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**AN EVALUATION ON TEYL SYLLABUS OF ENGLISH DEPARTMENT:  
A RATIONALE-BASED MODEL**

**Isry Laila Syathroh**  
islaisya@yahoo.com

**Abstract**

Curriculum is an area of vital importance in an educational program that bridges the students and teachers in achieving the education goals (Print, 1988; Miller, 1985). The objective of this study is to depict the academic English language curriculum/syllabus of Teaching English to Young Learners (TEYL) subject in STKIP Siliwangi. The present study analyzes the coherence, consistency, and relevance of the curriculum objectives, content, learning activities, and assessment with the result of needs assessment, institution vision and mission, law, and the nature of the subject matter. Using Tyler's rationale model in analyzing documents, this study involved 30 students of six semester in need assessment. The result of this study can be used as some considerations in reconstructing the syllabus so that learning experiences will be relevant and consistent with the learning objectives stated in the syllabus.

**Keywords:** *Curriculum, Syllabus, TEYL, Tyler's Rationale-Based Model*

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**INTRODUCTION**

Curriculum plays a crucial role in education. It is educational program which states: 1) educational purpose of the program (learning outcomes); 2) the content; 3) teaching procedures and learning experiences which will be necessary to achieve this purpose (means/process); 4) some means for assessing whether or not educational ends have been achieved (Richards, 2001). For the sake of implementing effective curriculum, it should be evaluated regularly. Evaluation is the process of collecting data on a programme to determine its value or worth with the aim of deciding whether to adopt, reject, or revise the programme. In other words, the curriculum has to be evaluated to determine whether all the educational purposes (learning outcomes), the content, the process and the assessment have been worthwhile. The information collected from evaluating a curriculum forms the basis for making judgements about how successfully has the programme achieved its intended outcomes and the worth or value of the programme.

Several curricula have been implemented in higher education levels. One of them is *Kerangka Kualifikasi Nasional Indonesia* (KKNI-based) curriculum. In some institutions, it is the one which has been implemented since 2013. However, there are few researches analysing the implementation of KKNI-based curriculum in higher education. This research will fill the gap by evaluating KKNI-based curriculum used in higher education by using Tyler's Objective-Centered Model. This model will cover four aspects to be analysed: learning objectives, learning experiences, learning organization and learning evaluation. This study is expected to give feedback to the stakeholder of the institution about the effective implementation of the current curriculum used.

This study is aimed at fulfilling four major goals. Firstly, the study aims at investigating the objectives of education. Secondly, this study focuses on types of teaching experience that needed to be provided to achieve educational objectives. Thirdly, this study is trying to see the effectiveness of educational experience organization. And lastly, this study is trying to evaluate whether or not the educational objectives have been achieved.

This study is expected to give contributions for two crucial aspects. Firstly, from the theoretical perspective, the result of this study hopefully can enrich the literature related to curriculum evaluation in higher education. Secondly, from the practical perspective, the results of this study are intended to provide a framework for other researchers who are interested in learn more about curriculum evaluation. Furthermore, the result of this study is expected to give information about the implementation of curriculum and raise the awareness of all stakeholders of the institution so that they will see it as an important issue to be tackled. Finally, the result of this study is expected to encourage teachers, as the vital players of education, to be critical about their own teaching practices and be involved in research about curriculum evaluation in higher education.

#### **LITERATURE REVIEW**

Curriculum evaluation has been defined variously by many scholars. One of them is Oliva (1988) who defines curriculum evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. The primary decision alternatives to consider based upon the evaluation results are: to maintain the curriculum as is; to modify the curriculum; or to eliminate the curriculum. The other definition is from Gay (1985) who argues that the aim of curriculum evaluation is to identify its weaknesses and strengths as well as problems encountered in implementation; to improve the curriculum development process; to determine the effectiveness of the curriculum and the returns on finance allocated. Furthermore, McNeil (1977) also states that "curriculum evaluation is an attempt to throw light on two questions: Do planned learning opportunities, programs, courses and activities as developed and organised actually produce desired results? How can the curriculum offerings best be improved?" (p.134). Worthen and Sanders (1987) also define curriculum evaluation as "the formal determination of the quality, effectiveness, or value of a programme, product, project, process, objective, or curriculum" (p.22-23). And Ornstein & Hunkins (1998) define curriculum evaluation as "a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something- the curriculum in general or an educational textbook in particular" (p.320). Based on the definitions above, it can be synthesized that curriculum evaluation is the assessment process of the merit and worth of a program of studies which covers the four aspects of curriculum: purposes, process, content and assessment.

