

**ADAPTING 1st LEVEL CONVERSATION CLASS SYLLABUS FOR
HIGHER EDUCATION STUDENTS USING LEARNING-CENTERED
APPROACH**



A THESIS

In Partial Fulfillment of the Requirements

For Master's Degree in Linguistics

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY**

2014

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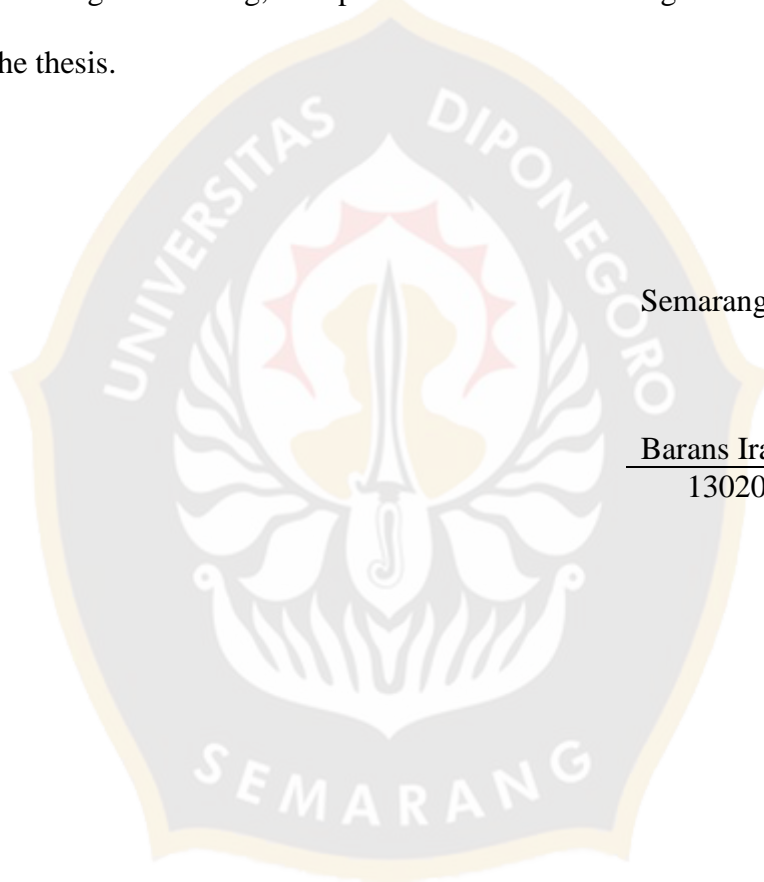
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CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, August 2014

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ACKNOWLEDGEMENTS

First and foremost, the writer would like to express his eternal gratitude to Jesus Christ, his God and Savior, for giving him strength to finish his thesis. The writer also gratefully acknowledges the help of these following people:

1. Dr. Agus Subiyanto, M.A., the head of Master program in Linguistics at Diponegoro University, Semarang. The writer thanks him for his idea of holding pre-journal discussion that enabled the writer to improve his research report fast.
2. Dr. Deli Nirmala, M.Hum, the secretary of Master program in Linguistics at Diponegoro University, Semarang. The writer thanks her for giving lectures on discourse analysis which is one of the main elements of this thesis.
3. Dr. Suharno, M.Ed. The writer thanks him for his continuous and patient guidance as the writer's academic writing lecturer and the writer's supervisor when he was at undergraduate program, as one of the people who gave the writer recommendation when he enrolled at this program, and at present, as his advisor for his thesis .
4. All lecturers of Master program in Linguistics at Diponegoro University Semarang who have fully equipped the writer with necessary knowledge and skills for being a better English teacher and translator.
5. The writer's parents, Drs. Abraham Palangan and Sudarsini, AMd.Bid, and the writer's brother, Andi Nugroho Palangan, S.E. The writer thanks them for their willingness to provide all that the writer needs to finish his study even in the difficult time.

6. Mr. Ahlis and Mr. Wahyu as the administration staff of the Master program in Linguistics at Diponegoro University Semarang who have been helpful to handle all the writer's papers problems during his study.
 7. All of teachers, students, and staff of *Albibek* Smart in English, Tembalang particularly Ms. Duriandini S., S.E, the marketing manager, Mr.Wicak, the office staff. The writer thanks them for having patience to wait the writer to finish his study.
 8. All of the writer's colleagues at Masters program in Linguistics UNDIP. The writer thanks them for their moral supports particularly to Mr. Aab, Miss. Euis, Miss. Fitri, Miss. Kharisma, Mr. Rezqan, Miss. Ninuk, Miss Tina, and Mr. Yusuf who have helped the writer in managing the classes at *Albibek*.
 9. The communities of *Gereja Baptis Indonesia* (Indonesian Baptist Church) at *Banyumanik* who always pray every Wednesday worship and Sunday service for their members who are still struggling to finish their study including the writer.
- 'Nobody's perfect' and 'Practice makes perfect' are the simple but distinct quotations that the writer always bears in his mind to make him open to all advice and constructive criticisms in order to improve his thesis.

Semarang, August 2014

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ABSTRACT

This study focuses on adapting syllabus of 1st level conversation class for higher education students based on the learning-centered approach at ‘*Albibek Smart in English*’, an English course located at Tembalang, Semarang. This study uses triangulation method as the way of collecting data. The data are collected from questionnaires distributed to 50 college students, related literature, and the results of focus group discussions. These sources are useful to employ needs analysis and situations analysis for adapting syllabus. These analyses particularly learning needs analysis are the main characteristics in learning-centered approach. Furthermore, in order to receive feedback from students, there was also second questionnaire distributed to 10 college students of 1st level conversation class in which the new adapted syllabus based on learning-centered approach is applied. From that class there are two findings: (1) the increase of Student Talking Time (STT) particularly in “Engage and Study” session, (2) equality of talking time between learners and the teacher in ‘off-class conversation’ indicating what McCarthy (1991:19-20) considers as one of the characteristics of ‘a real world of conversation’. On the other hand, seen from the second questionnaire, the 10 students gave positive response to this class.

Key words: syllabus, learning-centered approach, conversation, Student Talking Time

INTISARI

Fokus studi ini adalah pengadaptasian silabus kelas konversasi tingkat dasar untuk mahasiswa dengan pendekatan *learning-centered* pada 'Albibek Smart in English', sebuah kursus bahasa Inggris di Tembalang, Semarang. Studi ini menggunakan metode triangulasi sebagai metode pengumpulan data yang digunakan pada studi ini. Data di ambil dari hasil diskusi kelompok terarah, kepustakaan yang terkait, dan kuesioner yang dibagikan kepada 50 mahasiswa. Berbagai sumber data tersebut berguna bagi pembuatan analisis kebutuhan untuk pengadaptasian silabus, khususnya analisis kebutuhan belajar dan analisis situasi yang menjadi ciri utama pendekatan *learning-centered*. Selanjutnya, ada kuesioner kedua yang diberikan kepada 10 mahasiswa di kelas konversasi tingkat dasar yang memakai silabus baru yang sudah di adaptasi guna mengetahui pendapat mereka mengenai kelas tersebut. Dari kelas ini, terdapat dua temuan. Pertama, adanya peningkatan waktu bicara siswa (*Student Talking Time*) khususnya pada sesi 'Engage and Study', dan kedua, adanya kesetaraan lama waktu bicara antara guru and siswa dalam konversasi di luar kelas yang merupakan salah satu ciri dari sebuah konversasi yang 'nyata' (McCarthy, 1991: 19-20). Di saat yang sama, dari hasil kuesioner kedua, 10 mahasiswa yang mengikuti kelas konversasi tingkat dasar tersebut juga memberi respons positif.

Kata Kunci: silabus, pendekatan *learning-centered*, konversasi, Waktu Bicara Siswa

CHAPTER I

INTRODUCTION

This chapter describes background of the study, the statements of the problem, scope of the study, objectives of the study, significance of the study, operational definition of key terms and organization of the thesis.

