STUDENTS' PERCEPTION OF SYLLABUS OF *LANGUAGE LEARNING AND TEACHING THEORIES* COURSE IN ELESP OF UNIVERSITAS NEGERI JAKARTA

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ABSTRACT

Rizki Ariestyadi. 2015. Students' Perception of the Syllabus of *Language Learning and Teaching Theories* Course in ELESP UNJ. Skripsi, Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta.

This study aims at describing students' perception toward the syllabus of *Language Learning and Teaching Theories* course in ELESP UNJ. This study is carried out from May to July 2015 and 46 respondents from 2011 and 2012 batch students in ELESP UNJ. The method used in this study was basic interpretative study with data collection procedures through questionnaire and interview. The findings show that students' perception toward the syllabus of *Learning and Teaching Theories* course in terms of the appropriateness of aims and objectives to students need as future English teachers, the appropriateness of learning materials to students need as future English teachers, the appropriateness of teaching and learning activities to students' learning styles, and the appropriateness of assessment methods to assessed students' learning progress and result were good and positive, with 97%, 95.5%, 74%, and 87% in succession.

Key Words: syllabus, students' perception

ABSTRAK

Rizki Ariestyadi. 2015. Persepsi Mahasiswa kepada Silabus Mata Kuliah *Language Learning and Teaching Theories* di Program Studi Pendidikan Bahasa Inggris UNJ. Skripsi, Jakarta: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk menggambarkan persepsi mahasiswa terhadap silabus mata kuliah *Language Learning and Teaching Theories* di Program Studi Pendidikan Bahasa Inggris UNJ. Penelitian dilakukan dari Mei hingga Juli 2015 dan melibatkan 46 responden dari mahasiswa angkatan 2011 dan 2012 di Program Studi Pendidikan Bahasa Inggris UNJ. Metode yang digunakan adalah penelitian interpretasi dasar dengan teknik pengumpulan data melalui kuesioner dan wawancara. Hasil penelitian ini menunjukkan bahwa persepsi mahasiswa terhadap silabus mata kuliah *Language Learning and Teaching Theories* dalam hal kesuaian tujuan mata kuliah terhadap kebutuhan mahasiswa sebagai calon guru Bahasa Inggris, kesuaian materi perkuliahan terhadap terhadap kebutuhan mahasiswa sebagai calon guru Bahasa Inggris, kesesuaian aktivitas pembelajaran dengan gaya belajar mahasiswa, dan kesesuaian metode penilaian mata kuliah untuk menilai dan mengukur kemjuan dan hasil belajar mahasiswa sudah baik dan positif, dengan prsentase masing-masing 97%, 95.5%, 74%, dan 87%.

Kata Kunci: silabus, persepsi mahasiswa

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TABLE OF CONTENT

LIST OF APPENDICES

LIST OF TABLES

CHAPTER I

INTRODUCTION

1.1   Background of the Study

Teaching second/foreign language is a challenging activity that language teachers have to do. Dhillon and Wanjiru (2013) on their research in urban primary school in Kenya found the complex and diverse challenges for teaching and learning English. The challenges include the language policy context in school that make students prefer use their mother tongue language to English.

In addition, another challenge that has to be faced in learning and teaching second language is the environment. Li (2009) states that teachers need to know students' learning environment. On his research to China's foreign language learners, students only have a few accesses to second language environment, so teachers could only depend on conscious classroom study to improve English (Li, 2009:3). It can be said that classroom teaching may have important roles in second language learning, in this case teachers play the main role to create activities in classroom that can support to second language learning. Favorable class teaching and language acquisition environment results in the success in language acquisition (Li, 2009:3). Establish a dynamic teaching pattern is suggested by Li (2009) to reform English teaching during the second language acquisition process on his research in college. Therefore, teachers should establish a student-centered class

teaching pattern to create learning environment that can improve the second language teaching quality and learning effect (Li, 2009)

Individual learner differences also play a crucial role in second language acquisition (Zafar, 2012). Zafar states that there are 7 differences in individual that can affect the acquisition of second language, include: age, sex, aptitude, motivation, learning styles, learning strategies, and personality (2012). So teachers must have good skills and willing enough to know each students' differences and help students to use them as their advantage in the process of acquiring second language.

In Indonesia, many English teachers faced some difficulties in order to teach English as the second language for the students. As stated above that teachers play very important role in second language acquisition, so that English teachers must have good teaching skills especially for teaching second language. English Language Education Study Program (ELESP) in Universitas Negeri Jakarta is one of the institution in Indonesia that prepared high quality future English teachers. The graduate of this program have spread all around Indonesia, which make this program play very important role in teaching and learning English in Indonesia. In ELESP, students are prepared with linguistic knowledge about English and especially skills and theories in teaching second language.

Language Learning and Teaching Theories is one of the pedagogical courses to provide student-teachers to be a good teacher in ELESP UNJ. This course aims to prepare students to have knowledge & skills to learn another/foreign language in

order to prepare them to be a good language teacher. Teacher who know how to learn second language will be easy to teaching language.

Language Learning and Teaching Theories course's syllabus, as the whole planned of the course, play very important role in order to achieve the course purposes. The syllabus contains the whole components about the program such as the objectives, the learning materials, the teaching and learning activities, and the assessment which related to the success of the implementation of *Language Learning and Teaching Theories* course in the classroom. This research is try to see students' perception of the syllabus *Language Learning and Teaching Theories* course.

1.2 Research Questions

The focus of the study is on students' perception of the syllabus of *Language Learning and Teaching Theories* course in ELESP Universitas Negeri Jakarta. Therefore, the researcher proposed a question: "*How is students' perception toward the syllabus of Language Learning and Teaching Theories course in ELESP Universitas Negeri Jakarta?*"

1.3 Purpose of the Study

The purpose of this study is to describe students' perception toward the syllabus of *Language Learning and Teaching Theories* course in ELESP Universitas Negeri Jakarta

1.4 Benefits of the Study

It is expected that the result of the study can give a beneficial input for English Language Education Study Program in UNJ in order to develop the syllabuses of the program based on the students' needs. Besides, hopefully this study can give input and feedback for the lecturer of pedagogical course in ELESP UNJ to be more aware with the syllabus and to apply the whole components of the syllabus of the course in the classroom. Furthermore, it can be used as useful source for other researchers who interested in the same field

CHAPTER II

LITERATURE REVIEW

2.1   Definition of Curriculum and Syllabus

The definition of curriculum by Richards (2002) is "an overall plan for a course or programme". Besides that, there is also stated by Richards that curriculum is "the total programme of formal studies offered by school or institution". When Richards defines curriculum as a whole program plan of an educational institution, Kerr defines it more to the activities. He defines curriculum as planned and guided learning activities created by the school, whether it is carried on in groups or individually, inside or outside the school (as cited in Kelly, 2004).

Moreover, in Indonesia, curriculum has its own official definition that is according to PP No.19 2005 about Education National Standard and UU No.20 2003 about National Education System which state in this statement:

> *Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.*

The legitimate definition of curriculum explains that curriculum includes: 1) the aims; 2) content; 3) material of lessons; and 4) the method. Educational institutions in Indonesia make those educational policies into guidelines in the teaching and learning activities in their institutions. From many definitions of curriculum above, can be concluded that curriculum is a whole planned learning activities created to reach learners' objectives.

According to Longman Dictionary of Language Teaching and Applied Linguistics (Richards, 2010), curriculum consists of: 1) the aims/goals of the program; 2) syllabus (the content of the program and the sequence of the content); 3) teaching and learning procedures and activities; 4) assessment and testing used to assess student learning; 5) evaluation to assess the program's goals achievement.

1. The aims/goals of the program

   The aims/goals of the program are what the students are expected to know and what they are expected to be able to do after taking the program.

2. Syllabus (the content of the program and the sequence of the content)

   The content of the program is the materials that will be taught to the students that are formulated for the students to achieve the aims/goals. The sequence of the content is the arrangement of the materials. It stated which materials come first, next, and last, from general to specific.

3. Teaching and learning procedures and activities

   Teaching and learning procedures and activities are the teaching and learning sequences and what kinds of activities will be run in order to deliver the materials. In short, how the materials is taught.

4. Assessment and testing used to assess student learning

   Assessment and testing are created based on the materials that have been given to the students in order to find out how far students have mastered the materials and how far the aims/goals have been achieved.

They also consist of the assessment criteria and what kinds of test will be given.

5. Evaluation to assess the program's goals achievement

This evaluation is created to find out how far the goals of the program achieved. It also evaluates every component in the curriculum, whether or not improvement is needed to get a higher achievement of the goals.

One of the content in curriculum is syllabus, which can be said as the summary of one course in the program. According to Altman and Cashin (1992), syllabus, etymologically, means a "table of contents" or "label". Moreover, in Longman Dictionary of Language Teaching and Applied Linguistics syllabus refers to "a description of the contents of a course of instruction and the order in which they are to be taught" (Richards, 2002: 532).

According to Brown (1995: 7), there are 7 kinds of syllabuses. They are 1) structural syllabuses; 2) situational syllabuses; 3) topical syllabuses; 4) functional syllabuses; 5) notional syllabuses; 6) skills based syllabuses; and 7) task-based syllabuses. Three of them (structural, situational, and notional) are based on McKay (1978 in Brown, 1995:7) and the others are based on Brown (1995: 7).

1. Structural syllabuses

Structural syllabuses focus on grammatical forms, which the sequence of the content is from the easy forms to the difficult one. The example of structural syllabuses can be seen in Azar's *Understanding and Using English Grammar* book (1989). In the book, the first chapter is about

verb tenses that arranges from the simple tenses, the progressive tenses, the perfect tenses, the perfect progressive tenses, and the summary chart. The next chapters consist of modal auxiliaries, the passive, gerund and infinitive, etc.

2. Situational syllabuses

Situational syllabuses focus on the language in different contexts or situations. The content sequence chronologically from one situation to other situations that happen in the real life. The example of situational syllabuses can be seen in Brinton and Neuman's *Getting Along: English Grammar and Writing* (1982). This book's table of content consists of Introductions, Getting acquainted, At the housing office, Deciding to live together, Let's have coffee, Looking for an apartment, At the pier, etc. which based on the situation.

3. Topical syllabuses

Topical syllabuses focus on topics or themes rather than situations. The sequence is based on the author's feeling of the topics or themes' that importance for the students. The example of topical syllabuses can be seen in Smith and Mare's table of content of *Issues for Today: An Effective Reading Skills Text* (1990) that illustrates a topical syllabus:

Unit I Trends in Living

1 A Cultural Difference: Being on Time

2 Working Hard or Hardly Working

3 Changing Life—Styles and New Eating Habits

Unit II Issues in Society

4   Loneliness

5   Can Stress Make You Sick?

6   Care of the Elderly: A Family Matter

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4.   Functional syllabuses

McKay called this syllabus as "notional syllabuses" but Brown called it as "functional syllabuses" because it focuses on semantic uses. The sequence in functional syllabuses is based on the usefulness of the functions. The example can be seen in Jones and Baeyer's table of content of *Functions of American English: Communication Activities for The Classroom* (1983) which consists of several headings: 1) Talking about yourself, starting a conversation, making a date; 2) Asking for information: question techniques, answering techniques, getting more information; 3) Getting people to do things: requesting, attracting attention, agreeing and refusing; etc.

5.   Notional syllabuses

Notional syllabuses are organized around 'general notions', such as *distance*, *duration*, *quantity*, *quality*, *location*, *size*, and so forth. The example can be seen in Hall and Bowyer's *Nucleus English and for Science and Technology* (1980):

Unit 1 Properties and Shapes

Unit 2 Location

Unit 3 Structure

Unit 4 Measurement 1 [of solid figures]

Unit 5 Process 2 Function and Ability

Unit 6 Actions in Sequence

.....