In evaluating curriculum, purposes of evaluation should be clarified. Posner (1992) states that most curriculum evaluators claim that the main reason to conduct curriculum evaluation is to provide information for making decisions about either individuals or the curriculum. Decisions about individuals are necessary for six purposes: diagnosis, instructional feedback, placement, promotion, credentialing and selection. Another purpose of evaluation is informing decision about curriculum. Posner (1992) explains that there are two types of curriculum evaluation decisions: 1) decision as to how to improve the curriculum which requires formative evaluation, and 2) decision as to whether to continue to use the curriculum, which requires summative evaluation. Evaluation plays a formative role when it occurs during the ongoing curriculum development process, while evaluation plays a summative role when it enables administrators to decide whether or not a curriculum is good enough to warrant institutional support.

#### **METHOD**

To describe the result of curriculum evaluation, the writer used qualitative research design. It is appropriate for a study that requires exploration and a detailed understanding of a central phenomenon (Creswell, 2009). Qualitative research methods are used to examine questions that can

best be answered by verbally describing how participants in a study perceive and interpret various aspect of their environment (Crowl, 1996, p.16). To reach the purposes of this study, multiple data collection techniques were used. There are three different data collection methods were employed: document analysis and questionnaire. The first instrument used in this study was document analysis. Related to this type of data collection, Creswell (2009) explains that during the process of research, a researcher may collect qualitative documents. These can be public documents (e.g. newspaper, minutes of meeting, official reports, etc.) or private documents (e.g. personal journals and diaries, letters, emails, etc.).

In this qualitative research project, the researcher used questionnaire as the other source of data collection. This is also in accordance to what Bryman (2008) says that a well-constructed questionnaire can reduce the bias of interviewer effects and thus increase the consistency and reliability of the results. The the data will be analyzed using the framework of Tyler's Objective-Centered Model. The framework can be summarized in the following table:

STAGES	ASPECTS ANALYZED	GUIDING QUESTIONS	DATA SOURCES	INSTRUMENTS
1	Educational Objectives	1. What are the educational objectives of the curriculum?	Curriculum Documents	Document Analysis
2	Content	2. What learning experiences need to be provided in order to achieve the educational objectives?	Curriculum Documents	Questionnaire
3	Material Organization	3. How to effectively organize the educational experiences?	Curriculum Documents	Document Analysis
4	Assessment	4. How can we know whether these objectives have been achieved?	Curriculum Documents Mid Test & Final Test Documents	Document Analysis

Tyler's Objective-Centered Model Framework of Curriculum Analysis (Source: Ornstein &Hunskins, 2009)

## FINDINGS AND DISCUSSION

### *Analysis of Educational Goals and Objectives*

Educational goals can be defined as general statements concerning desirable and attainable program purposes and aims based on perceived language and situation needs (Brown, 1995). While educational objectives are defined as specific statements that describe the particular knowledge, behaviors and skills that the learner will be expected to know or perform at the end of a course or program (Brown, 1995). Mager in Brown (1995) suggested three components necessary for the formulation of good objectives:

1. Performance: An objective always says what a learner is expected to be able to do
2. Conditions: An objective always describes the important conditions (if any) under which the performance is to occur
3. Criteria: Wherever possible, an objective describes the criterion of acceptable performance by describing how well the learner must perform in order to be considered acceptable

Furthermore, Meger in Brown (1995) describes five elements contained in instructional objectives: subject (e.g. students, learners, workshop participants), performance (what learners can do), condition (clarification of what it means to perform whatever is being required of the students), measure (how the performance will be observed or tested) and criterion (criterion levels within the

objectives). In the following table, the writer uses the *Rencana Pembelajaran Semester* (syllabus) of *Teaching English to Young Learners* (TEYL) subject.