A. Background of the Study

According to Holmes (2001:76-77), the emergence of standard English in the fifteenth century from various regional dialects in Britain made this language a very useful means of communication not only in its region but also in its all colonies across the world; and until now, English is still considered as an international language

Mastering English, the international language, is one of the key factors to win global competition. In Indonesia, a country where English is taught as a foreign language, learning English, particularly in speaking, is still something that requires many efforts especially among students of higher education who actually have learned English at least for six years, yet unfortunately they still have difficulty to practice it in real life. English courses, included as non-formal education institutions based on the National Education System Act 2003 No. 20, have been trying to give solution to this problem. One of their efforts is holding an *English Conversation Class*. This class is held to provide these college students with an opportunity for mastering English particularly in speaking skill.

According to Levinson (1983:284), the term ‘conversation’ is a common and frequent type of dialogue involving at least two members taking their turn to talk without any restriction and usually takes place at informal area. Donaldson (2011:14-16) also supports this definition by describing that conversation is a spontaneous and socially motivated event

and the exchange of thoughts, feelings, opinions and ideas. A good speaking (conversation) class, according to Harmer (2007:123), is a class where all students and the teacher fully involve in a real-life talk practice in the class using some or all language skills they have got, which actually gives feedback to both of them, in order to achieve automaticity in speaking. This description is also in accordance with what McCarthy (1991:136) defines as 'reciprocity' activities where among participants tell something about his/her life alternately. He furthermore explains that when someone tells something about his/her life, it will likely trigger off a series of stories by others. This activity is also in line with the principles of Communicative Language Teaching, an approach to second or foreign language teaching which has a big influence in teaching and learning particularly in speaking (Harmer, 2001:86). This approach emphasizes communicative competence as a goal of language learning and focuses on making meaningful communication and language use in all classroom activities (Richards and Schmidt, 2002: 90).

Harmer (2007:123), furthermore, states that students' success in being autonomous target language users depends on how frequent they are practicing all language skills they have learnt. He (2007: 38) claims that a good teacher should minimize his/her time to talk in the class, called Teacher Talking Time (TTT), and maximizes students' time to talk in the class, called Student Talking Time (STT).

A good (English conversation) class is also a well-planned class. Therefore, the good class is successfully held not only because of the existence of the good teacher but also because of good syllabus. Richards (2001:2) implicitly states that syllabus is a more specific but predominant part of curriculum that contains specific content of instruction course and lists of the materials that will be taught and tested. Therefore, designing syllabus is one of the most important key factors to hold a good conversation class because syllabus will provide the teachers clear and brief materials that are going to be taught and tested.

‘Albibek Smart in English’ is one of new and progressive English courses providing a help to its students to master English conversation. Located at Tembalang, Semarang where higher education students from reputable university like UNDIP study, this English course is still seeking a way to design a suitable 1st conversation class syllabus for higher education students. Relying on commercial textbook syllabus, like this institution is still doing, not only has some advantages but it also has some disadvantages (Richards, 2001:255). Therefore, in order to maximize the advantages and minimize the disadvantages, this English course has a plan to adapt the previous syllabus according to the contexts in which participants (students and teacher) gather and the learning activities occur.

Dealing a class consisting of higher education students needs special treatments because these students have different characteristics from other students particularly their perception of effective teaching activity in their class. Delaney *et al.* (2010:6) describe that there are at least nine behaviors needed for effective teaching in higher education. These behaviors are respectful, knowledgeable, approachable, engaging, communicative, organized, responsive, professional, and humorous.

That conversation (and conversation class) has its own definition and college students have also their own needs including level of ability has brought awareness that this kind of class, a 1st level conversation class for higher students, need specific ‘treatment’. The ‘treatment’ mentioned above is called learning-centered approach, an approach in ESP (English for Specific Purpose) which focuses more on the language learning. This approach furthermore is an answer to the preceding approaches which only focus on language use (Hutchinson and Waters, 1987:14).

From the specific definition of conversation and specific group of students having specific characters and needs, living in specific area with their specific level of ability, the writer believes that the adapting syllabus of 1st level conversation class for higher education

students, which is core of this study, should adopt an ESP approach called learning-centered approach. On the basis of this approach, the needs of students, especially their learning needs and the situations around the English course will be analyzed, and the former syllabus will be adapted. This thesis, therefore, presents how a new syllabus of conversation class is designed by adapting the former syllabus using learning-centered approach which focuses on students' learning needs for the purpose of giving more opportunities to students to practice all they have learnt. This purpose, moreover, based on what Harmer (2007:123) previously stated that the more opportunities the students have to practice speaking one language, the more fluent they are in that language.

B. Scope of the Study

This study focuses on designing the new syllabus of 1st level conversation class for higher education students in an English course by adapting the syllabus from the available textbook. The name of the English course is 'Albibek Smart in English' located at Tembalang, Semarang. The students of conversation class in which the new syllabus is applied are higher education students (college students) studying near this English course. The approach used for adapting the previous syllabus is one of the ESP approaches called learning centered-approach which focuses on students' learning needs. Furthermore, this study, based on Harmer's statement (2007:123), seeks to find the form of syllabus that can provide more chances time for students to practice in order to improve their fluency in English conversation. Therefore, there are three parameters used in this study in order to measure whether the new adapted syllabus has provided more chances for students to practice what they have learnt. These parameters are the amount of Student Talking Time (STT) in comparison with Teacher Talking Time (TTT), the equality of talking time outside the class namely 'of class-talking time' between students and teacher, and the satisfaction, written on

questionnaire, from the students joining conversation class in which the new syllabus is applied.

C. Statements of the Problems.

The scope of the study above also leads us to more specific problems statements of this study. There are four problems statements of the study that have been formulated.

1. What are the needs, particularly learning needs, of the higher education students studying near ‘*Albibek Smart in English*’ Tembalang?
2. How are situations related to ‘*Albibek Smart in English*’ Tembalang, Semarang described?
3. How is a syllabus of 1st conversation class of higher education students in ‘*Albibek Smart in English*’ Tembalang designed by adapting the former syllabus based on the students’ needs and the situations previously mentioned using the learning-centered approach?
4. What are the implications for applying this new adapted syllabus to the students particularly seen from the amount of STT and TTT?

D. Objectives of the Study

The main objective of this study is finding out how to adapt 1st conversation class of higher education students. Further objectives of this study as in line with the statements of the study are stated in the following:

1. To find out the needs of the higher education students studying near ‘*Albibek Smart in English*’ Tembalang.

2. To describe situations related to 'Albibek Smart in English' Tembalang, Semarang.
3. To describe how a syllabus of 1st conversation class of higher education students in 'Albibek Smart in English' is designed by adapting the former syllabus based on the students' needs and the situations previously mentioned the learning-centered approach.
4. To find out the implications for applying this new adapted syllabus to students seen from the amount of STT and TTT.

E. Significance of Study

By designing syllabus of 1st conversation class for higher education students, the writer hopes that the result of the research will be useful to give some contributions to the field of teaching English as a foreign language (TEFL) such as:

1. To give beneficial help for students of higher education with basic and better fluency in English particularly in speaking (conversation).
2. To give beneficial indirect support to the formal higher education institutions to produce more globally qualified graduates.
3. To be a beneficial reference for teachers, syllabus designer, or curriculum developer in designing or redesigning conversation class syllabus.
4. To be a beneficial reference for improvement to English courses or other language institutions holding conversation classes.
5. To be a beneficial reference for linguists who may use the result of this study in conducting other related research.

