

LEARNING PROCESS 2

SYLLABUS COMPONENTS AND THE SYLLABUS COMPONENTS ANALYSIS

It has been discussed in the previous modules that the syllabus is generated from the curriculum and that the syllabus is more specific than the curriculum. It is argued that syllabus design is seen as being concerned essentially with the selection and grading content (Nunan, 1988; Richards, 2001). The selection and the grading of the contents in the syllabus are based on what happens at the classroom level as teachers and learners apply a given curriculum to their situation (Candlin, 1984). More (2005) highlights that the instructional materials as the contents should be examined and coordinated with the lesson. Furthermore, Richards (2001:153) proposes that a syllabus describes the elements that will be used in planning a language course and provides the basis for its instructional focus and contents. It implies that the syllabus is used by the teachers to develop a course that is generated into a lesson plan so that the instructional process is more focused and effective. More importantly, by doing the selection and grading contents, the teachers can analyze the instructional materials so that the instructional materials can be organized based on the complexity of the instructional material.

The syllabus, in general, contains some components. In language teaching, the syllabus components proposed by Van Ek (1975) are taken to account by some experts (Nunan, 1988; Richards, 2001) to develop a syllabus for language teaching. Van Ek (1975:8-9) noted eight (8) important components of syllabus, namely; 1) the situation in which the foreign language will be used; 2) the language activities; 3) the language function; 4) what the learner will be able to do; 5) the general notions; 6) the specific notions; 7) the language forms; 8) the degree of skill with which the learner will be able to perform.

In the Indonesian education system, the syllabus is used to frame the teaching and learning process. According to (*Permendikbud No. 22 tahun 2016*) the syllabus is defined as *acuan penyusunan kerangka pembelajaran untuk setiap bahan kajian mata pelajaran*. It means that the syllabus is used as references to arrange study materials for a course. Since the syllabus is used as the references to organize study materials of the course, the pre-teaching, the while teaching, and the post-teaching activities must be based on the syllabus.

In the implementation of the 2013 Curriculum in the Indonesian education system, the components of the syllabus which are generated from the 2013 Curriculum are regulated in the decree of the Minister of education and culture (*Permendikbud No. 22*

tahun 2016). The components of the syllabus can be briefly described in the following figure.

FORMAT SILABUS SESUAI PERMENDIKBUD 22 TAHUN 2016

<i>Mata Pelajaran/Course</i> : <i>Sekolah/School</i> : <i>Kelas/Grade</i> : <i>Kompetensi Inti/Core Competence</i> :					
<i>Kompetensi dasar/Basic Competence</i>	<i>Materi Pembelajaran/ Instructional Materials</i>	<i>Kegiatan Pembelajaran/ Instructional Activities</i>	<i>Penilaian/ Evaluation</i>	<i>Alokasi Waktu/ Time Allocation</i>	<i>Sumber Belajar/ Learning Resources</i>

Source: *Permendikbud No. 22 tahun 2016*

The table indicates that there are eight (8) components of the syllabus, including identity (Name of the course, School, and Class/Grade), Basic Competence, Instructional Materials, Instructional Activities, Evaluation, Time Allocation, and Learning Resources.

All of the components of the syllabus are related to each other. The identity is related to the name of the course, the name of the school, and the grade. Core competence is related to the skill to be achieved at a particular level of education on affective, cognitive, and psychomotor. Basic competence is a specific skill that covers affective, cognitive, and psychomotor. The basic competence is generated from the core competence. The formulated basic competencies are used as the basis to select Main or Instructional Materials. The main or instructional material contains facts, concepts, principles, and relevant procedures following the indicator of the competency achievement. Instructional activities or the teaching and learning activities are related to the way or the technique chosen by the teacher to teach the instructional materials. In the 2013 Curriculum, it is suggested to apply the Scientific Approach by choosing a model for example Problem Based or Discovery-Based Learning. Evaluation or assessment is related to the technique to measure the achievement of the learning that is formulated in the basic competence. Time allocation refers to the time allocated for the whole course in for a semester (*Permendikbud No. 22 Tahun 2016*). In brief, it can be argued that the components of the syllabus are tied to each other to guide the development of the lesson plan to create an effective teaching and learning activities (Examples of the syllabus for SMP and SMA can be read in Appendices 2 and 3).