

**The Appropriateness of the Design of the Structure  
Syllabus of the Second Semester of English Education of School of  
Teacher Training and Education of Universitas Muhammadiyah Surakarta**

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**Abstract :** This study is aimed at describing the structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta in terms of the items to be taught and their sequence. The type of this study is descriptive qualitative, the object of this study is the appropriateness of the structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta, the data of this study are the items to be taught in the structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta taken from the structure curriculum of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta, and they are collected by the document analysis. The data are analyzed qualitatively to recognize the items to be taught based on the Course Learning Outcomes of teaching structure to the second semester students of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta and the criteria used as the basis of deciding them. Then, they are analyzed to recognize their sequence based on the criteria used as the basis of deciding what sequence they have to be put. This study recognizes the appropriateness of the items to be taught in the structure syllabus of the second semester of English Education of School of Teacher Training and Education of Muhammadiyah University of Surakarta, but one of them. It does not recognize the appropriateness of the sequence of the items, but one of them.

**Keywords:** curriculum, syllabus, course learning outcome

## Background of Study

Structure curriculum of the second semester of English Education of School of Teacher Training and Education constitutes a *separated subject curriculum*. It is in accordance with the curriculum that Idi (2007: 141) has said, viz. that the curriculum is in the form of separated subjects, which do not have relation with the other subjects. In this case, that second semester subject of Structure included the micro skill subject constitutes the separated subjects, which do not have relation with the subject of listening, speaking, reading, and writing included in the macro skill subject. It means that the items in the Structure syllabus of that second semester do not constitute the ones that the lecturer must teach based on oral and written texts or that are not in those texts.

The items in that second semester syllabus of Structure are determined based on the Course Learning Outcome of that subject. Consequently, the designers of that syllabus must have done need analysis by looking for the information about and from the student by observation, interview, test, or questionnaire. The result of analysis is a Course Learning Outcome of that subject. It is still general, and according to Richards (1996: 27), it is as a broad statement. That is why the verbs used in formulating it constitute the ones showing an unobservable human's behavior.

Based on that Course Learning Outcome, there are certain items in the Structure syllabus with certain number as well. Those items are not process items, but content ones. If the content item is a phrase, not all the phrases must be included as an items list in that syllabus. That certain number of item depends on the criteria used in deciding those ones. The Structure syllabus designers are not, of course, able to determine them appropriately unless they recognize the criteria of deciding them.

The items they have decided, then, are arranged in such a way that they are able to have an appropriate order. In arranging those items, the Structure syllabus designers have to recognize the items to be taught for the first, second, third time, and so on. The order of the items they have decided can be recognized by

using a certain reason. Without a reason, it means that they can have an inappropriate order.

Based on the items listed in that Structure syllabus, the teaching material the lecturer must teach must be relevant to the items and the order of the ones listed in it. If there is no correspondence of them, it means that the teaching that he does is irrelevant to the curriculum. It must be, of course, relevant to it. Consequently, it can be said that the Structure syllabus must have appropriate items and order.

Unless the Structure syllabus has appropriate items and order, the material to be taught and the teaching order are inappropriate as well. The result is that the result of teaching cannot be maximal. Afterwards, the result of teaching Structure in the second semester of English education can affect the result of teaching Structure in the third semester since the Structure subject in the second semester is of a pre-requisite subject of the one in the third semester. Based on the available fact, the teaching of Structure in the second semester has no maximal result. It is influenced by several factors, and one of them is a curriculum factor in terms of the items to be taught and the teaching order. Does the syllabus of Structure in the second semester of English education have appropriate items and order?

## Method of Study

### 1. Research Type

The type of this research is a descriptive qualitative research since this type of research enables to obtain qualitative information and is aimed at describing the character of situation running temporarily when the research is done.

### 2. Research Object

The object of this research is the appropriateness of the items and their order in the Structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta.