F. Operational Definition of Key Terms

The definitions of the terms in this study are:

1. The term 'adapting' is chosen instead of 'designing' because the newly designed syllabus is actually an adaptation from the previous syllabus taken from one chosen textbook based on needs analysis.
2. Learning-centered approach is an approach in the field of English for Specific Purpose (ESP) that focuses on language learning. This approach is actually a response to the previous approaches in ESP that focuses more on language use (Hutchinson and Waters, 1987:14).
3. The term 'TTT' stands for 'Student Talking Time'. It is amount of time of teachers spent to talk in a class. In this study, TTT is divided into two kinds. The first is 'in-class TTT' which is amount of time of teachers spent to talk **inside** the class, and the second is 'off-class TTT' which is amount of time of teachers spent to talk **outside** the class.
4. The term 'STT' stands for 'Student Talking Time'. It is amount of time of students spent to talk in a class. In this study, STT is divided into two kinds. The first is 'in-class STT' which is amount of time of students spent to talk **inside** the class, and the second is 'off-class STT' which is amount of time of students spent to talk **outside** the class.
5. 'off-class conversation' means a conversation between the teacher and the students that takes place after the conversation class has finished.

G. Organization of the Writing

This study comprises five chapters. They are 'Introduction', 'Review of the Literature', 'Research Method', 'Findings and Discussions' and 'Conclusion'. Chapter one presents background of study, scope of the study, statements of the problem, objectives of the study, significance of the study, and organization of the study. Generally, this chapter presents the framework of this study that overview of the following chapters. The next chapter, chapter two presents the reviews of the related literature. This chapter gives description of the theories used in the study like the review of syllabus, conversation class, learning-centered approach, higher education students, and all related areas. All of these reviews serve as the base in conducting this study. Chapter three, on the other hand, presents the research method. This chapter, provided with flowcharts, describes research design and research procedures for collecting data and technique of analyzing data.

Chapter four, which is the core of this study, presents all the findings taken from needs analysis and situation analysis. Needs analysis findings which are collected from questionnaires, focus group discussion in academic affairs, and available information, are presented first; while the situation analysis findings, collected from focus group discussion in general affairs, are presented next. This chapter, furthermore, describes how learning-centered approach is applied to adapt the conversation syllabus based on all findings, and its implication for students in their talking time and post-class responses. Chapter five, the last chapter, contains conclusion of this study in the form of a restatement of objectives achievements previously written in chapter IV and suggestion for next researchers who wants to conduct study using same approach.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter comprises two sub-chapters covering previous studies and reviews of related theories. The first sub-chapter presents the previous studies while the following sub-chapters discuss the related theories. There are six previous studies used as a reference to this study. The review of related theories, furthermore, is divided into eight topics related to adapting syllabus of first level conversation class for higher education students. These topics are syllabus, conversation class, false beginners and higher education students, a learning-centered approach in ESP, needs analysis, situation analysis, and adapting syllabus from textbook.

A. Previous Studies

There are six previous studies used as references in this research. These previous studies consist of three theses and four journals. The theses are ‘Redesigning English Syllabus for Accounting Study Program at Economics Faculty UNISBANK to Become a Competency Based Syllabus by Nurhamidah (2012), English Syllabus Redesigning for Information System Class: Creating Literacy-Based Learning Activities of STIMIK AMIKOM Purwokerto by Puspitasari (2011), and The Pattern of Classroom Interaction and The Distribution of Turn Taking: A Study in Two Different Classes in Jambi by Abrar (2013).

Nurhamidah (2012), in her study, proposes competency based ESP syllabus to prepare students of accounting program of UNISBANK to be more globally prepared in accordance with university’s vision while Puspitasari (2011), in her thesis, aims to find out the information system students’ problems and needs in learning English, and one of the ways is

creating real-life learning activities. This study, on the other hand, proposes learning-centered approach, which is one of ESP approach, in adapting a conversation class syllabus for higher education students joining at one English course and aims to find out the problems and the needs of these students in learning English.

Abrar, conducting research on classroom interaction pattern and the turn taking distribution, found that a student-centered class, a class where the teacher gives more chances to involve in the conversation, produces more varied interaction pattern and more equal turn taking distribution between teacher and learners. Focusing on adapting syllabus that supports student-centered class, this study is actually continuance of the aforementioned study done by Abrar. This study, using two parameters namely Student Talking Time and Teacher Talking Time, concerns designing conversation syllabus that provides higher education students with more opportunities to involve and interact in order to prepare them in a real English conversation.

The other research used as a reference is the journal conducted by Delaney *et al* (2010) entitled 'Students' Perceptions of Effective Teaching in Higher Education. It is a research on higher education students' perception. Based on this research, there are nine behaviors which are the characteristics of effective teaching according to these students. This study is also provided with two journals about conversation. These journals are 'Teaching Conversation in Second Language Classroom: Problems and Prospects' by Sze (1995) and 'Teaching Conversational Skills intensively: course content and rationale' by Dörnyei and Thurrell (1994) and. On the one hand, Sze (1995:234) stated that there are two important aspects in conversation. The first is the formal characteristics spontaneous speech such as false start, fillers, re-phrasing, hesitation, slip of the tongue, repetitions, unfinished sentences, styles of speaking, etc; and the second is the technique of engaging in conversation in target language such as how to open and to close in a conversation, how to take and relinquish

speaking turn, how to show attention, how to show agree and disagree, etc. On the other hand, Dörnyei and Thurrell (1994) in his paper stated that in order to design the content of conversation course, there are some several issues that should be considered. They are conversational rules and structure, conversational strategies, functions and meanings in conversation, and social and cultural context. These journals, conducted by Delaney *et al*, Sze, and Dörnyei and Thurrell, are the references for adapting syllabus of 1st conversation class at English course for higher education students based on one of the ESP approach called the learning-centered approach. These journals are included as available information which one of the components of needs analysis that become the basis for adapting the syllabus

B. Review of Related Theories

1. Syllabus

Richards (2001:2) defines syllabus as a specification of instruction course content and lists of materials and including their assessments hence all aspects of that will be taught and tested and their order which appeared in the course. This definition is also in accordance with Allen's definition cited by Nunan (1988:6) stating that syllabus is a subpart of curriculum containing specification of what units will be taught. Another syllabus definition is from Yalden in Nunan (1988:5) that states syllabus is an instrument by which teacher (and syllabus designer) fit needs and aims of students (as both social being and individual) and the activities in the classroom.

According to Richards (2006:16), the emergence of communicative methodology replacing grammar-based methodology has brought a change in syllabus types and teaching approaches. Notional and functional syllabuses are the examples of proposed syllabus types in accordance with communicative approach together with some new teaching approaches

like task-based and text-based approaches. In relation with functional-notional syllabus, Nunan (1988:35) describes the term ‘functions’ as communicative purpose for which we use language while the term ‘notions’ are the conceptual meaning such as objects, logical relationships, and others which are expressed through language. Richards and Schmidt (2002:365) furthermore defines the notional-functional syllabus is a syllabus arranged based on the meanings that learners need to express through language and the functions that the learners will use the language for.

From all of those definitions about syllabus, what we should bear in our mind is that a syllabus is not absolute rules determining what will be learnt. It is actually a framework in which classroom activities can be conducted (Widdowson in Nunan, 1988:6)

2. Conversation Class

As previously mentioned by Donaldson, conversation is a spontaneous and socially motivated event, and an exchange of thoughts, feelings, opinions and ideas. Real conversation, according to McCarthy (1991:19-20), is a conversation in which the participants have equal position, and they are free in taking the turns. McCarthy (1991:145) claims that classroom conversation is not a real conversation because in classroom the position between teacher and students is not equal. However, he believes that classroom conversation is actually a good place for students to have ‘simulation of real-life talk’ if they are engaging in authentic activities. However, such ‘authentic activities’ is impossible to conduct in the class (*ibid.*, 1991:145). What is called ‘authentic’ means that the activities conducted in the class resembles what is happened in the ‘real life’. Furthermore, Dörnyei and Thurrell (1994:41-42), as previously mentioned, stated that conversation class’ content must have four topics areas which are the results of authentic research findings in linguistics fields. They are:

- Conversational rules and structure
- Conversational strategies
- Functions and meanings in conversation
- Social and cultural contexts.

If these students practice this ‘simulation of real-life talk’ frequently in the frame of these four topic areas, they will be more prepared to face the real-life conversation.