Materials	Session	Instructional Objectives
Introduction to the course (Course objectives, activities, grading system, reference books, etc)	1	<ul style="list-style-type: none"> <li>Mahasiswa diharapkan untuk memahami prinsip pengajaran bahasa Inggris terhadap anak – anak dan .</li> <li>Mahasiswa membuat perencanaan pembelajaran, dan menerapkan teknik pengajaran dalam pengajaran.</li> <li>Mahasiswa mengetahui dan memahami bobot penilaian matakuliah EYL (bobot penilaian).</li> </ul>
<ul style="list-style-type: none"> <li>Characteristics of young language learners</li> <li>Some myths and misconceptions about second/ foreign language learning</li> <li>Skills should be taught first in TEYL</li> </ul>	2	<ul style="list-style-type: none"> <li>Mahasiswa dapat mengetahui dan memahami karakteristik anak-anak.</li> <li>Mahasiswa mengetahui dan memahami beberapa konsep yang salah mengenai pengajaran bahasa asing /bahasa kedua.</li> <li>Mahasiswa mengetahui dan memahami kemampuan-kemampuan apa saja yang harus diajarkan dalam pengajaran bahasa Inggris terhadap anak-anak.</li> </ul>
<ul style="list-style-type: none"> <li>Theories of children learning development (the theories of Piaget, Vygotsky, Gardner, Chomsky, Lenneberg, Asher, Krashen, Dewey, Montessori and Erikson)</li> <li>TEYL in Indonesian context</li> </ul>	3	<ul style="list-style-type: none"> <li>Mahasiswa mengetahui dan memahami teori perkembangan pembelajaran anak berdasarkan beberapa ahli, seperti, Piaget, Vygotsky, Gardner, Chomsky, Lenneberg, Asher, Krashen, Dewey, Montessori and Erikson,</li> <li>Mahasiswa dapat mengimplementasikan teori perkembangan pembelajaran bahasa dalam pengajaran bahasa Inggris di Indonesia.</li> </ul>
<ul style="list-style-type: none"> <li>Everyday instructions in organizing the classroom (starting a lesson, checking understanding, ending a lesson)</li> <li>Teaching Listening &amp; Speaking (Some principles, techniques and tips)</li> <li>Teaching Vocabulary and Grammar (Some principles, techniques and tips)</li> </ul>	4	<ul style="list-style-type: none"> <li>Mahasiswa mengetahui dan memahami perintah dalam mengelola kelas (kegiatan awal, mengecek pemahaman, dan kegiatan penutup).</li> <li>Mahasiswa mengetahui dan memahami pengajaran mendengarkan dan berbicara terhadap anak – anak (beberapa prinsip, teknik, dan tips dalam pengajaran).</li> <li>Mahasiswa mengetahui dan memahami pengajaran kosakata dan grammar (beberapa prinsip, teknik, dan tips dalam pengajaran).</li> </ul>
<ul style="list-style-type: none"> <li>Teaching Reading and Writing (Some principles, techniques and tips)</li> </ul>	5	<ul style="list-style-type: none"> <li>Mahasiswa mengetahui dan memahami pengajaran membaca dan menulis (prinsip, teknik, dan tips dalam pengajaran)</li> </ul>
<ul style="list-style-type: none"> <li>How to make a lesson plan of TEYL</li> <li>Recommended activities in teaching listening, speaking, reading and writing in English to Young Learners (Teaching English through Songs, story-telling, etc.)</li> </ul>	6	<ul style="list-style-type: none"> <li>Mahasiswa mengetahui dan memahami bagaimana cara membuat pembelajaran, mengecek pemahaman dan mengakhiri pembelajaran.</li> <li>Mahasiswa mengetahui dan memahami kegiatan-kegiatan yang direkomendasikan dalam pengajaran listening, speaking, reading, dan writing.</li> <li>Mahasiswa mengetahui dan memahami pengajaran bahasa Inggris melalui lagu, cerita, dll.</li> </ul>
<ul style="list-style-type: none"> <li>Assessing young learners</li> </ul>	7	<ul style="list-style-type: none"> <li>Mahasiswa mengetahui dan memahami bagaimana cara menilai anak.</li> </ul>
Group Simulation	8-14	<ul style="list-style-type: none"> <li>Mahasiswa mengetahui dan memahami prinsip dan teknik dalam pengajaran grammar dan kosakata terhadap anak - anak.</li> </ul>
<ul style="list-style-type: none"> <li>Review all the topics learned</li> <li>Movie appreciation: " I'm Not Stupid" and "Make a Difference"</li> </ul>	15	<ul style="list-style-type: none"> <li>Mahasiswa dapat memahami semua materi yang telah dipelajari &amp; siap UAS.</li> <li>Mahasiswa mengapresiasi film " I'm Not Stupid" and "Make a Difference"</li> </ul>
Final Test	16	Mahasiswa mampu menjawab pertanyaan-pertanyaan dalam UAS.