### 3. Data dan Data Source

The data needed in this research are qualitative data, viz. the items in the teaching of Structure in the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah

Surakarta. They are taken from the Structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta.

#### 4. Technique of Data Collection

The technique used in collecting the data is a document analysis (Sugiyono, 2006: 329). The document is a note of past event and in the form of writing.

#### 5. Technique of data analysis

The data are analyzed qualitatively by using the indicators of the appropriateness of the items in the Structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta, viz. those items belong to the one stated in the Course Learning Outcome (CLO). In this case, the content items are listed in that syllabus, and they are as a means of achieving the CLO (Richards, dkk., 1985). Besides, the appropriateness is relevant to the criteria frequency and usefulness (Harmer, 2001). The indicators of the appropriateness of the order of the items in it are that it is relevant to the criteria learn ability and coverage (Harmer, 2001) and relevant to how they are ordered (Oliva, 1982).

### Research Findings and Discussion of Research Findings

#### 1. Research Findings

The data as to the items in the Structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta are analyzed to recognize the appropriateness of the items and their order in that syllabus. The items are appropriate if they are relevant to the Course Learning Outcomes, whereas they are inappropriate if they are irrelevant to it. The order is appropriate if two items ordered respectively are relevant to the criteria learn ability, coverage, or relevant to how they are ordered (chronologically or vice versa), whereas it is inappropriate if they are irrelevant to them.

Before the data as to the items in it are analyzed, CLO are worth identifying first. In fact, there are no CLO. Consequently, they are

not able to analyze or it is not able to recognize whether they are appropriate or not. Based on the name of the subject, viz. "English Grammar for Phrase Development", CLO can be recognized, viz. about the mastery of English phrase, modality, causative verbs, and tenses. In that syllabus, there are merely the items of phrase type and tenses, whereas there are not the ones of modality type and causative verbs. That is why the items of phrase type, modality, causative verbs, and tenses are what can be analyzed. The first analysis is as follows:

1. Noun phrase is relevant to the Course Learning Outcomes.
2. Adjective phrase is relevant to the Course Learning Outcomes.
3. Verb phrase is relevant to the Course Learning Outcomes about phrase.
4. Adverb phrase is relevant to the Course Learning Outcomes about phrase.
5. Prepositional phrase is relevant to the Course Learning Outcomes about phrase.
6. Gerund phrase is relevant to the Course Learning Outcomes about phrase.
7. Infinitive phrase is relevant to the Course Learning Outcomes about phrase.
8. Participial phrase is relevant to the Course Learning Outcomes about phrase.
9. Modalitas is relevant to the Course Learning Outcomes about modality.
10. Causative verb is relevant to the Course Learning Outcomes about causative verb.
11. Present tense is relevant to the Course Learning Outcomes about tenses.
12. Past tense is relevant to the Course Learning Outcomes about tenses.
13. Future tense is irrelevant to the Course Learning Outcomes about tenses.

The second analysis is as follows:

1. Noun phrase and Adjective phrase are irrelevant to the criteria chronological order.
2. Adjective phrase and Verb phrase are irrelevant to the criteria chronological order.
3. Verb phrase and Adverb phrase are irrelevant to the criteria chronological order.
4. Adverb phrase and Prepositional phrase are irrelevant to the criteria chronological order.
5. Prepositional phrase and Gerund phrase are irrelevant to the criteria chronological order.

6. Gerund phrase and Infinitive phrase are irrelevant to the criteria chronological order.
7. Infinitive phrase and Participial phrase are irrelevant to the criteria chronological order.
8. Phrase and Modality are irrelevant to the criteria chronological order.
9. Modality and Causative verbs are irrelevant to the criteria chronological order.
10. Causative verbs and Tenses are irrelevant to the criteria chronological order.
11. Present tense and Past tense are relevant to the criteria chronological order.