The previous conclusion is in accordance with the statement of Harmer (2007:123) claiming that the more opportunities (time) they have to talk, the more automatic they are in activating all the spoken language elements they have stored in their brain. Related to the opportunities or the time for the students and the teachers to talk, Harmer (2007:38) also proposed the term ‘Student Talking Time’ (STT) and ‘Teacher Talking Time’ (TTT). Harmer explains that a class in which the teacher overuses TTT will give fewer chances for the students to practice not only speaking but also other activities such as reading and writing. According to Harmer, a good teacher should maximize the time for student to talk (STT) and minimize his/her time to talk (TTT) in classroom. In his explanation about TTT, Harmer also adds another term called TTQ which stands for ‘Teacher Talking Quality’ because he claims that it is not enough if we simply discuss TTT and STT. Teacher Talking Time, according to Harmer, should have beneficial quality to the students. Harmer believes that if teacher gives right kind of talking like stories and interaction using appropriate comprehensible input it will help students to learn the language better.

Harmer (2007:51) furthermore claims that most language teaching sequences, including teaching conversation, need particular elements called Engage, Study, and Activate (ESA elements). Engage is a sequence in which learners involve emotionally with what is being taught and what is going on in the class while ‘Study’ is a sequence in which learners

are in activities focusing on the construction of something; and 'Activate' is a sequence in which learners use language freely and communicatively (Harmer, 2007:52-53)

Particularly for speaking class (conversation class), Thornbury and Harmer (2005:40), believes that there are three stages of learning process namely 'Awareness', 'Appropriation', and 'Autonomy'. 'Awareness' is a stage in which learners need to be aware of features of target language while 'Appropriation' is a stage where learners integrate those features into their existing knowledge system; and 'Autonomy' is a stage in which learners develop the capacity to mobilize those features in real life without assistance.

Related to preparation to use second language in real life communication, we should also consider communicative competence, a competence in understanding that something is not only possible in a language, but it is also feasible, appropriate, or done in a particular speech community (Richards, J.C. and Schmidt, R., 2002:90). Richards and Schmidt (2002:90-91) furthermore explains that there are four competencies in communicative competence. They are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The first one, grammatical competence, is a knowledge related to grammar, vocabulary, phonology, and semantic of a language; the second one, sociolinguistic competence, is a knowledge of the relationship the language and its nonlinguistic context; the third one called discourse competence is a knowledge of how to begin and end conversations; and the last competence called strategic competence is a knowledge of communication strategies that can compensate for weakness in other areas.

3. False Beginners and Higher Education Students

Many of Indonesian college students, previously mentioned, still have difficulty in learning English particularly speaking although they actually have learned English at least for six years. This fact can be seen from the questionnaire, which will be discussed next. The

completed result from the questionnaire describes that most of the students, when they are asked about their ability level, consider themselves in basic levels. Related to the basic level students or beginners, Harmer (2007:17) explains there are two kinds of beginner namely true beginner and false beginner. The true beginners are the students who start to learn English without having experience in learning English before while the false beginners are the students who start to learn English and have experience in learning English before. From those definitions and the result of questionnaire, it can be concluded that those college students are false beginners. Furthermore, in relation to the beginners, Purwoko (2010:135) believes that in teaching these students one should firstly prioritize fluency more than accuracy in order to encourage them to interact with the teacher and their friends with target language (English). In such class, what Sze (1995) previously described as the formal characteristics of spontaneous speech like fillers, hesitation, slip of tongue, and others must be the common phenomena.

That these false beginners are college (higher education) students is something that should be considered. These college students have their own perceptions and needs. In the previous pages, Delaney *et al.* (2010:6) describe that there are at least nine behaviors of the teacher needed for effective teaching according higher education students. They are respectful, knowledgeable, approachable, engaging, communicative, organized, responsive, professional, and humorous. Four of these characteristics will be the focus in the designing the conversation syllabus. They are approachable, engaging, responsive, and communicative. These characteristics furthermore have correlated descriptors that are believed to be some of main factors that create ‘reciprocity’ in conversation class.

The approachable characteristic has six correlated descriptors. They are friendly, personable, helpful, accessible, happy, and positive (Delaney *et al.*, 2010:36). The second characteristic, engaging, which is one of the most important parts considered in designing

syllabus, has eleven correlated descriptors. They are enthusiastic, interesting, passionate, motivating, creative, charismatic, stimulating, interactive, energetic, assertive, and positive (Delaney *et al.*, 2010:40). The third characteristic, communicative, which is also considered one of the most important parts, has five correlated descriptors. They are clear, understandable, thorough, constructive, and attentive (Delaney *et al.*, 2010:43). The last characteristic is responsive. This characteristic has five correlated descriptions. They are available, helpful, efficient, perceptive, and accommodating (Delaney *et al.*, 2010:50).

4. A Learning-centered Approach in ESP

According to Hutchinson and Waters (1987:8), there are three important factors determining the growth of ESP (English for Specific Purposes). These factors are the expansion of demand for English to suit particular needs, the developments in the field of linguistics, and the developments in educational psychology. Furthermore they (1987:19) also state that ESP should not be considered a language product, but it should be considered as a language teaching approach in which students 'specific and clear reasons of learning should be the main focus.

ESP in its progress has gone through four phases of development. They are a register analysis, a rhetorical or discourse analysis, a target situations analysis, skills and strategies, and the recent phase, a learning-centered approach (Hutchinson and Waters, 1987:9-14). Each of these phases has its own focus. The register analysis focuses on sentence grammar while the rhetorical or discourse analysis focuses on how sentences were combined in discourse to produce meaning (*ibid*, 1987:11). The target situations analysis on the other hand gave attention to identifying a target situation and employing careful analysis of linguistics features of the target situation (*ibid*, 1987:11). The fourth phase, skills and strategies, is actually an effort to look below the surface of linguistic feature of the target situation and to

give attention to the thinking processes that underlie language use. This skills-centered approach has principle stating that there are common reasoning and interpreting processes below the surface form of the language which enable us to get meaning from discourse (*ibid*, 1987:9-14).

Hutchinson and Waters (1987:14) believe that all the previous stages have been fundamentally flawed because they just focus on language use (what people do with language). Although language use helps to define the course objective, the main focus should be on how people learn to do what they do with language (language learning) (*ibid*, 1987:63). The idea that language learning should be the focus instead of language use has brought the latest learning-centered approach in ESP. This approach is a result of three forces that characterize the development of ESP namely need, new ideas about language, and new ideas about learning (*ibid*, 1987:14).

These authors (1987:72), furthermore, distinguished learning-centered approach and learner-centered approach. The later approach, according to them, is based on the principle that learning is totally determined by the learners which is actually seen more as a theoretical attack on established procedure than as a practical approach course design. However, the former approach is in line with the principle of learner-centeredness in Richards (2001:117). This principle focuses on the individual needs of learners, the role of individual experience, and the need to develop qualities or skills that are believed to be important for learners to develop such as awareness, self-reflection, critical thinking, learner strategies, and others.

With the learning-centered approach, which is in accordance with the principle of learner-centeredness, teaching, designing course or designing syllabus should be based on six main questions: what, why, when, how, where, and who (Hutchinson and Waters, 1987:21). The answers of those questions can be obtained by conducting needs analysis which is the main characteristic feature of ESP (*ibid*, 1987:63).

5. Needs Analysis

Nunan (1988:75) defines needs analysis is a group of procedures to collect information about students and about communication task used in syllabus design. Thornbury and Harmer (2005:113) furthermore suggest that by conducting needs analysis, we can determine the best balance between accuracy and fluency. They also explained that needs analysis can be conducted informally.

On the other hand, Richards (2001:52) states that the needs analysis itself is conducted based on several purposes below:

- To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student.
- To help to determine if an existing course adequately addresses the needs of potential students.
- To determine which students from a group are most in need of training in particular language skills.
- To identify a change of direction that people in reference group feel is important
- To identify a gap between what students are able to do and what they need to be able to do.
- To collect information about a particular problem learners are experiencing.