6. Skills-based syllabuses

Skills-based syllabuses are organized based on the language or academic skills that students most need in order to use and continue to learn the language. The sequence is usually arranged in chronological order and considered the frequency as well as the usefulness of the skills. The example of skills-based syllabuses can be seen in the table of content from Barr, Clegg, and Wallace's *Advanced Reading Skills* (1983). They are: scanning, key words, topic sentences, reference words, connectors, and so on.

7. Task-based syllabuses

Task-based syllabuses are organized based on various tasks that might be needed by the students to perform in the language. Jolly's table of content of *Writing Tasks: An Authentic Task Approach to Individual Writing Needs* (1984) shows the example of task-based syllabuses, such as writing notes, memos, personal letters, telegrams, personal ads, instructions, descriptions, and so forth.

A syllabus contain an outline, and a schedule of topics, and many items of information. However, the primary purpose of a syllabus is to communicate to one's students what the course is about, why the course is taught, where it is going, and what will be required of the students for them to complete the course with a passing grade. Altman & Cashin (1992) stated that a syllabus will include: 1) course information; 2) instructor information, 3) text, readings, materials; 4) course description/objectives; 5) course calendar/schedule; 6) course policies; and 7) available support service. These are detailed explanations about each component of a syllabus:

1. Course Information:

   It consists of all of information students need and/or want to know about the course such as name of the course, section code of the course, credit hours, total meetings of the course, semester, prerequisites of the course if there is any, location of the classroom, and the days and hours of the course.

2. Instructor Information

   It consists of information about the instructor of the course such as full name, title, home and office address (or where to leave assignments), home (with restrictions), office (also office hours), mobile, and emergency phone number (if needed).

3. Text, Readings, Materials

   It consists of kinds of materials will be used during the course, e.g. textbooks (mentioning the title, author, date and edition, publisher, cost,

and where they are available), required or recommended readings, and additional materials (calculators, safety equipment, art supplies, etc.)

4. Course Description/Objectives

It consists of the information about the content of the course, the explanation about how the course fits with other course in the discipline, and why it is valuable for the students. It is also consists of instructional objectives, that are everything the students will know and be able to do as a result of having taken this course. Course objectives are also useful to lead the students to the purposes of the course, instructors, and syllabus designer expectations.

5. Course Calendar/Schedule

It consists of schedule/sequences of the content that will be taught, exams, quizzes, assignments, major assignments due dates, and any required special events.

6. Course Policies

It consists of information about the expectation for the students such as attendance, lateness, class participation, how students will be graded and evaluated (tests and non-tests), student responsibility in their learning, missed exams/assignments, late work, extra credit, academic dishonesty (e.g. cheating and plagiarism), make-up policy (whether for examinations or assignments), classroom management issues, or laboratory safety/health.

7. Available Support Service

It consists of various kinds of instructional support service, such as library, learning center, and computer.

From those explanation, it can be said that curriculum and syllabus have the same purpose that is to describe the course or program which has four main components: 1) the aims, goals or objectives, 2) the learning materials, 3) the learning and teaching activities or method, and 4) the assessment and evaluation.

2.1.1 The Aims, Goals, or Objectives

The aims or goals of the course can be defined as general statements concerning to program purposes which is wanted to be achieved based on perceived language and students' needs (Brown,1995). Moreover, Brown (1995) also explained that in order to derive goals from students' needs, there are four points should be remembered:

a. Goals are general statements of the program's purpose

b. Goals should usually focus on what the program want to accomplish and what the students should be able to do in the end of the program

c. Goals can serve as one basis for developing more precise and observable objectives

d. Goals should never be viewed as permanent, that is, they should never become set-in cement

It can be said that goals or aims are something that the programs want to achieve or accomplish based on the students' needs. Goals have to

achieve what students' need by taking the program. So in defining goals or aims of the programs one must be considered is the needs analysis of the program. Goals or aims can be form in three shapes: 1) language and situation-centered, 2) functional, and 3) strictly structural. (Brown, 1995)

Besides goals or aims, there are also objectives which different. Objectives, on the other hand, can be defined as more precise or specific statements that describe the particular skills, knowledge, or behavior that the learners have to master at the end of a course or program (Brown, 1995). In syllabus, objectives usually stated "by the end of the course, a students will be able to:" which followed by specific statements what students will be able to do.

Between goals/aims and objectives can be distinguished by see whether the statement is closer to a very general goal or to a very specific instructional objectives. However, both of them have the same function in order to describe what the program or course want to accomplish and what the learner will be achieved at the end of the program or course which develop based on situation or students' needs analysis.

2.1.2 The Learning Materials

Materials can be defines as the center of instruction as one of the most important influences on what goes on in the classroom (Kitao: 1998). In addition, Tomlinson (2012) defines materials as anything which is done by teachers or learners that can be used to facilitate the learning of a language.

Moreover, Brown (1995) states that materials "as any systemic description of the techniques and exercises to be used in classroom teaching. To sum up, materials are any set of activity and exercises which have many sources from anywhere to facilitate the learning of a language in classroom.

Materials can be anything that facilitate the learning of a language, including videos, DVDs, grammar books, newspaper, photographs, instructions given by a teacher, etc. It can be informative (informing the learner about target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language), and exploratory (helping the learner to make discoveries about the language) (Tomlinson, 2012). In conclusion, materials can be taken from many sources related to the learners' needs and interests. Materials are not only taken from the textbooks provided by government or published in the market but also from other sources such as newspaper, magazine, cassettes, etc.

Meanwhile, Tomlinson (1998) suggest that good language teaching or learning materials should achieve impact of the learners, help learners feel at ease, help learners to develop confidence, what is being taught should be perceived by learners as relevant and useful, require and facilitate learner self-investment by preparing them to be ready to acquire the points being taught. Teaching/learning materials also should expose the learners to language in authentic use.

2.1.3 The Teaching and Learning Activities

Brown (2007) defines learning as "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction." He also explains that teaching is "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing the knowledge, and also understand or know."

Teaching cannot be separated with learning, because teaching guide and facilitate the learning process, enabling the learner to learn, setting the conditions for learning (Brown, 2007). Brown (2001) defines teaching and learning activity as any kinds of activities that students do in the classroom. There are two elements which involve in teaching and learning activities: teacher and students, because teaching and learning is two way interaction. Hence, both of them have to build good interaction in order to aim the goal of the education. As teaching and learning activities involve two elements that are teacher and student, the focus of the activity divided into teacher-centered and student-centered. Cuban (1993) states that when the focus of teaching and learning activity is on the teacher, the process belongs to teacher-centered. Meanwhile, when the focus of teaching and learning activity is on the students, the process belongs to student-centered.

In learning and teaching process in the classroom, teacher can do various learning methods. According to Djamarah (2002), there were 11 methods in teaching and learning process:

1. Project method is learning method based on a problem and then analyzed from every possible solution

2. Experiment method is learning method which the students do experiment by experiencing and proofing a subject they learned.

3. Assignment method is learning method that the teacher gives assignment to the students which usually conducted outside the classroom and can make students to be more active.

4. Discussion method is learning method where students have discuss and solve the problem together

5. Role play method is learning method that dramatizing behavior that relate with the problem

6. Demonstration method is learning method that give students demonstration of a process or a situation as real as possible.

7. Solving method is learning method that solve the problem from collecting data until making conclusion

8. Questioning method is learning method that used two ways communication in interrogative form to transfer knowledge

9. Drilling method is learning method which repeat the pattern of behavioral

10. Explaining method is learning method where the knowledge is transferred verbally from teachers to students

2.1.4 The Assessment and Evaluation

In teaching and learning process, assessment is one of the most important thing. Airasian and Russell (2012) states that assessment is the process of collecting, synthesizing, and interpreting information to aid in decision making. Assessment is a way that used by teachers to gain information of students' achievement or progress in learning. As what has been stated by Hughes (2003) that the effect of testing on teaching and learning process is known as *backwash*, that can be beneficial or harmful. It means that testing and assessment play important role in teaching and learning.

Assessment and test are different. According to Brown (2004) who states that "tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated." On the other hand, Brown (2004) defines assessment as "an ongoing process that encompasses a much tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. It can be said that test is one of the form of assessment that teacher can make.

Fautley and Savage (2008) states that there are four purposes of assessment:

1. Formative, to improve student learning (look forward)

2. Summative, to see what students' have achieved (look back)

3. Diagnostic, to diagnose learning difficulties in the individual student in order to plan and execute appropriate interventions

4. Evaluative, evaluates the success of a whole school

Classroom assessment has two basic types, test (traditional) and non-test (alternative). Test is conducted to measure quantitative progress of the students which have specific schedule like at the end of the course. The form of test assessment are examination, mid-term test. On the other hand, non-test is conducted to measure qualitative progress of the students during the course, which can be done through portfolio assignment, observation by the teachers.

Moreover, Brown stated that there are two various types of assessment, based on the procedure of classroom assessment held by teachers in the class and based on the time and the function of the assessment in the classroom. Formal and informal are the types of assessment that based on the procedure of classroom assessment held by teachers in the class. Brown (2004) stated that, "formal assessment are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge". On the other hand, Brown (2004) stated that, "informal assessment is an unplanned comments and responses, through observations, non-test methods". To sum up, formal assessment is systematic planned techniques made by the teacher to see students' achievement that will be held at the end of the course and informal assessment is unsystematic planned techniques by the teacher that can be done during the course.

The second types of assessment is formative and summative assessment, which based on the time and the function of the assessment in the classroom. According to Brown (2004), formative is the assessment conduct by the teacher to evaluate students during the learning process, which has goal of helping students to continue that growth process. On the other hand, Brown (2004) stated that summative is the assessment conduct by the teacher in the end of the course in order to see what students has achieved. To sum up formative assessment is conduct during the learning activities to evaluate students' progress and summative assessment is conduct at the end of the course to see what students has achieved.

2.2. Overview of Perception

According to Longman Dictionary of Language Teaching and Applied Linguistics (Richards, 2010), perception defines as "the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.)." Moreover, based on Cambridge Advanced Learner dictionary, perception is "a belief or opinion, often held by many people and based on how things seem." Roessler (2011) stated that objective perception can occur based on the experience of the person. In conclusion, perception is the recognition and opinion by someone about the object based on how it seem and based on someone's experience.

2.3. Characteristics of Effective Language Teachers

Effective in Cambridge Advanced Learner Dictionary defined as "successful or achieving the results that you want." Then, effective language teacher can be described as teacher who successful in achieving the target language of the learners. It is important for every language teacher to increase their effectiveness in teaching in order to increase the successful or students' achievement in learning the target language. Teachers have to increase their quality for acquiring the characteristics of effective teachers.

Stronge (2004) suggested that there are five prerequisites for effective teachers, which are: (1) verbal ability, (2) content knowledge, (3) educational coursework, (4) teacher certification, and (5) teaching experience.

1. Verbal Ability

   Effective teachers need to have verbal ability for communicating and delivering the message, especially, to their students. Teachers have to know how to communicate with the students which have different learning styles and communication needs. If the students understand what teachers are communicating, the learning materials of the course will be delivered and can be understood well by the students.

2. Content Knowledge

   Knowledge background of the teachers in the subject area also play important for effective teaching. Effective teachers know the content of the course and also can determine the essential knowledge that are necessary for mastery of the course in order to integrate them into

effective instruction. Effective teachers organize and present knowledge of the course to the students in a manner that helps the students access, interact with, and learn the material.

3. Educational Coursework

Educational coursework refers to the preparation program for teaching that teachers have taken in order to earn their teacher certification. Effective teachers must continue to develop their professional knowledge in teaching. What teachers do in term of acquiring knowledge before they begin teaching influences the learning that occurs in their classrooms. Educational coursework provides a framework for effective teaching that includes planning, assessment, classroom management, students development, and instructional pedagogy.