Goals are not mentioned in this syllabus, only instructional objectives are found. Furthermore, only four out of five elements of instructional objectives (subject, condition, criterion and measure) are found in this syllabus. However, performance (what learners can do) is not formulated specifically in the objectives. Mager in Brown (1005) explains the verb used to describe the expected behavior must be as clear and unambiguous as possible. He explains in the following table:

Words open to many interpretations	Words open to fewer interpretations
To know	To write
To understand	To recite

To really understand	To identify
To fully appreciate	To solve
To grasp the significance of	To construct
To enjoy	To build
To believe	To compare
To have faith in	To contrast

("Meger's Words to Watch" cited in Brown, 1995, p. 88)

Instructional objectives must be viewed as flexible, temporary and revisable so that they can be tailored to different contexts and respond to changes over time in the needs of the students or in the physical and human resources of the program. Without clear goals and objectives, a course may have no clear purpose and direction. With clear goals and objectives, at least a tentative definition exists of what the course has to offer the students and what it is that teachers are trying to achieve.

### **Analysis of Content (Materials Development)**

Selecting materials is one of the important aspects in designing curriculum. There are several strategies to develop materials, such as: adopting, developing or adapting the materials. For the purpose of analysis, *Rencana Pembelajaran Semester* (RPS) which is also known as Lesson Plan. Since no textbooks are perfect for covering the whole materials in TEYL course, so types of technique to select materials by adapting the materials from many textbooks. According to Brown (1995) the process of adapting materials involves several steps of finding and evaluating materials plus distinctive features. The features are analyzing (matching the educational objectives and deciding which set(s) of materials to adapt), classifying (listing places in materials where each objective is addressed), filling gaps (from other materials, created materials, teachers as resources and resource files) and reorganizing (completing the lists).

The result of analysis shows that the framework for materials development is clear. It is in line with the selected approach, syllabus, techniques and exercises. Communicative approach is adopted in designing the materials, as students must be able to express their intentions that is they must learn the meanings that are important for them. The type of syllabus used in organizing materials here is topical syllabus. It also can be seen from the RPS that most techniques used from the first until the last meeting are lecturing and group simulation. Simulations are the most common exercises used in this syllabus.

### **Analysis of Material Organization**

Materials are defined here as any systematic description of the techniques and exercises to be used in classroom teaching (Brown, 1995). For the purpose of analysis, *Rencana Pembelajaran Semester* (RPS) which is also known as Lesson Plan. There are four categories of language teaching activities will be analyzed here: approach, syllabus, technique and exercises (Brown, 1995). Approach is defined as way of defining what and how the students need to learn (Brown, 1995). Communicative approach is adopted in designing the materials, as students must be able to express their intentions in that they must learn the meanings that are important for them. Syllabus is defined as way of organizing the course materials. The type of syllabus used in organizing materials here is topical syllabus. Brown (1995) explains topical syllabus as the one which topics or themes are sequenced by the likelihood that students will encounter them. Technique is defined by Brown (1995) as way of presenting the materials and teaching. It can be seen from the RPS that most techniques used from the first until the last meeting are lecturing and group simulation. Exercises are described as ways of practicing what has been presented (Brown, 1995). Simulations are the most common exercises used in this syllabus.

The choice of approach, syllabus, techniques and exercises are very important in implementing effective teaching. Based on the analysis, all categories of language teaching activities have been identified and assumed as suitable for effective language teaching and learning process.