Hutchinson and Waters (1987:54) also explain that in needs analysis there are two kinds of need namely target needs (what the learners need to do in the target situation) and learning needs (what the learners need to do in order to learn). Target situations analysis is related to language use which can be a compass to give direction to the target language. This analysis, however, cannot be reliable indicator of what is needed and useful in learning

situation because it only tells us **what people do** with language. On the other hand, learning needs analysis does not tell us about what people do with language, but it tells us about **how people learn to do** what they do with language. It is not only about what people need to know in order to function English, but it is also about how people learn English. This analysis serves as a vehicle to the target language, and it is called a learning-centered approach to needs analysis (*ibid*, 1987:61-63).

Hutchinson and Waters (1987:92-93) explains that syllabus outlines the topics and language features of target situation, but it allows material writers (teachers) to consider factors appearing from the learning situation. Syllabus and material therefore evolve together in which syllabus becomes a generator of good and relevant learning activities and serves the needs of students as both language users and language learners.

6. Situation Analysis

Richards (2001:90) explains that collecting information used to develop a language needs profile of a group of student for effective decision making about language course' content and goals is the goal of needs analysis. Nevertheless, outside factors separated from the needs of learner are also needed to consider. Richards (2001:91) defines situation analysis is an analysis of situations in the context of curriculum (syllabus) project which is conducted for assessing their potential impact towards the project. According to him there are several factors that must be carefully considered in conducting situation analysis. They are societal factors, project factors, institutional factors, teacher factors, learner factors, and adoption factors. Conducting situation analysis, furthermore, is in line with what Dörnyei and Thurrell (1994) have stated about cultural context that is one of the factors that should be considered in designing conversation course content.

7. Adapting Syllabus from Textbook

Richards (2001:254-255) describes that the use of commercial textbooks has several advantages. These textbooks help standardize instruction, maintain quality, provide a variety of learning process, are efficient, provide effective language models and input, train teachers, are visually appealing, and moreover, they provide structure and a syllabus for a program.

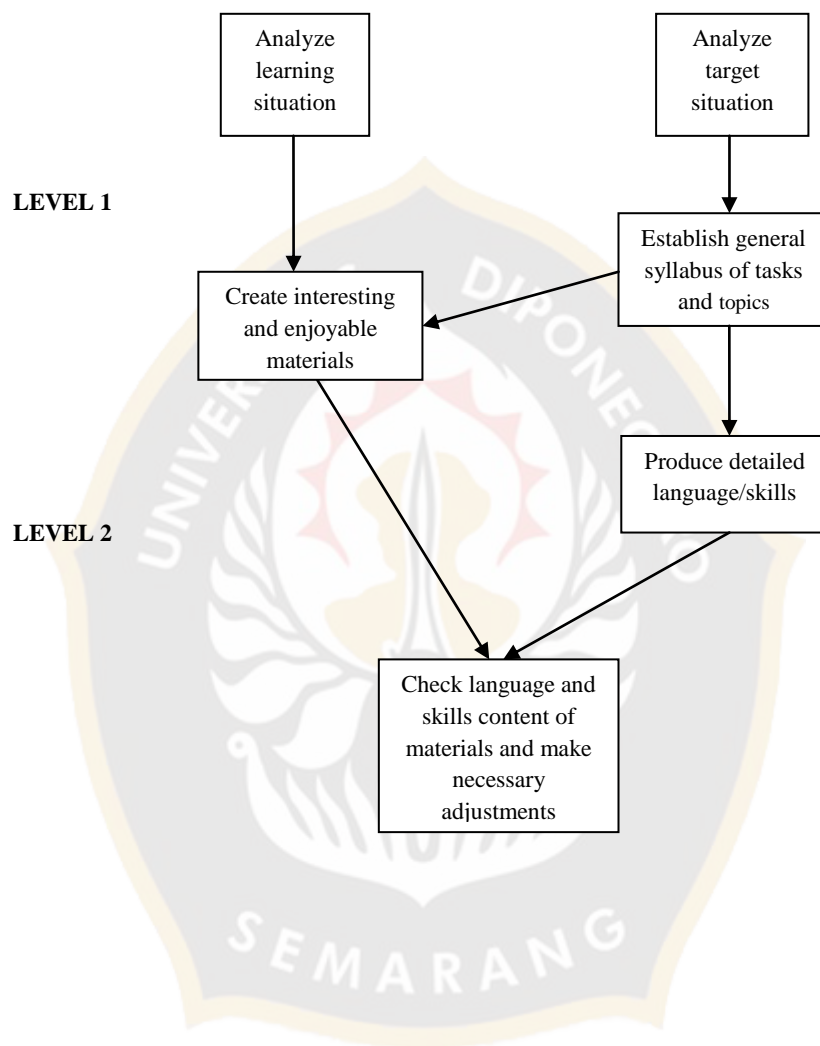
On the one hand, these advantages, especially the last one (that commercial textbooks provide structure and a syllabus) together with time constraints, the age of the company, and the lack of human resources who are able to design syllabus, are the reason why *Albibek* use the commercial textbook as a source of syllabus in its conversation class. On the other hands, He (2001:255) also mentions that the use of commercial textbooks has several disadvantages. They may contain inauthentic language, they may distort content, they may not reflect students' needs, they can deskill the teachers, and they are expensive. Therefore, based on the previous facts, *Albibek* should also not only adopt the textbook but also adapt it based on the learners' needs and situation.

Richards (2001:260) believes that most teachers are not materials creators, but they are good materials provider. He furthermore explains that there are many forms in adapting textbook. These forms are modifying content, adding and deleting content, reorganizing content, addressing omissions, modifying tasks, and extending tasks. These activities usually are conducted when the teachers becomes more familiar with the book. According to Dudley-Evans and St. John, a material provider should be able to select appropriately from what is available, be creative with what is available, modify activities to suit learners' needs, and provide extra activities (and extra input).

As previously mentioned, Hutchinson and Waters explained that in the learning-centered approach, it is possible to make necessary adjustments on an established syllabus that has contained topics and tasks, based on learning situation analysis (analysis of learning

needs), so the syllabus can generate good and relevant learning activities for students. This syllabus adjustment, taken from Hutchinson and Waters' explanation of the role of the syllabus in a learning-centered approach, is described in the figure below.

Figure 2.0. The Syllabus Adjustment



CHAPTER III

RESEARCH METHOD

This chapter presents all aspects related to the research method. The presentation of this part starts from the research design and goes to other sub-chapters namely research procedures for collecting data, and techniques of data analysis.