4. Teacher Certification

Effective teachers must be certified in their teaching field in order to increase the achievement of their students. Certified teachers know well how to organize class and give standardized test to the students than uncertified one.

5. Teaching Experience

The experience of the teachers does make a difference in their effectiveness. Experience offers them the opportunity to be better by learning from their previous teaching. Teachers can learn and evaluate the way they teach in order to have better teaching method.

Stronge (2004) also stated that there are six key quality indicators associated with the personal quality of the teacher that can be as the tools to enhance effectiveness of the teacher, which are: (1) caring; (2) fairness and respect; (3) attitude toward the teaching profession; (4) social interactions with students; (5) enthusiasm and motivation for learning; and (6) reflective practice.

Moreover, Dincer and Takkac (2012) stated that there are four main characteristics of effective English teacher, which are:

1. Socio-Effective Skills

    These skills include a wide range of items such as motivating students, sparing time for students when they ask for help, being enthusiastic for teaching, having positive attitudes towards students, responding to students' needs and providing a stress-free classroom atmosphere. Therefore, what is important for teachers is to create an environment in which their students can concentrate on learning in both cognitive and emotional levels.

2. Pedagogical Knowledge

    Pedagogical knowledge refers to what teachers know about teaching their subjects. Pedagogical knowledge of the teacher includes providing students with an environment in which they can be relaxed in order to learn and produce well, guiding students, having the ability to organize, explain and clarify, as well as arousing and sustaining interest, motivating students, giving positive reinforcement, allocating more

time to preparation and delivery, and teaching with effective classroom materials by integrating technology.

3. Subject-Matter Knowledge

Subject matter knowledge refers to what teachers know about what they teach. Effective teacher have to master the subject matter knowledge in their specific field. Subject matter knowledge enables teachers to make use of audio-visual materials when possible, guide students to get some learning strategies, teach a topic in accordance with students' proficiency levels, and watch and inform students about their progress in language learning.

4. Personality Characteristics

Personal qualities an effective teacher should have are being challenging and having reasonably high expectations, having sense of humor, being enthusiastic and creative. Moreover, an effective teacher need to have another personal characteristics such as being tolerant, patient, kind, sensible and open-minded, flexible, optimistic, enthusiastic, having positive attitudes toward new ideas, and caring for students.

From those explanations, it can be said that the effective teachers must have good personality and good communication especially to the students. Effective teachers also have to acquire the knowledge about what subject that they teach and know how to teach that. Furthermore, certified teacher and experienced teacher also support the effectiveness of the teachers.

CHAPTER III

METHODOLOGY

This chapter presents the information of the method of the study, data and data source, time and place of the study, instruments, data collection procedures, and data analysis procedures.

3.1   Method of the Study

This study applied a qualitative research by using basic interpretative studies. Ary et al. described qualitative research seeks to understand and interpret human and social behavior as it is lived by participants in social settings (2010). Moreover, he also explained that basic interpretative studies provide rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved (2010). This study aimed to describe and interprets a phenomenon, process, or experience. The phenomenon discussed in this study is the students' perception of the syllabus of *Language Learning and Teaching Theories* course in ELESP of UNJ.

3.2   Time and Place of the Study

This study was conducted from May 2015 to July 2015 at the English Department of State University of Jakarta.

3.3   Data and Data Source

The data were the responses of the questionnaire and the interview transcriptions. The data source was the students of 2011 and 2012 batch in ELESP UNJ

3.4   Instruments of the Study

This research used two kinds of instruments: questionnaire and interview.

3.4.1 Questionnaire

The questionnaire were given to all ELESP students in 2011 and 2012 batch in ELESP UNJ who have been taking *Language Learning and Teaching Theories* course. The questionnaire was divided into five parts. Part I, II, III, and IV consisted of close-ended statements used various Likert scales with five options to respond the statements; *sangat setuju (SS), setuju (S), kurang setuju (KS), tidak setuju (TS), sangat tidak setuju (STS).* Part I was designed to describe students' perception toward the aims, goals, and objectives of the course in the syllabus. Part II was designed to describe students' perception toward the learning materials of the course in the syllabus. Part III was aimed to describe students' perception toward the teaching and learning activities of the course in the syllabus. While in part IV was designed to describe students' perception toward the assessment and evaluation of the course in the syllabus. Last, some open-ended questions were placed in part V.

Range	Interpretation
0,00% – 20,00%	Very Bad
21,00% - 40,00%	Bad
41,00% - 60,00%	Enough
61,00% - 80,00%	Good
81,00% - 100,00%	Very Good

3.4.2 Interview

The Interview were conducted to four students, two students from 2011 batch & two students from 2012 batch in ELESP UNJ, in the form of semi-structured interview.

3.5   Validity

In this study, content validity is used to test the validity of all items in the questionnaire. Content validity is a validity that has been estimated by measuring the test using rational analysis or professional judgment, a lecturer (Azwar, 2009). Moreover, Azwar (2009) also explains that the answer of the question in this validity is "how far the items in the test include the whole area of the measured object." The questionnaire employed in this study involved the whole area of the syllabus of *Language Learning and Teaching Theories* course, as the target area.

3.6 Data Collection Procedures

The data were collected through questionnaire and interview in some steps. First, the researcher collected the syllabus of L*anguage Learning and Teaching Theories* course in order to see the components of the syllabus. Secondly, the writer gave questionnaire to the students. The last, the researcher interviewed the students to complete and to crosscheck the data gained from questionnaire.

3.7 Data Analysis Procedures

In analyzing the data, each instrument was analyzed in different steps

1. The data gained through the questionnaire were tabulated by using Ms.Excel 2013 and measured by using simple frequent percentage. The formula is total respond: sum of respondents x 100%. After that, the data were presented in the form of charts and discussion.

2. The data gained through the interviews were transcribed and analyzed, and afterwards presented to support the data findings from the questionnaire.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides findings and the discussion of the study about students' perception of syllabus of *Language Learning and Teaching Theories* course in ELESP UNJ. The findings presented are regarding to the research question: "*How is students' perception toward the syllabus of Language Learning and Teaching Theories course in ELESP Universitas Negeri Jakarta?*"

4.1.   Data Description

The data of this study were gathered through two instruments which are questionnaire and interview. The questionnaire was administered to all students in 2011 & 2012 batch of ELESP UNJ with 47 responders. It consisted of five major parts; part I, II, III, and IV were list of statements with rating scale Likert and part V was open-ended questions. The Likert scales with 1-to-5 rating scales were used in the questionnaire which have meaning: (1) strongly disagree; (2) disagree; (3) somewhat disagree; (4) agree; (5) strongly agree.

The questionnaire consisted of 19 statements and 6 questions which described students' perception toward the four components of the syllabus, which are: (1) the aims and objectives; (2) lesson materials; (3) teaching and learning activities; (4) assessment.

Meanwhile, the data of interview with four students, two students from 2011 batch and two students from 2012 batch, were used to confirm, add, and support the information from questionnaire.

4.2. Findings and Discussion of the Study

The syllabus of *Language Learning and Teaching Theories* course in ELESP UNJ consists of several components, which are:

Table 4.1 Components of the syllabus

Language Learning and Teaching Theories course syllabus components
1. Name of Course
2. Course Credit & Code
3. Prerequisites
4. Course status
5. Course Description
6. Learning Objectives
7. Course Learning Outcomes
8. Course Materials
9. Sources and References
10. Assessment and Evaluation
11. Course Policies
12. Weekly Teaching and Learning Activities

Based on the table above, it can be seen that the components of the *Language Learning and Teaching Theories* course syllabus is quite the same with the syllabus components that proposed by Altman & Cashin (1992). The differences only in *Language Learning and Teaching Theories* course syllabus doesn't include instructor information and available support service components.

The four main components of the syllabus, which are aims and objectives, learning materials, teaching and learning activities, and assessment and evaluation also explained explicitly in the syllabus of *Language Learning and Teaching Theories* course.

Moreover, the type of the syllabus of *Language Learning and Teaching Theories* course is Topical Syllabuses in terms that the syllabus is organized based on the topics or themes' importance for the students. It can be seen as follows:

Table 4.2 Topics in the syllabus

Week/Meeting	Topics/Sub-Topics
1/1	Study guide
½ 2/3 2/4	The current beliefs about language learning theories: Behaviorist, Innatist, Interactionist, Constructivist
3/5 3/6	The process of learning a second language in the classroom: a cognitive view, interaction approach, exposure to language input, error treatment, and strategies

4/7 4/8	Language teaching from grammar-based to Communicative approaches: audiolingual, community language learning, the silent way, suggestopedia
5/9	The process of learning a second language in the classroom and natural setting
	Etc

4.2.1. Students' perception toward the syllabus of *Language Learning and Teaching Theories* course in ELESP UNJ

The following are the findings of students' perception toward the syllabus which divided based on the four main components in the syllabus of *Language Learning and Teaching Theories* course, which are the aims, goals, objectives; the learning materials; the teaching and learning activities; and the assessment and evaluation

4.2.1.1. Students' perception toward the aims, goals, and objectives in the syllabus of *Language Learning and Teaching Theories* course in ELESP UNJ

The following chart and its explanation are the data interpretation related to the findings of students' perception toward the aims, goals, and objectives in the syllabus.

Figure 4.1 Data percentage of part I

	1	2	3	4
■ Strongly Agree	46%	37%	59%	63%
■ Agree	54%	59%	37%	35%
■ Somewhat disagree	0%	4%	4%	2%
■ Disagree	0%	0%	0%	0%
■ Strongly disagree	0%	0%	0%	0%
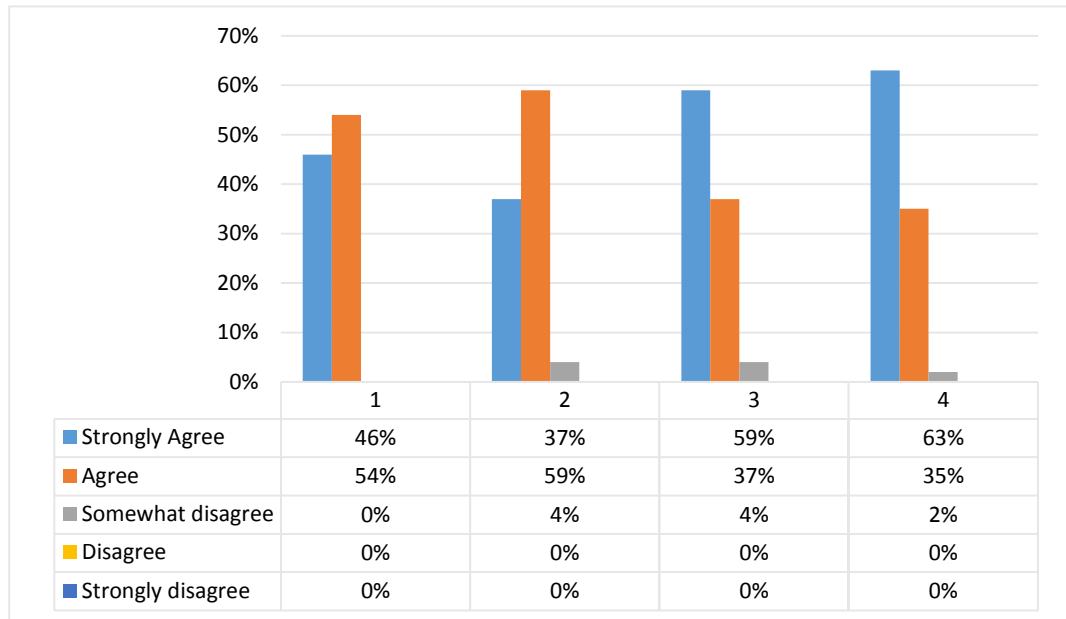
Based on data percentage above, it can be seen in statement "the aims of *Language Learning and Teaching Theories* course are students have the knowledge to comprehend, analyze, and evaluate various theories of first and second language learning and the implication of the theories towards the teaching and learning of English in classroom as foreign language in Indonesia" (statement 1), that 100% of students agreed about it

96% of them also agreed to the statement 2 that "the learning outcomes of the course are students will be able to summarize and differentiate first and second language acquisition and learning, classify and distinguish second language learning, analyze and judge factors affecting the success of language learners, and analyze the implication of Language Learning Theories in the classroom." It

showed that the aims and objectives in the syllabus has been explained by the lecturer of *Language Learning and Teaching Theories* course and can be understood well by the students.

