabus, reading skills include those that include reading textbooks, reading Islamic education, listening skills which include listening to audio visuals, listening to discussions / conversations, and listening to academic presentations, speaking skills related to conducting academic presentations and answer questions after presentation and related writing skills by writing summaries after reading the text, and writing dialogues or conversations.

Course activities

Methodology refers to the selection and sequence of tasks and learning activities to achieve the desired teaching goals. The most common instructional assignments in English courses are role playing, simulation, case studies, project work and presentations (Robinson 1991: 49-51). The results of the needs analysis in the questionnaire, and interviews showed that the methodology applied was lecturing and summarizing, having presentations, doing work training in pairs, doing group or individual work training, modeling, and discussion.

Course evaluation or assessment

Assessment is a measurement process. The two objectives of evaluating or evaluating are to seek feedback to help learning and to find comparable measures of competence. What to look for in an English course is proof that students' ability

to use English in their target situation. In other words, after the course they must be more effective and more confident in using English in their target situation where they have been prepared.

Teaching assessments suggest that the most suitable evaluation or assessment method uses authentic assessments in the courses they like best. So, observe performance, eg Class participation, presentations, multiple choices or suitable tests, and discussion have more emphasis.

Table. 1.2. The topics presented in the 14 meetings in proposing English syllabus.

| No. | Topics | Meeting |
|-----|--------------------------------|---------|
| 1. | Five pillars of Islam | 1 |
| 2. | Six pillars of Iman | 2 |
| 3. | the scientific Five praying | 3 |
| 4. | Zakaat | 4 |
| 5. | The pilgrimages | 5 |
| 6. | Reading Holy Quran | 6 |
| 7. | The miracle of Shodaqoh | 7 |
| 8. | Haromain Mosques | 8 |
| 9. | The miracle of Zam-zam | 9 |
| 10 | Black Stone (Hajar Aswad) | 10 |
| 11 | The position of Mother (Al Umm | 11 |

| | | |
|----|---------------------------------|----|
| | Madrosah) | |
| 12 | The struggle of Prophet Ibrahim | 12 |
| 13 | Our Prophet Muhammad SAW | 13 |
| 14 | Isra' Mi'raj | 14 |

Table. 1.3 The suggested resource of materials
Resources of materials

Murdibjono, A.W & Murdibjono. 2009.
Percakapan Bahasa Inggris dalam Konteks.
Malang: UM Press.

Kasbolah E.S, Kasihani and Ramajanti, S.
2003. *Let's Communicate in English Book 2.* Malang: Bayu Media Publishing.

Oshima, Alice and Hogue, Ann.1999. *Writing Academic English, third edition.* New York: Addison Wesley Longman.

Richard, 2003. *New Interchange: English for International Communication 2.* London: Cambridge Univ.Press

CONCLUSIONS

There are several strengths of this syllabus, among others; syllabus is equipped with lesson plans for each meeting. So that the users of the syllabus or English lecturers of English subject are easy to employ if and hopefully it can be implemented properly.

Conclusions can be drawn from the results of this research in proposing an English syllabus for Islamic Education Department. To design the English syllabus for students of Islamic Education Department, researcher conducted a preliminary study, analysis of needs and procedures in proposing an English syllabus. In conducting a preliminary study, the researcher wrote a description of the previous course teaching English in Islamic Education Department and from the existing curriculum by asking the head of Islamic Education Department. The researcher also interviewed an English lecturer from Islamic Education Department to find out the syllabus used, not even the English syllabus used by her. She teaches English and brings material to the classroom based on a jury. She never did needs analysis or in other words it could be stated that students obtained English material based on teacher interest without considering the needs of students.

This research was specifically intended to produce an English syllabus for Islamic Education students in the second semester. The results of this research eventually resulted in an English-based syllabus of integrated language skills. From the results of this research also answered the problem of questions in chapter one by analyzing the results of analysis of the needs of students as respondents, alumni, specialist subjects, lecturers of English, and from document analysis in Islamic Education Department at UNWAHA. This syllabus is important to use

because there is no English syllabus available for Islamic Education students. The products of this research consist of an outline of courses (which involve subject identity, course description, general course objectives, evaluation and meeting schedule), selection of topics and subtopics, teaching goals (general and specific instructional goals), learning activities teaching, learning experience, time allocation, evaluation and evaluation systems, and material and media sources. An effective syllabus includes a balance of four language skills and a variety of topics, types of assignments, and inputs, with discussion, discussion, and data collection as input.

The result of this research has several important contributions to (a) English lecturers from Islamic Education Department as subjects for the implementation of English course; it can be used as the reference in designing the English syllabus for their English teaching, (b) all lecturers in all Departments of UNWAHA. They can use this final product as a guideline to develop another syllabus that fits their field of study.

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