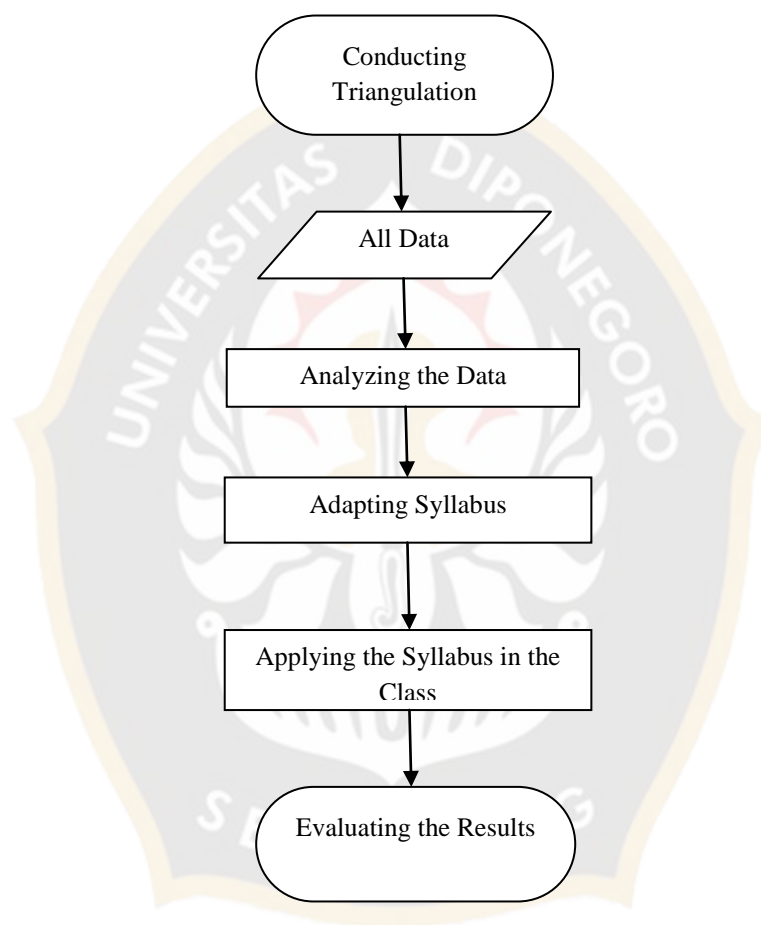
A. Research Design

Silverman (2005:6) states that the qualitative method is the most appropriate method if someone wants to conduct research exploring people life's history or every day behavior. Therefore the method used in this study is qualitative method because one of the activities in the study is conducting needs analysis and situation analysis that are related to people's behavior. In qualitative research, according to Richards and Schmidt (2002:565), there is a way of collecting data called triangulation. It is the process of collecting data from several different sources or in different ways in order to provide a fuller understanding of a phenomenon. Richards (2001:59), furthermore, explains that it is advisable to conduct triangulation (triangular approach) in employing needs analysis since any one source of information is considered partial. Conducting triangulation is not only useful to employ needs analysis, but it is also useful to employ situation analysis. Both of these analyzes provide all necessary data for adapting the syllabus.

However, before adapting the syllabus, all data, which are taken from needs analysis and situation analysis using triangulation, are analyzed using a technique called content analysis and certainly based on learning-centered approach. This technique, according to Krippendorff (2004:17), is a repertoire of methods of research that promise to yield inference from all kinds of verbal, pictorial, symbolic, and communication data. After all data have

been analyzed, they will be the rationales behind all activities of adapting the syllabus. The new adapted syllabus will be applied in one conversation class then. In the end of the class, Evaluation is conducted by distributing questionnaires to the students and recording their talking time together with the teacher's talking time. All of the previously mentioned stages are generally described in the following flowchart.

Figure 3.1. The Research Design



B. Research Procedures for Collecting Data

According to Richards (2001:59-63), there are several procedures to collect data in triangulation method. Some of these procedures are distributing questionnaires, holding meetings, and conducting analysis of available information. The first procedure is distributing questionnaires to the 50 UNDIP students from different majors and faculties studying in

Tembalang near the course for needs analysis. The questionnaires actually are adapted from the questionnaires made by Gravatt, Richards, and Lewis in Richards (2001:73-87) which were needs analysis questionnaires for Cantonese learners. The questionnaires are divided into eight lists of questions having different topic of question. These topics are

1. General descriptions of respondents consisting the average of their TOEFL scores, their opinion about their skills level in English, their ways in learning English (learning at English course, using private teacher, or autodidactic learning, their opinion about learning English at English course (useful or not), and their preference course length in learning English at English course.
2. The reasons of these students for not continuing their previous English course.
3. The ways preferred by these students in learning English.
4. The teaching ways preferred by these students in learning English.
5. The speaking problems faced by students.
6. The listening problems faced by students.
7. The skills in English that students want to achieve.
8. The ways that teacher should do in the class according to the students

The second procedure, holding meetings, is actually synonymous with what is previously called focus group discussion. This kind of discussion is a research technique which collects data using group interaction on one topic determined by researcher (Morgan, 1996:130). This second procedure used to employ needs analysis. For the needs analysis, the discussion is focused on academic affairs, and it is attended by academic manager and all conversation teachers. This discussion furthermore is classified into two topics. The first topic is the problems usually faced by conversations class students. These problems are

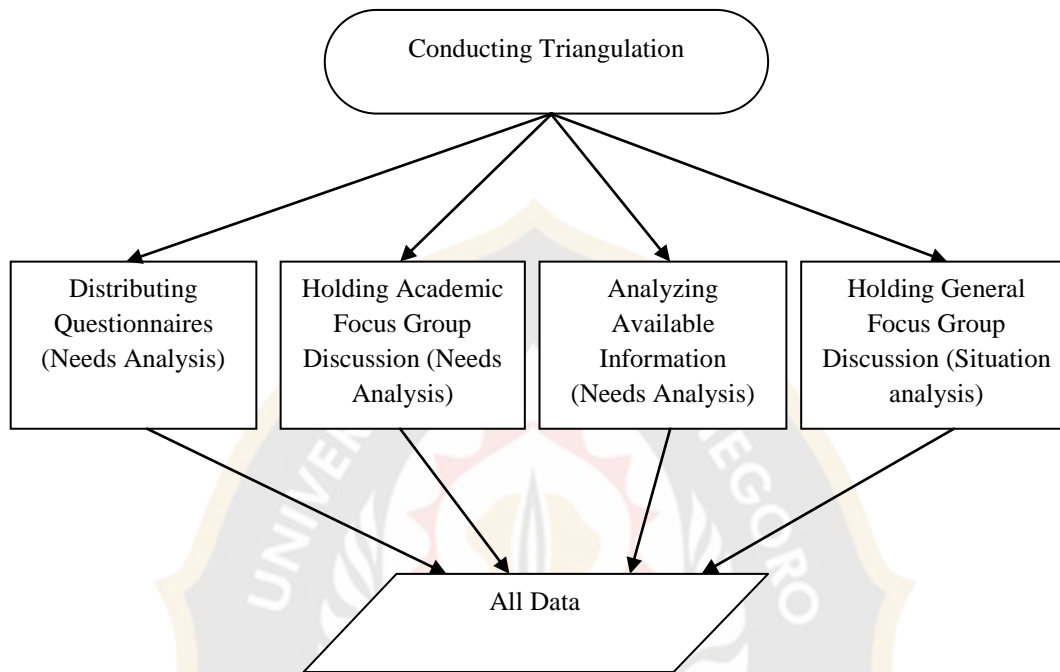
divided into four kinds of problems that are grammatical problems, lexical problems, phonological problems, and non-linguistic problems. The classification of these problems, except for non-linguistic problems, is based on McCarthy's levels of language descriptions (1991:32). The second, on the other hand, topic focuses more on choosing the appropriate textbook (and its syllabus) which will be adapted in the conversation class at *Albibek* Tembalang. On this topic, the strengths of the chosen textbook in comparison of the other book (which its name is not mentioned) and the constraints faced by the teachers and academic manager in using the chosen the textbook are specifically displayed in the tables at chapter IV.

And the last procedure conducted for needs analysis is analysis of available information. The term 'information' here means all available various sources such as books, journals, reports, records, surveys, and others (Richards, 2001:63) or which has previously mentioned as the related literature. All of this information is analyzed for providing supportive information to conduct needs analysis.

Beside needs analysis, there is also situation analysis conducted by holding focus group discussion attended by non-academic staff including branch manager (marketing manager) and finance staff in order to get insights from other factors that according to Richards (2001:90) are relevant to the design and implementation of successful language programs such as societal factor, project factor, institutional factor, teacher factor, learner factor, and adoption (adaption) factor. Each of these factors is then reviewed its positive and negative impact on the plan of designing (adapting) syllabus. All of the aforementioned procedures afford several points of view. These points of view are from students, teachers, previous researchers and experts gained from needs analysis, and from non-academic staff gained from situation analysis. All of them are useful in conducting more objective and

thorough analysis. The procedure of collecting data previously mentioned is described in the following flowchart.