The students' perception about the aims and objectives can be seen in statements 3 and 4. The responds in statement 3 "the aims and objective of the course has given them basic knowledge for taking another pedagogical course in ELESP UNJ such as *Curriculum and Material Development* and *English Language Teaching and Methodology* course", shows that 96 % of the students agreed about it. It is provided with the students' statements that:

> *"Iya…contohnya tadi untuk bikin silabus di mata kuliah CMD sama buat di ELTM juga" (Student 1)*

In statement 4 "the aims and objective of the course are appropriate with the students' need as future English teachers, especially in order to know the appropriate theories for teaching English as foreign language in Indonesia", the students' responds shows that 98% of them agreed to the statement. It is supported by the interview findings:

> *"Sesuai….sangat sesuai, karena kita harus tahu pendekatan apa yang harus kita pake ke murid" (Student 3)*

Thus, it can be concluded that the aims and objectives in the syllabus of *Language Learning and Teaching Theories* course are appropriate for students need as future English teachers. They also support students for taking another

pedagogical course by giving them the basic knowledge about theories in teaching and learning language. Students' stated that this course really help them in the next pedagogical courses, such as in *Curriculum and Materials Development* in order to make appropriate syllabus and materials and *English Language Teaching and Methodology* in order to choose appropriate method in teaching English as foreign language in Indonesia.

4.2.1.2. Students' perception toward the learning materials in the syllabus of *Language Learning and Teaching Theories* course in ELESP UNJ

The following are the data interpretation related to the findings of students' perception toward the learning materials in the syllabus.

Figure 4.2 Data percentage of part II

	5	6	7	8	9
Strongly Agree	43%	15%	31%	13%	48%
Agree	52%	78%	67%	50%	50%
Somewhat disagree	5%	5%	2%	35%	2%
Disagree	0%	2%	0%	0%	0%
Strongly disagree	0%	0%	0%	2%	0%
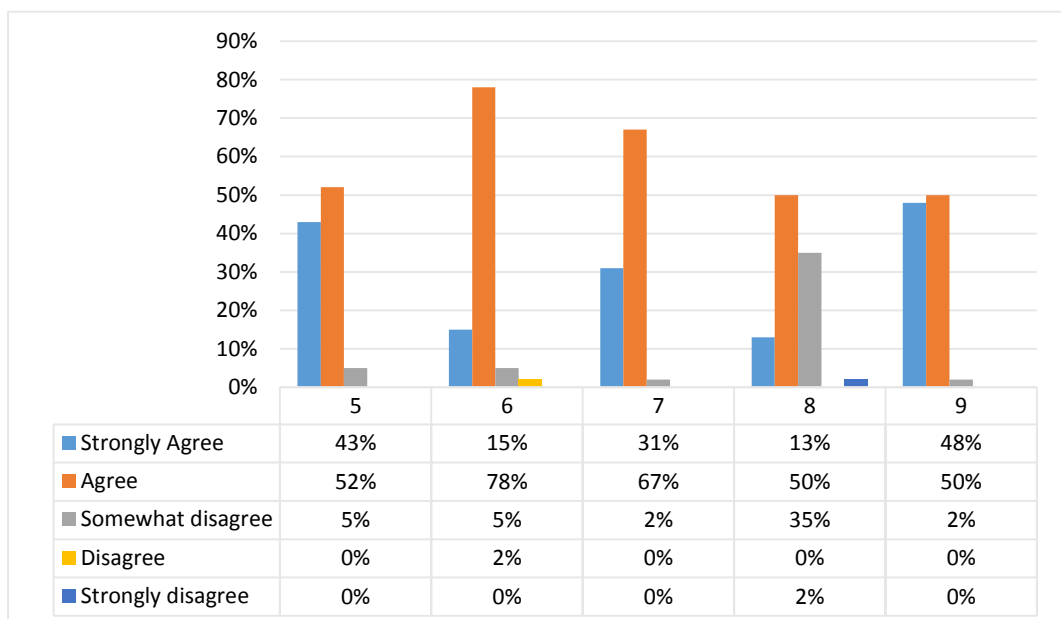
From the data above, it can be seen in statement 5 "Several topics which are studied in the course are the current beliefs about language learning theories, the process of learning a second language in the classroom, factors affecting the success of language learners, principles for language teaching, and characteristics of good language teachers", mostly students agreed to the statements. Students really have gotten the learning materials which based on the syllabus when they were taking *Language Learning and Teaching Theories* course because almost all of the respondents agreed with the statement. Thus, the learning materials (topics/sub-topics) that were given by the lecturers of *Language Learning and Teaching Theories* course, all of them, were based on the syllabus.

In statements "topics of the course are appropriate for students as future English teachers in order to teach English with meaningful learning" (statement 6) and "topics of the course can help students to choose the right methods or procedures for teaching English as foreign language in the classroom (statement 7), their responds show that most of them agreed to the statements. As stated by the interviewee below:

> *"menurut saya sih berguna, jadi kan kita bisa tahu teori yang tepat dalam mengajarkan Bahasa itu seperti apa ke murid-murid kita nanti" (Student 2)*

The learning materials gave basic knowledge to the students about how second/foreign language can be acquire and what factors affecting the successful of language learning. Thus, if students have

known how is the acquisition of second/foreign language and what are the factors affecting the success in language learning, they can choose the most appropriate methods or theories in teaching English and can develop the factors which affecting the success in language learning in the classroom.

However, 7% of students stated that they somewhat disagreed and 2% of students disagreed that the topics appropriate for their needs as future English teacher in order to teach English in meaningful learning and to choose the right methods for teaching English in the classroom. Students stated that the learning materials in *Language Learning and Teaching Theories* course used less of authentic materials so students couldn't well applied the materials in real life especially in the classroom.

All of the respondents have taken or have been taking *Praktek Keterampilan Mengajar (PKM)* course, so they already have the experienced in teaching English in the classroom.

For the eighth statement "the learning materials derived from relevant and up-to-date sources", it can be seen in the percentage above that 63% of students agreed to it. Students answered that the sources of learning materials were from several books. Based on the syllabus, there are a lot of sources and book references for the learning materials in. In contrast, 35% of students stated that they somewhat disagreed and 2% of students strongly disagreed with the statement.

Several students stated that the source was only from one book that seemed pretty old, as can be proved by interview findings:

> *"Kalo ketika itu cuma ada 1 buku sih, update atau enggaknya kurang tahu ya, yang jelas iu buku lama dan itu fotokopian entah tahun berapa, tapi yang pasti sih emang masih kepake, bahkan pas kuliah ELTM 2 masih disinggung materi-materinya"(Student 3)*

For statement 9 "learning materials can give students basic knowledge for taking another pedagogical course in ELESP UNJ such as *Curriculum and Material Development* and *English Language Teaching and Methodology* course, 98% of students responded positively to the statement. It is provided by students' interview findings:

> *"iya, karena materinya tentang teori-teori pengajaran Bahasa, pasti bakalan berhubungan sama mata kuliah lain, seperti dalam membuat silabus dan materi di mata kuliah CMD, dan saat latihan mengajar di ELTM" (Student 2)*

4.2.1.3. Students' perception toward the teaching and learning activities in the syllabus of *Language Learning and Teaching Theories* course in ELESP UNJ

The following are the data interpretation related to the findings of students' perception toward the teaching and learning activities in the syllabus.

Figure 4.3 Data percentage of part III

	10	11	12	13	14
■ Strongly Agree	39%	15%	26%	2%	2%
■ Agree	48%	35%	50%	61%	83%
■ Somewhat disagree	13%	37%	22%	31%	15%
■ Disagree	0%	11%	2%	6%	0%
■ Strongly disagree	0%	2%	0%	0%	0%
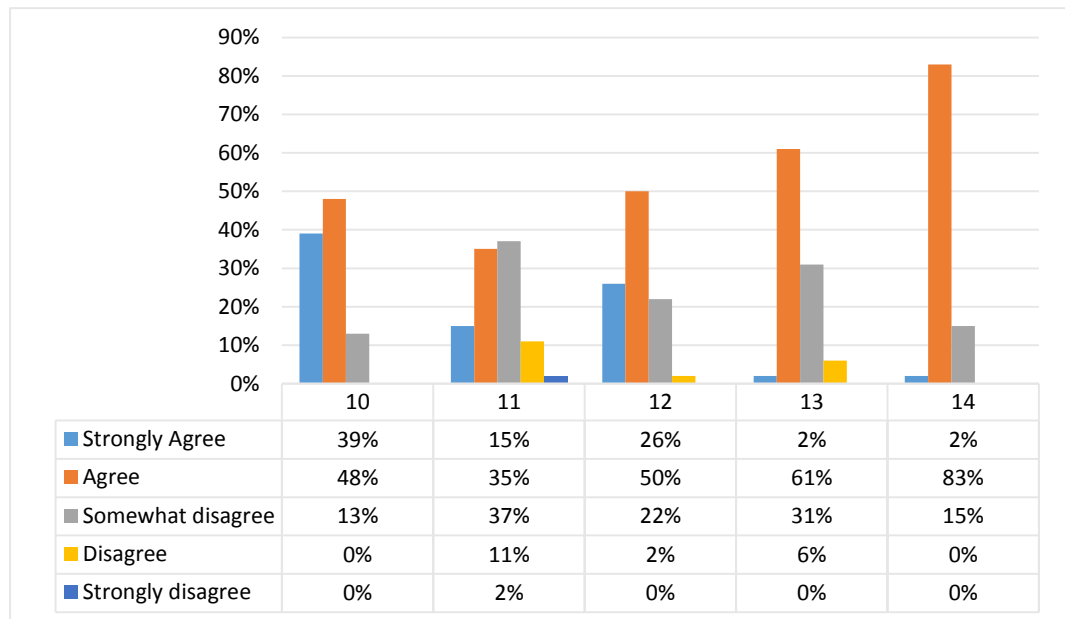
For statement 10 "the teaching and learning activities of this course consist of lecturing, classroom discussion, presentation, summarize the topics, and individual and group assignment", based on the chart percentage, 87% of students agreed to it. In contrast, 13% of students did not really agree with the statement. They stated that during the course they only did lecturing and discussion, with no assignment and group presentation, as can be seen in the following interview finding:

"baca, diskusi, sama penjelasan dosen aja sih" (student3)

It can be said that most of the teaching and learning methods were used in *Language Learning and Teaching Theories* course based on the syllabus are discussion method (classroom discussion), assignment method (presentation, summarize), and explanation

method (lecturing). However, based on the findings, it's also shows that several lecturers only did several methods in the syllabus that is explanation and discussion method without assignment method.

For the next statement that "the teaching and learning activities are dominated by lecturing", 50% of students agreed to the statement. It is provided by students' interview finding:

> *"Lebih didominasi sama dosennya, soalnya kan teori gitu, jadi lebih sering dijelasin" (student 1)*

However, 37% of students did not really agreed, 11% students disagreed, and 2 % of students strongly disagreed with the statement.