Based on the analysis above, the result of analysis constitutes the research findings, and they are as follows:

1. The Structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta has appropriate items.
2. Present tense and Past tense (item 11 and 12) are the items in the Structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta, the order of which is appropriate; whereas the other items, viz. Noun phrase and Adjective phrase (item 1 and 2), Adjective phrase and Verb phrase (item 2 and 3), Verb phrase and Adverb phrase (item 3 and 4), Adverb phrase and Prepositional phrase (item 4 and 5), Prepositional phrase and Gerund phrase (item 5 and 6), Gerund phrase and Infinitive phrase (item 6 and 7), and Infinitive phrase and Participial phrase (item 7 and 8), Phrase and Modality (item 8 and 9), Modality and Causative verbs (item 9 and 10), and Causative verbs and Tenses (item 10 and 11) are the ones in it, the order of which is inappropriate.

## 2. Discussion of Research Findings

In order that the appropriateness of the Structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta can be recognized, the Course Learning Outcomes must be determined first in the curriculum. In this case, syllabus is a part of curriculum. Consequently, the items listed in that syllabus depend on the Course Learning Outcomes. They can constitute content items, but they must constitute the ones included in the

same things, for example: the categorization based on the grammatical organization, such as: class of word (noun, verb, adjective, adverb, pronoun, preposition, article, conjunction, and interjection), phrase type (noun phrase, adjective phrase, verb phrase, adverbial phrase, prepositional phrase, gerund phrase, infinitive phrase, and participial phrase), clause type (main clause or independent clause and subordinate clause or dependent clause), sentence type (based on the function and its clause), etcetera. Besides, they can constitute other categorization, such as: sentence pattern, tenses, etcetra. The items listed in that syllabus are not the ones included in a different thing. The first to eight one, viz. Noun phrase, Adjective phrase, Verb phrase, Adverb phrase, Prepositional phrase, Gerund phrase, Infinitive phrase, and Participial phrase constitute the same items, viz. phrase type items. The ninth and tenth items, viz. Modality and Causative have are the ones, the item type of which is not mentioned. The eleventh and twelfth items, viz. Present tense and Past tense constitute the same ones, viz. tense type items. The thirteenth item, viz. Future tense constitutes the item that can be included in the Present tense, viz. Present Future tense and Past tense, viz. Past Future tense. All the items are not the ones included in the same things. All the items must constitute the ones included in the same things. Item Modality and Causative have are not included in the phrase type. Modality is one of auxiliary verb types, and Auxiliary verb itself is one of the verb types, whereas Causative have is the one that must be included in the discussion of the item verb. Item Present tense and Past tense are not included in the phrase type either, but included in the tense type. The tense itself also constitutes the ones that must be included in the discussion of item verb, viz. verb in the present or past tense. The item verb constitutes one of word classes and of course, relevant to the Course Learning Outcomes as to the word class stated in the Structure curriculum of the first semester.

After the items in the Structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta are

determined, they are ordered in a certain order. The ones ordered respectively are as follows:

a. Item 1 dan 2

In this item, Noun phrase dan Adjective phrase are irrelevant to the criteria chronological order since Adjective phrase is one of the phrases that can function as a noun modifier in the Noun phrase. In this case, it is difficult to master a Noun phrase or it is unable to easily master unless its modifiers are not taught yet

b. Item 2 dan 3

In this item, Adjective phrase and Verb phrase are irrelevant to the criteria chronological order. In this case, Adjective phrase is one of the components following the main verb in the Verb phrase. That is why it is given first. Although such is the case, what is worth recognizing is that Noun phrase that can contain Adjective phrase must be taught before Verb phrase.

c. Item 3 dan 4

In this item, Verb phrase and Adverb phrase are irrelevant to the criteria chronological order. Adverb phrase is one the phrases that can constitute a part of or included in the Verb phrase. That is why Adverb phrase is taught before Verb phrase.