Figure 3.2. The Procedure of Collecting Data

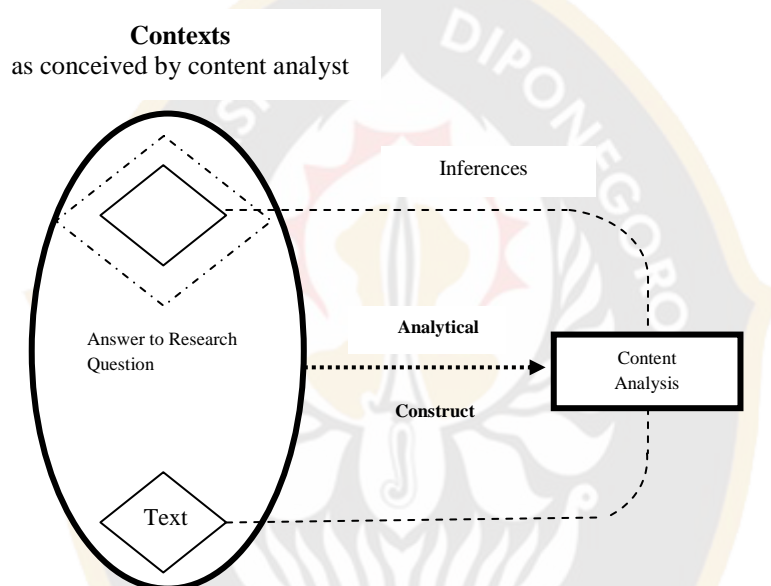


C. Technique of Data Analysis

In the previous sub-chapter, it has been previously mentioned that content analysis is chosen as the technique of analysis. Content analysis, according to Krippendorff (2004:18) is a research technique conducted in order to make replicable and valid inferences from text to the contexts of their use. As a research technique, content analysis provides new insights, makes researcher more understand particular phenomena, and informs practical action. The term 'replicable' means that researchers who work in different time and circumstances should get the same result when they apply the same technique and the same data; while the term 'valid' means that the research effort is open to careful examination and the result claims can be upheld based on proofs. The definition of text, still according to Krippendorff, means not

only written materials but also works of arts, images, and even numerical records or ‘other meaningful matters’. He (2004:33), furthermore, explained that texts get significance (meanings, symbolic qualities, and interpretations) in the contexts of their use, and all analyzed data are the texts for the analyst within the context that he/she has chosen to read them. These chosen contexts are then represented in the form of analytical construct which ‘motivate’ and explain inferences (*ibid*, 2004:36). The Figure below is the simple depiction of content analysis design (Krippendorff, 2004:30, 32).

Figure 3.3. The Simple Content Analysis Design



Content analysis actually has been inherent in needs analysis and situation analysis. Needs analysis conducted in this study is actually an attempt to describe the needs (particularly learning needs) of the higher students studying near ‘Albibek Smart in English’ Tembalang (the first research question). The three procedures of collecting data in needs analysis are actually operated based on content analysis. The first procedure, distributing questionnaires, yielded the data (texts) from students (contexts) which are then calculated using SPSS program in order to get the modes which indicate the most frequently chosen statements. The result of the calculated data (analytical construct) is then analyzed and from

the analysis, an inference which explains the needs (learning needs) of students can be drawn. The example of the data calculated using SPSS is shown in the following table.

Table 3.0. The Example of data from Questionnaires Calculated Using SPSS

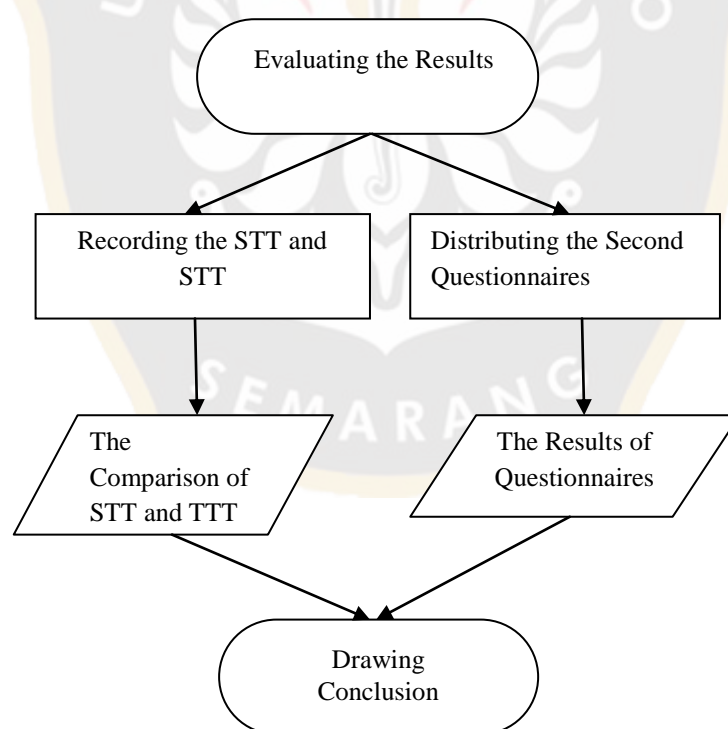
MENEMPATKAN PD SITUASI BHS ING					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	34	68.0	68.0	68.0
	B	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

The second and third procedures also have similar way to the previous procedure. In these procedures, the inferences describing the needs of the students are drawn from the analysis of results (texts) collected from academic focus group discussion (context) for the second procedure and from the analysis of available information (texts) gained from experts and previous researchers (contexts) for the third procedure. The similar way is also conducted in situation analysis. In order to describe situations related to ‘*Albibek Smart in English*’ Tembalang, Semarang (the second question research), the results (texts) of focus group discussing general affairs (context) are analyzed in order to draw inference describing the situations.

All inferences drawn from needs analysis and situation analysis are the data (texts) that will be analyzed based on the learning-centered approach (context) in order to form other inferences that will serve as rationales behind all activities of adapting syllabus for 1st level conversation class at *Albibek* Tembalang (the third question research). These rationales, also based on content analysis, are classified into five main activities namely choosing textbook, arranging time allotment, choosing classroom language, choosing classroom setting, and

modifying the former syllabus. After designing the new syllabus by adapting the previous syllabus, in order to evaluate the results, the other questionnaires are distributed to the students in which the new syllabus is applied in a conversation class. This questionnaire contain ten questions asking whether the students are satisfied with the given topics, given learning activities, given materials, given time to speak, teacher's performance and other questions related to the class condition. In this class, both the Students Talking Time (STT) and the Teacher Talking Time (TTT) are also recorded and compared. The data (texts), taken from the class (context), consisting of the results of the second questionnaires and the comparison of the STT and TTT, are analyzed in order to draw inferences which then explain the implication for applying the new syllabus (the fourth question research). The figure depicting these activities is shown below.

Figure 3.4. Evaluating the Results



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter comprises three sub-chapters consisting of needs analysis findings taken from questionnaires, focused group discussion in academic affairs, and available related information complete with all tables; situation analysis findings taken from focused group discussions in general affairs also complete with its table; and the discussions consisting of the description of how the learning centered is applied for adapting the conversation syllabus based on the aforementioned findings complete with the example of the syllabuses and its implication for students related to their talking time and post-class responses.

A. Needs Analysis Findings

1. Needs Analysis Findings Taken from the 50 Students Using Questionnaires

Table 4.1 below is the summary of questions list 1. It focuses on both target needs and learning needs, and it contains general descriptions of respondents (students) consisting of their average TOEFL score, students' opinion about learning English, their opinion about their level in English, and the places preferred by them in learning English.

Table 4.1. General Descriptions of Respondents.

No				Percentage
1	Average of TOEFL scores		430	
2	Degree of necessity	Less Useful	1	2%
		Useful	20	40%
		Very Useful	29	58%
3	Level of competence	Basic Lower	19	38%
		Basic Upper	14	28%
		Intermediate Lower	9	18%
		Intermediate Upper	5	10%
		Advanced	3	6%

4	Ways chosen to learn English	Going to English Course	38	76%
		Hiring Private Teacher	4	8%
		Autodidact	17	34%
5	Desired course length (in average)	3 months		

From the table, it can be seen that the average TOEFL (PBT) score of the students is 430. This considerably low score is in accordance with their perception about their level of ability in English because many of them (66%) consider themselves in basic level in which 38 % of them consider themselves in basic lower and 28 % of them consider themselves in basic upper. These data not only describe the competency level of UNDIP students studying in Tembalang but also implicitly describe the target needs of these students. On the other hand, the data also show these students' learning needs shown in questions number 2, 4, 5. Most of these students, based on these questions, consider that English is useful (58 % said is very useful and 40 % said is useful), choose to study English in English courses (76%), and want to study in English courses for 3 months.