**Analysis of Assessment/ Testing**

Types of testing should be matched with the decision purposes. Brown (1995, p. 118) elaborates them in the table below:

TYPES OF TESTING				
Test Qualities	Proficiency	Placement	Achievement	Diagnosis
Detail of Information	Very general	General	Specific	Very specific
Focus	General skill prerequisite to program entry	Learning points drawn from entire program	Instructional objectives of course	Instructional objectives of course
Purpose of decision	Compare individual overall with other groups/ individuals	Find each student's appropriate level	Determine amount of learning with regard to program objectives	Inform students and teachers of objectives that still need work
Types of Comparison	Comparison with other institutions	Comparisons within program	Comparison to course or program objectives	Comparison to course or program objectives
When administered	Before entry or at end of program	Beginning of program	End of courses	Beginning or middle of courses
Interpretation of score	Spread of scores	Spread of score	Degree to which objectives have been learned	Degree to which objectives have been learned
Type of test	NRT	NRT	CRT	CRT

For the purpose of analysis, the writer uses final exam paper of *Teaching English to Young Learners* (TEYL) course. Here is the summary:

FINAL TEST	
Mata Kuliah	: TEACHING ENGLISH TO YOUNG LEARNERS (TEYL)
Jurusan	: Pendidikan Bahasa Inggris
Kelas	: Karyawan/ B1/ B2/ Crossing
Semester	: 6 (Enam)
Sifat	: Closed Book
Dosen	: Sri Supiah Cahyati, M. Pd/ IsryLailaSyathroh, M. Pd/ Liswara, M.Pd
<b>Answer the following questions and please always check your spelling and grammar.</b>	
<ol style="list-style-type: none"> <li>1. Write in brief the theory of Piaget, Vygotsky, Gardner, Chomsky, Lenneberg, Asher, Krashen and Terrel, Dewey and Montessori</li> <li>2. What are the differences between younger learners and oldewr learners?</li> <li>3. According to Mustafa, misconception in teaching approach to young learners can lead to failure. Please explain it.</li> <li>4. Mention and explain some myths and misconceptions about second/ foreign language learning.</li> <li>5. Which skill should be taught first in TEYL?</li> <li>6. How to teach listening, speaking, reading and writing in English to Young Leaners classes? What activities are recommended?</li> <li>7. How to teach vocabulary and grammar for them?</li> <li>8. What do you know about paper-pencil test? Child-friendly assessment? What assessment techniques are appropriate to measure the children progress?</li> <li>9. Mention some everyday instructions in organizing the classroom (pre-activity, whilst-</li> </ol>	

- activity, checking students' understanding and post-activity).
10. Give your comment on the movies entitled: "I'm not stupid" and "Making Differences".  
Relate them to some theories in question no.1.

To ensure that the above testing is correct, a test evaluation checklist (adapted from Brown, 1995, p. 121) is used:

TEST EVALUATION CHECKLIST		
No	Items	Results
1	Title	Final test of Teaching English to Young Learners
2	Author	Lecturers
3	Test Family	Criterion-Reference Test (CRT)
4	Purpose of Decision	Achievement Test
5	Target population	Students of 6 <sup>th</sup> Semester
6	Skills tested	Comprehension
7	Sumber of subtests	10 (ten)
8	Types of item	Essay

Since that this test is aimed at determining amount of learning with regard to program objectives, so this test is called achievement test. It is conducted at the end of a course, usually at the 16<sup>th</sup> meeting. Referencing used in this test is Criterion-Reference Test (CRT) since it measures a student's performance according to a particular or criterion which has been agreed upon in the instructional objectives. Students must reach this level of performance to pass the test. A student's score is therefore interpreted, with reference to the criterion score, rather than to the scores of other students (Richards, Platt and Weber in Brown, 1995, p. 113).

The final test above has followed the indicators stated in the syllabus. However, the test does not reflect variation in terms of skills and also it does not provide scoring system guide.

## CONCLUSION

The study was focused to evaluate the KKNi-based curriculum used in higher education. Tyler's objective-centered model was used to analyze the curriculum, which covers four aspects: educational goals and objectives, content, material organization and assessment. The result of analysis shows that the application of the curriculum has been effective in certain aspects, for example in selecting and organizing learning materials. However, some other aspects need to be improved, especially related to the defining clear educational goals and objectives, as well as conducting effective assessment/testing.

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