For the twelfth statement that "students were actively involved in the teaching and learning activities", 76% of students agreed to it. All of the students have their own turn to present the topics in group, so that lecturer only add several explanation of the topics. It makes each students has their contribution during the course. It is provided by students' interview finding:

> *"hmmm… mahasiswanya dilibatkan aktif kok, karena kan ada presentasi kelompok ya, nah itu bergantian tiap pertemuannya, jadi hampir tiap pertemuan selalu ada presentasi dari mahasiswanya, dosennya paling cuma nambahin penjelasannya aja" (student 4)*

Thus, it can be concluded that teaching and learning activities in *Language Learning and Teaching Theories* course not too student-centered and also not too teacher-centered. The

activities involved both of the students and lecturer, in terms that students have their chance to have the presentation of the topic and lecturer also play important role in explaining the topic to the students.

In the statement "teaching and learning activities have accommodated the learning styles of the students", based on the data percentage, 63% of students responded positively to the statement. However, 31% of students somewhat disagreed and 6% students disagreed with the statement. As can be proved by interview findings:

> *"Kayaknya belum deh….soalnya kan cuma dari dosennya yang lebih banyak ngejelasinnya, memang awal-awalnya kita gampang memahami, oh ini materinya tentang ini, oh teorinya behaviorism tuh kayak gini, cuma kita tuh jadi cepet lupa gitu karena kita gak memahami sendiri, mungkin ada alternatif lain yang menjelaskan teori yang mahasiswa bisa ingat terus" (student 1)*

> *"Belom sih, seharusnya bisa dibuat group discussion, presentasi…jadi mahasiswa bisa lebih mengerti bagian-bagian kecilnya" (student 3)*

For statement 14 "the teaching and learning activities appropriate to support students in understanding and applying the learning materials", 85% of students agreed to it. Students stated that with lecturing activity they can know more about the theories, then it supported by presentation and discussion which involve students

actively in order to learn with their own way. In contrast, 15% of students stated that they somewhat disagreed with the statement.

4.2.1.4. Students' perception toward the assessment and evaluation in the syllabus of *Language Learning and Teaching Theories* course in ELESP UNJ

The following are the data interpretation related to the findings of students' perception toward the assessment in the syllabus.

Figure 4.4 Data percentage of part IV

	15	16	17	18	19
Strongly Agree	9%	24%	13%	9%	17%
Agree	72%	63%	78%	59%	70%
Somewhat disagree	17%	9%	9%	19%	11%
Disagree	2%	4%	0%	11%	2%
Strongly disagree	0%	0%	0%	2%	0%
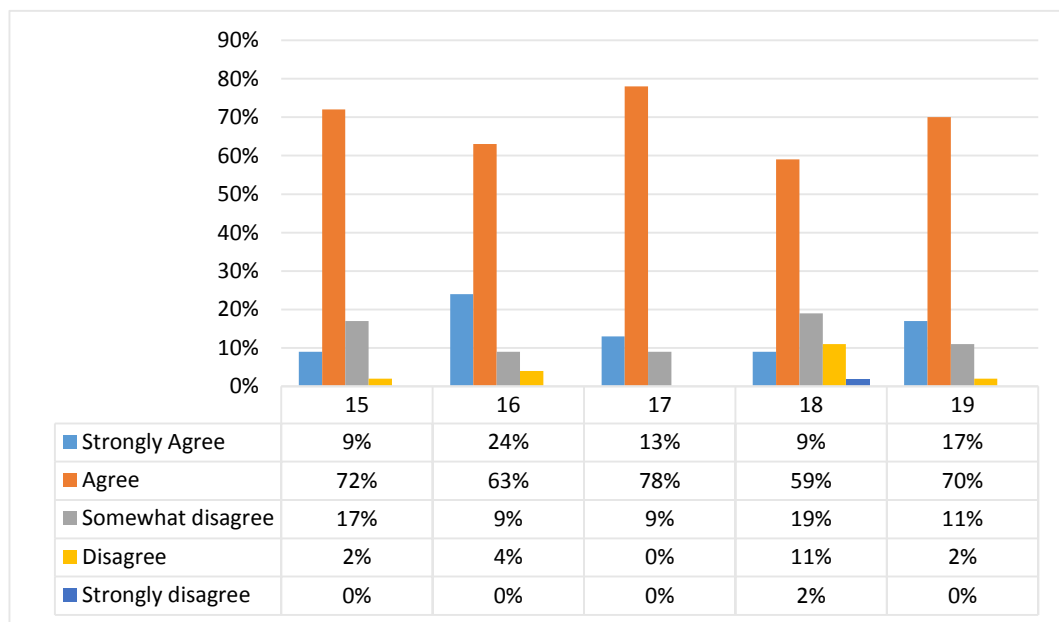
Based on the data percentage above, it can be seen that 81% of students agreed with the fifteenth statement that "the test assessment conducted through multiple choice and essay questions (mid-term

test) and quizzes which based on the syllabus". As can be proved by interview findings:

> *"Tugas gak ada, kecuali baca, terus langsung UTS dan UAS" (student 3)*
>
> *"bentuknya soal-soal pilihan ganda sama esei" (student 3)*

However, 17% of students somewhat disagreed and 2% students disagreed with the statement. They responded that they haven't gotten the form of test-assessment during the course. Students only have the assessment in the form of non-test such as presentation and written assignment.

87% of students agreed with the second statement that "the non-test assessment conducted through presentations, written assignment, and end-of-term academic paper". As can be proved by interview findings:

> *Kalo dulu tuh kita disuruh bikin presentasi, sama pas terakhirnya kita disuruh bikin makalah buat ngejelasin lagi materi-materinya. (student 1)*
>
> *"presentasi sama makalah"(student 2)*

In contrast 9% of students stated that they did not really agree and 4% students did not agree with the statement. They stated that during the course they only had to sit, read the book, and listened to the lecturer without has been given any assignment such as presentation and academic paper.

For the next statement "presentations and written assignment are conducted to assessed students' learning progress", 91% of students agreed to the statement. However, 9% of students somewhat disagreed with the statement.

For statement 18 "end-of-term academic paper is conducted to assessed students' learning result", 68% of students agreed that, as stated by one interviewee:

> *"UTS-nya itu soal-soal pilihan ganda sama essay, kalo UAS disuruh bikin makalah" (student 4)*

In contrast, 19% of students somewhat disagreed and 13% students disagreed with the statement.

It can be said that, the assessment methods which based on the syllabus, not all of them were applied by several lecturers in the classroom. Several students stated that they only has been given assessment in the form of test in multiple choice and essay questions and several students also stated that they only has been given assessment in the form of non-test in presentation and written assignment. In general, the assessment methods in the syllabus which consist of test and non-test have been applied by most lecturers in the classroom.

For the nineteenth statement "the assessment methods are appropriate to assessed students' learning progress and result", 87% of students agreed to it. The assessment in the form of presentations and written assignment can assess students' learning progress because

they were conducted in every topics during the course. Then, in order to assess students' learning result, the used of end-of-term academic paper was appropriate enough to check whether the students have truly understood about the whole topics in the course by comprehend them into one academic paper. Meanwhile, 11% of students somewhat disagreed and 2% of students disagreed with the statement. As can be proved by interview findings:

> *"Kayaknya kalo untuk membuat makalah sudah bisa, tapi kalo tugas presentasi kayaknya belum deh, tapi saya rasa kurang padet, soalnya kan itu tugasnya dirumah ya itu bisa aja mahasiswanya ngeliat dari internet atau apa gitu" (student 1)*

CHAPTER V

CONCLUSION AND RECOMMENDATTION

This chapter presents the conclusion and recommendation of the study based on the data analyzed.

5.1.   Conclusion

Based on the findings and discussion, students give positive perception toward the syllabus. 97% of students gave positive responded toward the aims and objectives of the course in the syllabus. They stated that the aims and objectives are appropriate for them as future English teacher. From the result, it can be concluded that the aims and objectives of *Language Learning and Teaching Theories* course in the syllabus are appropriate to the needs of the students in order to prepare them as good future English teachers.

In the terms of learning materials, 95.5% of students answered that the learning materials of *Language Learning and Teaching Theories* course are appropriate for them as future English teachers in order to choose the best methods for teaching English as foreign language in Indonesia. Moreover, 63% of students stated that the learning materials have relevant and up-to-date sources and 98% of them answered that the learning materials can give students basic knowledge for taking another pedagogical course.

In the terms of teaching and learning activities, 76% of students answered that students were actively involved during the course and 50% of students

answered that lecturer was the dominant subject in the activities. Students can be actively involved in presentation and discussion activities. Lecturer also play the main role in the activity of lecturing. Thus, it can be concluded that the teaching and learning activities in *Language Learning and Teaching Theories* course, that consists of presentation, lecturing, discussion, and written assignment, have involved actively both of the students and the teacher. Furthermore, students also responded positively that the activities can accommodate the learning styles of the students and can support students in understanding and applying the learning materials.

In terms of the assessment and evaluation, 87% of students answered that the assessment in *Language Learning and Teaching Theories* course are appropriate to assess students' learning progress and result. Despite the finding that, based on their experienced, several students were only given test assessment or non-test assessment by the lecturer of *Language Learning and Teaching Theories* course. Overall, the students' perception toward the syllabus of *Language Learning and Teaching Theories* course were good and positive.

5.2. Recommendation

Even though most students have good and positive perception toward the syllabus of *Language Learning and Teaching Theories* course, there were still problems encountered. Several items in each of the four main components (the aims and objectives, the learning materials, the teaching and learning activities, and the assessment and evaluation) did not really apply in the classroom especially in the

teaching and learning activities and the assessment and evaluation. For example, the teaching and learning activities conducted in the classroom only lecturing without students' presentation and the assessment only used test assessment without non-test assessment. As a consequence, several students feel bored with the activity. Students also feel that their learning progress and result didn't assessed well. Thus, to solve the problem, it is important for both students and lecturer to pay more attention about what has been written in the syllabus and apply all the items in the classroom. So, the syllabus, as the specific plan of the course, can be well applied in order to reach the aims and objectives of the course by giving all of the learning materials, conducting all of the activities, and conducting all of the assessment form based on the syllabus.

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APPENDICES

Data of Questionnaire

Respondents	Statements										
	1	2	3	4	5	6	7	8	9	10	11
1	4	5	4	5	5	4	4	3	4	5	3
2	4	3	4	4	5	4	4	3	4	5	4
3	4	5	5	5	5	5	4	5	4	5	5
4	4	4	5	4	5	4	4	3	4	5	4
5	4	4	3	5	4	5	4	5	3	4	4
6	5	5	5	5	5	4	4	3	5	5	5
7	4	3	5	4	5	4	4	3	4	4	2
8	4	5	5	5	5	4	4	4	5	4	4
9	4	5	5	5	5	4	4	4	5	4	4
10	4	5	5	5	5	4	4	4	5	4	4
11	4	5	5	5	5	4	4	4	5	4	4
12	5	5	5	5	5	4	5	5	5	5	4
13	5	5	5	5	5	4	5	5	5	5	4
14	5	4	4	5	4	3	4	3	4	4	2
15	5	4	4	5	4	3	4	3	4	4	2
16	4	4	4	4	4	4	4	4	4	4	4
17	4	4	4	4	4	4	4	4	4	4	4
18	4	4	5	5	5	5	5	4	5	5	4
19	4	4	4	4	4	4	4	4	4	4	2
20	4	4	4	4	3	4	4	3	4	3	3
21	4	4	4	5	4	4	4	4	4	5	3
22	4	5	3	4	4	2	4	1	4	3	5
23	5	5	5	5	4	4	5	3	4	5	3
24	4	5	5	5	4	5	3	4	5	4	5
25	5	4	5	5	3	5	5	3	5	3	3
26	5	4	5	4	5	4	4	3	5	5	3
27	5	4	5	5	5	4	5	5	5	5	3
28	5	4	5	5	4	4	5	3	4	4	3
29	5	5	5	5	5	4	4	4	5	4	5
30	5	4	4	4	4	4	5	3	5	4	4
31	5	5	4	5	5	4	5	4	5	5	3
32	4	4	4	4	4	4	4	4	4	4	4
33	5	4	5	4	4	4	4	4	5	4	3
34	4	4	5	3	5	4	5	4	4	4	5
35	5	4	4	4	4	4	4	4	4	4	1
36	5	5	4	4	4	4	4	3	5	3	3
37	5	4	5	5	5	4	5	5	5	5	3
38	4	4	4	5	4	4	4	4	4	5	3
39	5	4	5	4	4	4	4	4	5	4	5
40	4	4	5	5	4	4	5	4	5	5	4
41	4	4	4	4	4	4	4	4	4	4	3
42	4	4	4	5	4	4	4	4	4	4	4
43	5	5	5	5	4	5	5	4	4	5	2
44	5	5	5	5	5	4	4	3	5	3	3
45	4	4	5	5	4	4	5	3	4	3	3
46	5	4	5	5	4	5	4	4	5	5	3