d. Item 4 dan 5

In this item, Adverb phrase and Prepositional phrase are irrelevant to the criteria chronological order. Adverb phrase and Prepositional phrase constitute phrases that can be parts of or included in Verb phrase, but prepositional phrase constitutes a part of Noun phrase. The Noun phrase itself can also constitute a part of or included in Verb phrase. That is why Prepositional phrase is also taught before sebelum Verb phrase.

e. Item 5 dan 6

In this item, Prepositional phrase and Gerund phrase are irrelevant to the criteria chronological order. They can constitute parts of Verb phrase, but Prepositional phrase constitutes a part of Noun phrase. Prepositional phrase is taught before Noun phrase, whereas Noun phrase and Gerund phrase constitute phrases that can function as a Subject. Consequently, after Prepositional phrase, Gerund phrase is not directly taught. It is another phrase that must be taught first.

f. Item 6 dan 7

In this item, Gerund phrase and Infinitive phrase are irrelevant to the criteria chronological order. They can constitute parts of Verb phrase and function as a Subject. Infinitive must be recognized before Gerund since Gerund is derived from Infinitive added with suffix-ing. Consequently, Infinitive phrase must also be recognized before Gerund phrase.

g. Item 7 dan 8

In this item, Infinitive phrase and Participial phrase are irrelevant to the criteria chronological order. Participial phrase can constitute a part of Noun phrase and is taught before Noun phrase, whereas Infinitive phrase and Noun phrase constitute phrase that can functionas a Subject. Consequently, the appropriate order is phrases that constitute parts of Noun phrase, Noun phrase, and Infinitive phrase.

h. Item 8 dan 9

In this item, Participial phrase and Modality are irrelevant to the criteria chronological order. Participial phrase is included in phrase type, whereas Modality is not included in it. It is one of the verb types that must be taught before a phrase.

i. Item 9 dan 10

In this item, Modality and Causative verbs are irrelevant to the criteria chronological order. Modality constitutes one of the verb types, viz. auxiliary verb, whereas Causative verbs are not in the verb type, viz. full verb. They constitute the ones included in the ítem verb, and the verb itself constitutes one on the word classes.

j. Item 10 dan 11

In this item, Causative verbs and Tenses are irrelevant to the criteria chronological order. Causative verbs are included in the verb type, viz. full verb, whereas all the verb types are discussed in the tenses. Consequently, Causative verbs do not constitute the items, but the ones discussed in the full verb.

k. Item 11 dan 12

In this item, Present tense and Past tense are irrelevant to the criteria chronological order. There are two types of tenses, viz. Present tense and Past tense, and there are some tenses included in the Present tense or Past tense. Present tense is used in the present activity, whereas Past tense is used in the past activity.

Consequently, the item Present tense is taught first.

Because some items in the Structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta constitute the ones included in the different things, it means that the items that can be appropriately ordered in that syllabus are the ones that constitute one category, viz. phrase, modality, causative have, and tenses. In that syllabus, there is no item included in modality and causative have, whereas in that syllabus, there is the one included in phrase and tenses. Consequently, the appropriate order of the items included in the phrase is Adjective phrase, Prepositional phrase, Participial phrase, Noun Phrase, Infinitive phrase, Gerund phrase, Adverb phrase, and Verb phrase. In this case, Adjective phrase, Prepositional phrase, and Participial phrase constitute some phrases that can function as a noun modifier in Noun Phrase. The Noun Phrase, Gerund phrase, Infinitive phrase, and Adverb phrase can constitute parts of Verb phrase.

### Conclusion

Some items in the Structure syllabus of the second semester of English Education of School of Teacher Training and Education of Universitas Muhammadiyah Surakarta constitute the ones that can be taught in that semester, viz. the ones included in the phrase type; whereas some of them constitute the ones that must be taught in first semester, viz. the ones included in the tenses type. Because of the appropriateness of the order of most items in that syllabus, the result of teaching and learning Structure in that semester is inefficient since the efficient teaching does not only need an appropriate order of the teaching material, but also an appropriate item order.

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