Respondents	Statements							
	12	13	14	15	16	17	18	19
1	4	4	4	5	3	3	3	3
2	3	3	4	3	4	4	2	3
3	5	4	5	4	4	5	3	5
4	5	4	4	4	3	4	5	5
5	5	4	4	3	5	4	5	5
6	3	4	3	4	4	5	4	5
7	4	4	4	4	3	4	3	4
8	5	4	4	4	5	4	4	4
9	5	4	4	4	5	4	4	4
10	5	4	4	4	5	4	4	4
11	5	4	4	4	5	4	4	4
12	4	4	4	4	5	4	4	4
13	4	4	4	4	5	4	4	4
14	4	4	4	3	4	4	4	4
15	4	4	4	3	4	4	4	4
16	3	3	3	4	4	4	4	4
17	3	3	3	4	4	4	4	4
18	4	3	4	4	4	4	4	4
19	4	4	3	2	4	4	4	4
20	4	3	4	3	4	3	4	3
21	4	3	4	3	4	5	4	3
22	3	2	3	4	4	4	2	3
23	4	4	4	4	5	5	5	5
24	3	3	4	4	3	3	4	5
25	3	2	4	5	5	5	4	5
26	4	3	4	4	4	4	2	5
27	4	4	4	4	4	5	3	4
28	4	3	4	4	4	4	3	4
29	4	3	4	4	4	4	3	4
30	3	4	4	4	4	4	3	4
31	5	4	4	4	4	4	3	4
32	4	4	4	4	4	4	3	4
33	4	3	4	4	4	3	4	4
34	4	3	4	4	5	4	4	4
35	5	4	4	4	5	4	4	4
36	5	5	4	3	4	4	4	4
37	4	4	4	3	4	4	4	4
38	5	4	4	5	4	4	4	4
39	3	4	4	4	4	4	4	4
40	5	4	4	4	4	4	4	4
41	4	4	4	4	4	4	4	4
42	4	4	4	4	4	4	4	4
43	4	4	4	4	4	4	2	4
44	3	3	3	4	2	4	2	4
45	2	2	3	4	2	4	1	2
46	4	3	4	5	4	4	5	4

APPENDIX 2

KUESIONER UNTUK MAHASISWA

Kuesioner ini dibuat untuk memperoleh data mengenai tanggapan mahasiswa terhadap silabus mata kuliah *Language Learning and Teaching Theories*.

Petunjuk Pengisian Bagian I, II, III, dan IV
Beri tanda checklist (v) pada kolom pilihan pernyataan yang sesuai dengan pengalaman Anda selama mengikuti kegiatan pembelajaran mata kuliah *Language Learning and Teaching Theories*.

Keterangan Kolom
SS   : Sangat Setuju
S   : Setuju
KS   : Kurang Setuju
TS   : Tidak Setuju
STS   : Sangat Tidak Setuju

Bagian I

No	Pernyataan	Jawaban				
		SS	S	KS	TS	STS
1	Tujuan dari mata kuliah *Language Learning and Teaching Theories* adalah mahasiswa dapat memiliki pengetahuan untuk memahami, menganalisis, dan mengevaluasi berbagai teori tentang pembelajaran Bahasa pertama dan kedua; dan keterlibatan teori tersebut terhadap proses pembelajaran Bahasa Inggris sebagai Bahasa asing di Indonesia					
2	Berikut adalah beberapa capaian hasil pembelajaran mata kuliah *Language Learning and Teaching Theories*, mahasiswa dapat: a. Meringkas dan membedakan teori-teori penerimaan dan pembelajaran Bahasa pertama dan kedua b. Mengklasifikasikan dan membedakan proses pembelajaran Bahasa kedua di kelas c. menganalisis dan menilai faktor-faktor yang mempengaruhi kebehasilan mempelajari Bahasa d. menganalisis penerapan teori-teori pembelajaran Bahasa di kelas					
3	Tujuan mata kuliah memberikan pengetahuan dasar bagi mahasiswa untuk mengikuti mata kuliah pedagogi selanjutnya seperti *Curriculum & Materials Development* dan *English Language Teaching & Methodology*					
4	Tujuan mata kuliah sesuai dengan kebutuhan mahasiswa sebagai calon guru Bahasa Inggris untuk mengetahui teori-teori dalam mengajarkan Bahasa Inggris di kelas sebagai Bahasa asing di Indonesia					

Bagian ini berisi 4 butir pernyataan mengenai tujuan mata kuliah *Language Learning and Teaching Theories*.

Bagian II
Bagian ini berisi 5 butir pernyataan mengenai materi perkuliahan pada mata kuliah *Language Learning and Teaching Theories.*

No	Pernyataan	Jawaban				
		SS	S	KS	TS	STS
5	Berikut adalah beberapa topic bahasan pada mata kuliah *Language Learning and Teaching Theories*: 1. teori-teori terkini tentang pembelajaran Bahasa (*Behaviorist, Innatist, Interactionist, constructivist*); 2. proses mempelajari Bahasa kedua di kelas; 3. faktor-faktor yang mempengaruhi keberhasilan pembelajaran Bahasa; 4. prinsip-prinsip untuk mengajar Bahasa (*automaticity, meaningful learning, autonomy, etc*); 5. karakteristik guru Bahasa yang baik					
6	Topik bahasan mata kuliah sesuai dengan kebutuhan mahasiswa sebagai calon guru Bahasa Inggris untuk dapat mengajarkan Bahasa Inggris secara bermakna					
7	Topik bahasan mata kuliah dapat membantu membekali mahasiswa untuk memilih metode atau prosedur yang tepat dalam mengajarkan Bahasa Inggris di kelas sebagai Bahasa asing di Indonesia					
8	Materi mata kuliah berasal dari berbagai sumber yang relevan dan mutakhir (*up-to-date*)					
9	Materi mata kuliah memberikan pengetahuan dasar bagi mahasiswa untuk mengikuti mata kuliah pedagogi selanjutnya seperti *Curriculum & Materials Development* dan *English Language Teaching & Methodology*					

Bagian III
Bagian ini berisi 5 butir pernyataan mengenai aktivitas pembelajaran pada mata kuliah *Language Learning and Teaching Theories.*

No	Pernyataan	Jawaban				
		SS	S	KS	TS	STS
10	Berikut adalah beberapa aktivitas pembelajaran pada mata kuliah *Language Learning and Teaching* Theories: 1. ceramah dosen (*lecturing*); 2. diskusi kelas; 3. presentasi kelompok; 4. merangkum topik bahasan; 5. penugasan individu dan kelompok					
11	Aktivitas pembelajaran didominasi oleh ceramah dari dosen tentang materi mata kuliah					
12	Aktivitas pembelajaran melibatkan mahasiswa secara aktif					
13	Aktivitas pembelajaran mengakomodir gaya belajar mahasiswa					
14	Aktivitas pembelajaran menunjang mahasiswa dalam memahami materi mata kuliah					

Bagian IV

Bagian ini berisi 5 butir pernyataan mengenai penilaian (*assessment)* pada mata kuliah *Language Learning and Teaching Theories.*

No	Pernyataan	Jawaban				
		SS	S	KS	TS	STS
15	Penilaian pada mata kuliah menggunakan penilaian tes dalam bentuk ujian tengah semester (soal pilihan berganda dan esei) dan kuis					
16	Penilaian pada mata kuliah menggunakan penilaian non-tes dalam bentuk makalah, presentasi, rangkuman topik bahasan, dan karya tulis ilmiah					
17	Penilaian untuk menilai atau mengukur proses belajar dengan presentasi dan rangkuman topik bahasan					
18	Penilaian untuk menilai atau mengukur produk atau hasil belajar dengan karya tulis ilmiah (*end-of-term academic paper*)					
19	Penilaian yang dilakukan sesuai untuk menilai atau mengukur kemajuan dan hasil belajar mahasiswa					

Bagian V

Bagian ini terdiri dari 6 butir pertanyaan mengenai 4 komponen silabus mata kuliah *Language Learning and Teaching Theories* yaitu tujuan, materi perkuliahan, aktivitas pembelajaran, dan penilaian.

Jawablah pertanyaan-pertanyaan dibawah ini secara singkat, padat, dan jelas berdasarkan pengalaman Anda selama mengikuti kegiatan pembelajaran mata kuliah Language Learning and Teaching Theories.

1. Menurut Anda apakah tujuan mata kuliah pada silabus mata kuliah sudah sesuai dan dapat menunjang Anda sebagai calon guru Bahasa Inggris?
   ……
   ……….

2. Menurut Anda apakah materi perkuliahan yang tertera pada silabus sudah cukup untuk menunjang kemampuan dan pengetahuan Anda sebagai calon guru Bahasa Inggris?
   ……
   ……….

3. Menurut Anda apakah aktivitas pembelajaran sudah cukup menunjang mahasiswa dalam memahami dan mengaplikasikan materi mata kuliah?
   ……
   ……….

4. Menurut Anda apakah penilaian yang ada pada silabus sudah cukup untuk menilai kemajuan dan hasil belajar Anda?
   ……
   ……….

5. Menurut Anda, apa hal yang perlu ditambah atau dikurangi dari keempat komponen silabus tersebut (tujuan, materi perkuliahan, aktivitas pembelajaran, dan penilaian)?
   ……
   ……….

6. Apa saran dan kritik Anda untuk silabus mata kuliah *Language Learning and Teaching Theories?*
   ……
   ……….

INTERVIEW PROTOCOL

Proyek   :

Tanggal   :

Tempat   :

Interviewer   : Rizki Ariestyadi

Interviewee   :

Wawancara ini bertujuan untuk mendapatkan data terkait dengan persepsi mahasiswa terhadap silabus mata kuliah *Language Learning and Teaching Theories* UNJ

1. Apakah silabus diberikan dan dijelaskan pada awal perkuliahan?

2. Apakah tujuan mata kuliah yang tertera pada silabus sesuai dengan kebutuhan mahasiswa sebagai calon guru Bahasa Inggris?

3. Apakah tujuan mata kuliah yang tertera pada silabus dapat memberikan pengetahuan dasar kepada mahasiswa untuk mengikuti mata kuliah pedagogi selanjutnya?

4. Apakah materi perkuliahan sesuai dengan kebutuhan mahasiswa sebagai calon guru Bahasa Inggris dalam hal untuk memilih metode yang tepat dalam mengajarkan Bahasa Inggris sebagai Bahasa asing di Indonesia? Bagaimana penerapannya ketika Anda melaksanakan mata kuliah PKM?

5. Apakah materi perkuliahan dapat memberikan pengetahuan dasar kepada mahasiswa untuk mengikuti mata kuliah pedagogi selanjutnya?

6. Apakah materi perkuliahan berasal dari sumber-sumber yang relevan dan mutakhir?

7. Apakah aktivitas pembelajaran melibatkan mahasiswa secara aktif atau lebih didominasi oleh dosen?

8. Apakah aktivitas pembelajaran dapat mengakomodir gaya belajar mahasiswa?

9. Apakah aktivitas pembelaran yang dilakukan dapat menunjang bagi mahasiswa dalam memahami dan mengaplikasikan materi perkuliahan?

10. Apakah bentuk-bentuk penilaian yang dilakukan sesuai untuk mengukur atau menilai kemajuan dan hasil belajar mahasiswa?

11. Apa saran dan kritik Anda untuk silabus mata kuliah *Language Learning and Teaching Theories?*

Interview Script

Project	: STUDENTS' PERCEPTION OF SYLLABUS OF *LANGUAGE LEARNING AND TEACHING THEORIES* COURSE IN ELESP OF UNIVERSITAS NEGERI JAKARTA
Date	: Monday, 22 June 2015
Place	: O Building, UNJ
Interviewer	: Rizki Ariestyadi (Q)
Interviewee	: Student 1

Q	:Assalamualaikum AS*
Student 1	:Waaikumsalam Bang
Q	:AS kemarin dapet mata kuliah Language Learning and Teaching Theoris pas semester berapa?
Student 1	: Semester 3
Q	: Dosennya sama siapa?
Student 1	: Sama Mam H**
Q	: Oh sama mam H, oke….langsung pertanyaannya ya…..pas belajar LLTT dikasih gak silabusnya oleh dosen?
Student 1	: ehhh…kalo fotokopiannya gak dikasih, cuma kemarin itu waktu pertemuan awal dibahas, dijelasin kayak gimana, pembelajarannya mau ke arah mana
Q	:Berarti dibahas ya silabusnya…….tujuan dari mata kuliah LLTT ini apa?
Student 1	: Tujuan mata kuliah LLTT ini seperti kita dikenalkan dengan teori-teori belajar seperti behaviorism, constructivism
Q	:Tujuan itu kira-kira sesuai gak dengan kebutuhan kita sebagai calon guru Bahasa Inggris?
Student 1	: ehh..kalo misalkan tujuan dari matkul LLTT saya rasa sudah sesuai, soalnya kita sebagai pendidik harus tahu tentang teori belajar untuk bisa menyusun silabus nantinya
Q	:Kemudian tujuan dari mata kuliah LLTT ini menunjang atau memberikan pengetahuan dasar gak untuk ikut di mata kuliah pedagogi selanjutnya?
Student 1	:Iya…contohnya tadi untuk bikin silabus di mata kuliah CMD sama buat di ELTM juga
Q	:Oke kemudian untuk materi perkuliahannya di LLTT ada apa aja?
Student 1	:Agak lupa hehe..tapi paling tentang teori belajar
Q	:Materi tersebut berguna gak buat kita sebagai calon guru bahasa Inggris? Kalo berguna kira-kira berguna dai segi apa?
Student 1	:ehhh..kalo untuk matkul LLTT itu sangat berguna, kita kan nanti akan nyusun silabus, kita juga harus tahu gimana cara ngajar yang baik jadi kita kalo tidak ada teori akan susah, selain itu juga ada hubungannya juga dengan mata kuliah ESP untuk menysun suatu pembelajaran kita butuh teori tentang language learning
Q	: Materi yang ada di mata kuliah LLTT ini memberikan pengetahuan dasar gak untuk mahasiswa dalam mengikuti mata kuliah pedagogi berikutnya, seperti mata kuliah CMD dan ELTM?

Student 1	: iya, karena pasti membantu kita dalam menyusun silabus materi di mata kuliah CMD, sama tadi di ESP juga
Q	:Materinya berasal dari banyak sumber yang relevan dan update gak?
Student 1	:Kalo dulu itu cuma dari buku
Q	:Bukunya cuma ada satu buku atau dari kumpulan beberapa buku?
Student 1	:cuma satu doank
Q	:Oh gitu….oke….nah untuk aktivitas pembelajarannya yang ada di matkul LLTT kayak gimana aja?
Student 1	:ehhh..diantaranya itu ada penjelasan dari dosennya, terus kita disuruh bikin power point, ada materi-materi yang dibagi per kelompok terus dipresentasikan
Q	:selama aktivitas pembelajarannya dilibatkan secara aktif gak mahasiswanya atau mungkin lebih didominasi sama dosennya?
Student 1	:Lebih didominasi sama dosennya, soalnya kan teori gitu, jadi lebih sering dijelasin
Q	:Dengan aktivitas seperti itu, menunjang atau tidak buat mahasiswa dalam menerima dan memahami materinya?
Student 1	:Kalo dari saya sendiri, awal-awalnya bisa paham materinya, tapi karena disampaikan dari dosen jadi kadang kurang bisa mengingat, jadi sering cepat lupa..
Q	: Dari aktivitas pembelajaran yang ada kira-kira sudah mengakomodir belum gaya belajar mahasiswanya?
Student 1	: Kayaknya belum deh….soalnya kan cuma dari dosennya yang lebih banyak ngejelasinnya, memang awal-awalnya kita gampang memahami, oh ini materinya tentang ini, oh teorinya behaviorism tuh kayak gini, cuma kita tuh jadi cepet lupa gitu karena kita gak memahami sendri, mungkin ada alternatif lain yang menjelaskan teori yang mahasiswa bisa ingat terus
Q	:Kemudian untuk penilaiannya yang digunakan dalam mata kuliah LLTT dalam bentuk apa aja?
Student 1	:Kalo dulu tuh kita disuruh bikin presentasi, sama pas terakhirnya kita disuruh bikin makalah buat ngejelasin lagi materi-materinya.
Q	: Bentuk penilaian seperti UTS yang menggunakan soal pilihan berganda, mencocokkan, essay, ada gak?
Student 1	:Gak ada
Q	:Oh gak ada ya, berarti cuma disuruh bikin presentasi sama makalah ya….kalo tugas sehari hari ada?
Student 1	:Gak ada juga
Q	:Dengan penilaian seperti itu sudah bisa belum mengukur hasil belajar atau kemajuan mahasiswa?
Student 1	:Kayaknya kalo untuk membuat makalah sudah bisa, tapi kalo tugas presentasi kayaknya belum deh, tapi saya rasa kurang padet, soalnya kan itu tugasnya dirumah ya itu bisa aja mahasiswanya ngeliat dari internet atau apa gitu
Q	:Nah sekarang kan AS sedang PKM ya…nah kira-kira sejauh apa sih kebermanfaatan mata kuliah ini ketika dipraktekkan di PKM?
Student 1	: ehh…..sangat bermanfaat ya kalo misalnya dari segi materinya, jadi tuh kita bisa tahu cara buat ngadepin muridnya, kan muridnya beragam, cara menjelaskan materinya tuh kayak gimana ke mereka, pake teori apa

Q   :Pertanyaan yang terkahir, dari keempat komponen silabus tadi kira-kira Andi ada
              saran dan kritik gak?
Student 1   : Hmmm kalo saran dan kritik kayaknya gak ada deh.
Q   : Oh oke kalo gitu,, terima kasih banyak ya AS atas waktunya

Note:
*) a fictious name of a respondent
**) a fictious name of a lecturer

Interview Script

Project   : STUDENTS' PERCEPTION OF SYLLABUS OF *LANGUAGE LEARNING AND TEACHING THEORIES* COURSE IN ELESP OF UNIVERSITAS NEGERI JAKARTA
Date   : Monday, 22 June 2015
Place   : O Building, UNJ
Interviewer   : Rizki Ariestyadi (Q)
Interviewee   : Student 2

Q   :Assalamualaikum RA*
Student 2   :Waaikumsalam Ki
Q   : Pernah dapet mata kuliah Language Learning and Teaching Theories pas semester berapa dan sama siapa dosennya?
Student 2   : pas semester 3, sama Mam I**
Q   : Pas di awal pertemuan silabusnya dikasih gak oleh dosen?
Student 2   : dikasih dan dijelasin juga silabusnya
Q   : Tujuan dari mata kuliah LLTT ini untuk apa?
Student 2   : kalo untuk tujuan mata kuliahnya untuk mengenali teori-teori dalam mempelajari Bahasa…metodenya, factor-faktornya, dan sebagainya
Q   :Tujuan itu kira-kira sesuai gak dengan kebutuhan mahasiswa sebagai calon guru Bahasa Inggris?
Student 2   : menurut saya sih sudah sesuai, jadi kita nanti bisa tahu cara ngajar Bahasa Inggrisnya gimana sesuai dengan teori mempelajari Bahasa yang diajarkan di mata kuliah LLTT
Q   :Tujuan dari mata kuliah LLTT ini memberikan mahasiswa pengetahuan dasar gak untuk ikut di mata kuliah pedagogi selanjutnya?
Student 2   :Iya…bisa untuk mengembangkan materi di CMD dan ketika praktek mengajar pas mata kuliah ELTM
Q   :Materi perkuliahan di mata kuliah LLTT ada apa aja?
Student 2   : banyak sih, hmm….yang saya tahu ada tentang teori-teori pembelajaran Bahasa,
Q   :Materi tersebut berguna gak buat mahasiswa sebagai calon guru bahasa inggris?
Student 2   : menurut saya sih berguna, jadi kan kita bisa tahu teori yang tepat dalam mengajarkan Bahasa itu seperti apa ke murid-murid kita nanti
Q   : Materi yang ada di mata kuliah LLTT ini memberikan pengetahuan dasar gak untuk mahasiswa dalam mengikuti mata kuliah pedagogi berikutnya, seperti mata kuliah CMD dan ELTM?
Student 2   : iya, karena materinya tentang teori-teori pengajaran Bahasa, pasti bakalan berhubungan sama mata kuliah lain, seperti dalam membuat silabus dan materi di mata kuliah CMD, dan saat latihan mengajar di ELTM
Q   :Materinya berasal dari banyak sumber yang relevan dan update gak?
Student 2   :hmmm…..iya deh, yang pasti kita disuruh fotokopi satu buku yang terdiri beberapa kumpulan buku gitu
Q   :Untuk aktivitas pembelajarannya yang ada di matkul LLTT kayak gimana aja?
Student 2   : yang pasti ada penjelasan dari dosen, sama paling kita disuruh ganti-gantian presentasi per kelompok

Q	:selama aktivitas pembelajarannya dilibatkan secara aktif gak mahasiswanya atau lebih didominasi sama dosennya?
Student 2	: kayaknya seimbang deh, jadi mahasiswa presentasi, setelah itu dosennya nambahin penjelasannya
Q	:Dengan aktivitas seperti itu, menunjang gak buat mahasiswa dalam memahami materinya?
Student 2	:kayaknya iya deh….jadi selain ada penjelasan langsung dari dosennya, mahasiswanya juga diminta buat nyampein materinya lewat presentasi, jadi bisa lebih nyampe
Q	: Dari aktivitas pembelajaran yang ada kira-kira sudah mengakomodir belum gaya belajar mahasiswanya?
Student 2	: yang pasti gak semua sih, tapi paling enggak gak terlalu monoton lah aktivitasnya
Q	:Bentuk penilaian yang digunakan dalam mata kuliah LLTT ada apa aja?
Student 2	: presentasi sama makalah
Q	: Bentuk penilaian seperti UTS yang menggunakan soal pilihan berganda, mencocokkan, essay, ada gak?
Student 2	:seingat saya sih gak ada
Q	:Dengan penilaian seperti itu sudah bisa belum mengukur hasil belajar atau kemajuan mahasiswa?
Student 2	:yang makalah kayaknya bisa deh ngeliat hasil belajar mahasiswanya
Q	:RA kan sudah ambil mata kuliah PKM ya…nah kira-kira sejauh apa sih kebermanfaatan mata kuliah ini ketika dipraktekkan di PKM?
Student 2	: lumayan bermanfaat sih, meskipun gak inget-inget banget hehe……..tapi paling enggak ada nyantel sedikit lah materinya
Q	:Pertanyaan yang terkahir, dari keempat komponen silabus tadi kira-kira Andi ada saran dan kritik gak?
Student 2	: Hmmm kalo saran dan kritik kayaknya gak ada deh.
Q	: Oh oke kalo gitu,, terima kasih banyak ya RA atas waktunya

Note:
*) a fictious name of a respondent
**) a fictious name of a lecturer

Project   : STUDENTS' PERCEPTION OF SYLLABUS OF *LANGUAGE LEARNING AND TEACHING THEORIES* COURSE IN ELESP OF UNIVERSITAS NEGERI JAKARTA
Date   : Monday, 22 June 2015
Place   : O Building, UNJ
Interviewer : Rizki Ariestyadi (Q)
Interviewee : Student 3

Q   : Assalamualaikum FA*
Student 3   : Waalaikumsalam Ki
Q   : Pernah dapet mata kuliah LLTT pas semester berapa dan dosennya siapa?
Student 3   : dapet pas semester 3 sama Ibu S**
Q   : Oke….ketika di awal mata kuliah silabusnya dikasih dan dijelaskan gak oleh dosennya?
Student 3   : Dikasih dan dijelasin kok
Q   : Oke..untuk pertanyaan pertama tentang tujuan mata kuliah, tujuan dari mata kuliah LLTT itu apa?
Student 3   :Ngasih tahu tipe-tipe pendekatan, ngasih tahu teori-teori pengajaran sih
Q   :Dari tujuan tersebut, kira-kira sudah sesuai atau belum dengan kebutuhan mahasiswa sebagai calon guru Bahasa Inggris?
Student 3   :Sesuai….sangat sesuai, karena kita harus tahu pendekatan apa yang harus kita pake ke murid
Q   :Kemudian tujuan dari mata kuliah ini kira-kira menunjang atau memberikan pengetahuan dasar gak buat mahasiswa dalam mengikuti mata kuliah pedagogi berikutnya
Student 3   :Memberikan…otomatis buat ELTM ini jadi basic, karena kalo kita ELTM tanpa LLTT kosong banget
Q   :Kemudian materinya yang ada di mata kuliah LLTT apa aja?
Student 3   :Hmm teori-teori pengajaran Bahasa kedua, tipe-tipe pendekatannya
Q   : Dari materi tersebut bermanfaat gak buat mahasiswa dari segi kita bisa memilih teori yang tepat dalam mengajar?
Student 3   : Sangat bermanfaat, ya kita tahu model apa yang mau kita terapkan kemurid
Q   : Sekarang FA lagi ambil mata kuliah PKM kan ya….nah kira-kira materi yang ada di mata kuliah LLTT bermanfaat gak dalam penerapannya di PKM?
Student 3   : Bermanfaat kok, kadang ada murid-murid yang emang harus dikasih pendekatan khusus belajarnya, yang bebel harus di drilling, yang cepet tinggal dikasih pengayaan-pengayaan aja
Q   : Materi yang ada di mata kuliah LLTT ini memberikan pengetahuan dasar gak untuk mahasiswa dalam mengikuti mata kuliah pedagogi berikutnya, seperti mata kuliah CMD dan ELTM?
Student 3   : pasti, karena ini kan teori-teori basic ya tentang pengajaran Bahasa, jadi ini pasti bakalan menunjang buat mata kuliah selanjutnya
Q   : Materi mata kuliah LLTT banyak gak sih sumbernya dan update gak?

Student 3	: Kalo ketika itu cuma ada 1 buku sih, update atau enggaknya kurang tahu ya, yang jelas iu buku lama dan itu fotokopian entah tahun berapa, tapi yang pasti sih emang masih kepake, bhkan pas kuliah ELTM 2 masih disinggung materi-mateinya
Q	: Bukunya itu dari banak sumber atau memang hanya 1 buku?
Student 3	: Cuma 1 buku
Q	:Kemudian untuk aktivitas pembelajarannya yang ada di mata kuliah LLTT dalam bentuk apa aja?
Student 3	: Baca, diskusi, sama penjelasan dosen aja sih
Q	: Dari aktivitas pembelajaran tersebut banyak melibatkan mahasiswa atau lebih didominasi sama dosennya?
Student 3	: Fifty-fifty, jadi kita lebih banyak dijelasin aja sih sama dosennya, terus sama banyak tanya jawab aja dari mahasiswa ke dosennya
Q	: Kalo presentasi ada?
Student 3	: Enggak
Q	: Dengan bentuk aktivitas pembelajaran seperti,kira-kira sudah mengakomodir belum gaya belajar mahasiswanya?
Student 3	: Belom sih, seharusnya bisa dibuat group discussion, presentasi…jadi mahasiswa bisa lebih mengerti bagian-bagian kecilnya
Q	: Jadi kira-kira dari aktivitas pembelajarannya sudah mendukung belum bagi mahasiswa untuk memahami materinya?
Student 3	: Belum, jadi yang mau baca ya memahami, yang gak baca ya yaudah
Q	: Oke kemudian untuk bagian penilaiannya, di mata kuliah LLTT ini bentuk penilaiannya seperti apa aja?
Student 3	: Tugas gak ada, kecuali baca, terus langsung UTS dan UAS
Q	: Bentuk UAS dan UTSnya seperti apa?
Student 3	: bentuknya soal-soal pilihan ganda sama esei
Q	: Ada tugas dalam bentuk membuat makalah gak?
Student 3	:Enggak, Cuma ada soal terus disuruh kerjain
Q	: Dari bentuk penilaian seperti itu, kira-kira sudah bisa belum menilai kemajuan dan hasil belajar mahasiswa?
Student 3	: Karena kan LLTT bentuknya masih teori ya, jadi udah bisa, karena yang penting kan kita tahu teori ya, jadi ya emang gitu model penilaiannya, kurangnya emang gak ada penugasan sih
Q	: Oke untuk pertanyaan terakhir, ada saran dan kritik gak untuk silabus dari mata kuliah LLTT?
Student 3	: Hmmm..gak ada kayaknya
Q	: Baik kalau begitu, terima kasih banyak ya atas waktunya

Note:
*) a fictious name of a respondent
**) a fictious name of a lecturer

Interview Script

Project   : STUDENTS' PERCEPTION OF SYLLABUS OF *LANGUAGE LEARNING
                AND TEACHING THEORIES COURSE IN ELESP OF UNIVERSITAS
                NEGERI JAKARTA
Date   : Tuesday, 22 June 2015
Place   : O Building, UNJ
Interviewer   : Rizki Ariestyadi (Q)
Interviewee   : Student 4

Q   : Assalamualaikum MR*
Student 4   : Waalaikumsalam Ki
Q   : Pernah dapet mata kuliah LLTT pas semester berapa dan dosennya siapa?
Student 4   : dapet pas semester 3 sama Ibu D**
Q   : Pas di awal mata kuliah silabusnya dikasih dan dijelaskan gak oleh dosennya?
Student 4   : iya dikasih dan dijelasin
Q   : Tujuan dari mata kuliah LLTT ini untuk apa sih?
Student 4   : ya seperti nama mata kuliahnya, untuk ngasih tahu teori dalam mengajar dan
                belajar bahasa
Q   :Dari tujuan tersebut, sudah sesuai atau belum dengan kebutuhan mahasiswa
                sebagai calon guru Bahasa Inggris?
Student 4   :Sesuai deh, jadi kita kan bisa tahu teori-teori yang ada dalam mengajarkan
                Bahasa itu seperti apa aja
Q   : Tujuan dari mata kuliah LLTT kira-kira menunjang atau memberikan
                pengetahuan dasar gak buat mahasiswa dalam mengikuti mata kuliah pedagogi
                berikutnya?
Student 4   : iya, ya buat praktek ngajarnya nanti pas di mata kuliah ELTM
Q   :Materinya yang ada di mata kuliah LLTT apa aja?
Student 4   :apa ya…lupa hehe…tapi yang pasti materinya seputar teori-teori mengajar dan
                mempelajari bahasa
Q   : Materi tersebut bermanfaat gak buat mahasiswa sebagai calon guru Bahasa
                Inggris?
Student 4   : Sangat bermanfaat, ya kita bisa tahu dan milih teori apa yang mau kita terapkan
                dalam mengajarkan Bahasa Inggris ke murid
Q   : MR sudah pernah ambil mata kuliah PKM kan ya….nah kira-kira materi yang
                ada di mata kuliah LLTT bermanfaat gak dalam prakteknya di PKM?
Student 4   : lupa hehe, tapi kayaknya sih pasti berpengaruh cuma mungkin kitanya aja yang
                gak ngeh kalo materinya kepake
Q   : Materi yang ada di mata kuliah LLTT ini memberikan pengetahuan dasar gak
                untuk mahasiswa dalam mengikuti mata kuliah pedagogi berikutnya, seperti mata
                kuliah CMD dan ELTM?
Student 4   : iya sih, jadi kita bisa tahu ya teori-teori dalam mengajarkan Bahasa itu kayak
                gimana aja, jadi pasti menunjang buat mata kuliah selanjutnya seperti membuat
                silabus dan materi di CMD
Q   : Materi mata kuliah LLTT berasal dari banyak sumber yang relevan dan update
                gak?

Student 4	: iya, pakenya sih cuma satu buku yang isinya kompilasi beberapa buku rujukan,
Q	: aktivitas pembelajarannya yang ada di mata kuliah LLTT dalam bentuk apa aja?
Student 4	: penjelasaan dari dosen, sama paling presentasi gitu
Q	: Dari aktivitas pembelajaran tersebut banyak melibatkan mahasiswa atau lebih didominasi sama dosennya?
Student 4	: hmmm… mahasiswanya dilibatkan aktif kok, karena kan ada presentasi kelompok ya, nah itu bergantian tiap pertemuannya, jadi hampir tiap pertemuan selalu ada presentasi dari mahasiswanya, dosennya paling cuma nambahin penjelasannya aja
Q	: Dengan bentuk aktivitas pembelajaran seperti itu,kira-kira sudah mengakomodir belum gaya belajar mahasiswanya?
Student 4	: menurut saya sih udah, meskipun agak ngebosenin sih karena cuma dengerin orang ngomong , tapi cukup bervariasi lah karena tiap pertemuan yang ngejelasin beda-beda
Q	: Jadi aktivitas pembelajarannya sudah mendukung belum bagi mahasiswa untuk memahami materinya?
Student 4	: menurut saya sih udah
Q	: Oke…..kemudian untuk penilaiannya, di mata kuliah LLTT ini bentuk penilaiannya seperti apa aja?
Student 4	: paling pernah dikasih tugas ngerangkum materi pas awal-awal, selebihnya dikasih soal-soal dan disuruh bikin makalah
Q	: Bentuk UTS dan UAS-nya seperti apa?
Student 4	: UTS-nya berupa soal-soal pilihan ganda sama essay, kalo UAS disuruh bikin makalah
Q	: Dari bentuk penilaian seperti itu, kira-kira sudah bisa menilai belum kemajuan dan hasil belajar mahasiswa?
Student 4	: sudah, dengan penilaian seperti itu jadi bisa keliatan kan seberapa paham kita sama materinya
Q	: Oke untuk pertanyaan terakhir, ada saran dan kritik gak untuk silabus dari mata kuliah LLTT?
Student 4	: Hmmm..gak ada hehe
Q	: Baik kalau begitu, terima kasih banyak ya atas waktunya

Note:
*) a fictious name of a respondent
**) a fictious name of a lecturer

BIODATA PENULIS

 Rizki Ariestyadi lahir di Jakarta, 1 April 1993. Anak pertama dari pasangan Wawan Indriawan dan Muryani ini mulai menempuh pendidikan di Universitas Negeri Jakarta pada tahun 2011. Sebelumnya penulis telah menempuh pendidikan di SDN 13 Jakarta, SMPN 20 Jakarta, dan SMAN 14 Jakarta. Penulis menyelesaikan pendidikan S1 di jurusan Bahasa dan Sastra Inggris pada tahun 2015.

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