The next table below shows twelve reasons why these students did not continue their previous English course. This table contains answers implicitly reflecting learning needs of the students because from the reasons for not continuing previous their English course, we can draw a conclusion about their ways to learn English. For example, from R3 ('did not have opportunities to practice outside'), we know that there are students that prefer to learn English by practicing it outside of the class. From this table, it can be seen that only less than 40% of students agree the given reasons. However, there are six most common reasons (having the highest percentage and written in bold letters) why these students did not continue their previous English course. These most common reasons, moreover, must be one of the important considerations in adapting the syllabus. They are:

1. 'Did not have time to continue' (R1)

2. 'English grammar is too difficult to master' (R6)
3. 'Did not have opportunities to practice outside' (R3)
4. 'English vocabularies are too difficult to master' (R7)
5. 'The lessons were not useful in real life' (R4)
6. 'The materials were not interesting' (R11)

Table 4.2. Reasons for Not Continuing Previous English Course.

No.	Reasons	Perceptions	Number	Percentage
R1	Did not have time to continue	Very true	17	34
		Less true	23	46
		Not true	7	14
R2	Did not make any progress	Very true	7	14
		Less true	24	48
		Not true	16	32
R3	Did not have opportunities to practice outside	Very true	13	26
		Less true	18	36
		Not true	16	32
R4	The lessons were not useful in real life	Very true	11	22
		Less true	17	34
		Not true	19	38
R5	English is too difficult to Master	Very true	9	18
		True	20	40
		Not true	18	36
R6	English grammar is too difficult to master	Very true	17	34
		Less true	22	44
		Not true	8	16
R7	English vocabularies are too difficult to master	Very true	13	26
		Less true	26	52
		Not true	8	16
R8	The teacher did not know how to teach English	Very true	9	18
		Less true	21	42
		Not true	17	34

R9	The materials were too	Very true	6	12
	Difficult	Less true	21	42
		Not true	20	40
R10	The materials were not	Very true	9	18
	relevant to student's needs	Less true	18	36
		Not true	20	40
R11	The materials were not	Very true	11	22
	interesting	Less true	15	30
		Not true	21	42
R12	The materials were not	Very true	10	20
	Challenging	Less true	16	32
		Not true	21	42

The table 4.3.below shows twenty one learning activities where students are asked to give their opinion about their degree of usefulness. This table contains opinions collected from the students based on the questions focusing on learning needs. From this table, it can be seen that more than 80% of students think that the given learning activities are useful in which some of them think that given learning activities are very useful while some of think that these learning activities are useful. This table also presents five learning activities in which 100% of students consider them useful. These five activities (written in bold letters) are:

1. 'Practicing dialogues from a book' (W1).
2. 'Studying English grammar' (W7).
3. 'Doing translation activities' (W12).
4. 'Putting themselves in situations in which they will be forced to speak English' (W18)
5. 'Speaking good English without making mistakes in grammar or pronunciation' (W20)

Table 4.3. The Preferred Ways in Learning English

No	Learning Activities	Perceptions	Number	Percentage
W1	Practicing dialogues from a book	Very useful	24	48
		Useful	26	52
		Not useful		
W2	Practicing drills on tones, sounds, and grammatical patterns	Very useful	23	46
		Useful	25	50
		Not useful	2	4
W3	Doing conversation with native speakers	Very useful	27	54
		Useful	22	44
		Not useful	1	2
W4	Doing conversation with other learners of English	Very useful	37	74
		Useful	12	24
		Not useful	1	2
W5	Memorizing vocabularies	Very useful	30	60
		Useful	18	36
		Not useful	2	4
W6	Studying English textbooks at home	Very useful	19	38
		Useful	30	60
		Not useful	1	2
W7	Studying English grammar	Very useful	34	68
		Useful	16	32
		Not useful		
W8	Studying English pronunciation system	Very useful	32	64
		Useful	17	34
		Not useful	1	2
W9	Studying the difference between English and Indonesian	Very useful	18	36
		Useful	25	50
		Not useful	7	14
W10	Doing pair-work exercises	Very useful	10	20

		Useful	32	64
		Not useful	8	16
W11	Doing group work exercises	Very useful	18	36
		Useful	26	52
		Not useful	6	12
W12	Doing translation exercises	Very useful	35	70
		Useful	15	30
		Not useful		
W13	Watching English programs in TV	Very useful	38	76
		Useful	10	20
		Not useful	2	4
W14	Watching or listening to people speaking English	Very useful	38	76
		Useful	11	22
		Not useful	1	2
W15	Using audio facility to learn English	Very useful	33	66
		Useful	16	32
		Not useful	1	2
W16	Talking to friends in English	Very useful	34	68
		Useful	15	30
		Not useful	1	2
W17	Trying to use English whenever there is opportunity	Very useful	32	64
		Useful	15	30
		Not useful	3	6
W18	Putting myself in situations in which I will be forced to speak in English	Very useful	34	68
		Useful	16	32
		Not useful		
W19	Making myself understood even if I make a lot of mistakes	Very useful	34	68

		Useful	15	30
		Not useful	1	2
W20	Speaking a good English without making mistakes in grammar or pronunciation	Very useful	31	62
		Useful	19	38
		Not useful		
W21	Studying with private tutor	Very useful	13	26
		Useful	29	58
		Not useful	8	16

The table 4.4. below shows seven ways of teaching which are considered necessary by students. From the given ways of teaching, more than 60% of students expressed that these methods are necessary. From those who are included in this number, some of them think that the given ways of teaching are necessary and some of them think that given ways of teaching are very necessary. This table contains opinions collected from the students reflecting their learning needs particularly on what they expect from the teacher when they are teaching them. Moreover, this table also shows several most favorable ways in teaching English preferred 80 % of students. These ways are

1. Explaining new grammar points before practicing them (W1),
2. Correcting their mistakes of grammar (W4)
3. Correcting their mistakes of pronunciation (W5).

Table 4.4. The Preferred Ways in Teaching English

No	Ways in teaching	Perceptions	Number	Percentage
W1	Explain new grammar points before practicing them	Not necessary	3	6
		Less necessary	1	2
		Necessary	19	38
		Very necessary	27	54

W2	Practice before explaining new grammar points	Not necessary	4	8
		Less necessary	7	14
		Necessary	26	52
		Very necessary	13	26
W3	Correct any mistakes in front of others immediately	Not necessary	5	10
		Less necessary	12	24
		Necessary	20	40
		Very necessary	13	26
W4	Correct my mistake of grammar	Not necessary	3	6
		Less necessary	3	6
		Necessary	21	42
		Very necessary	23	46
W5	Correct my mistake of pronunciation	Not necessary	5	10
		Less necessary	4	8
		Necessary	16	32
		Very necessary	25	50
W6	Use English only	Not necessary	2	4
		Less necessary	13	26
		Necessary	24	48
		Very necessary	11	22
W7	Use both English and Indonesian	Not necessary	5	10
		Less necessary	10	20
		Necessary	25	50
		Very necessary	10	20

The table 4.5. below shows six problems of speaking which are usually faced by students. From all given problems, more than 55% of students stated that these problems are the problems of speaking that they frequently encounter. Among those students, furthermore, some of them feel that these problems often occur and some of them feel that these problems always occur. This table contains opinions collected from the students based on the questions

reflecting their target needs because the speaking problems presented in the table are actually the problems that they are targeted to finish. Three are six speaking problems considered the most frequent problems faced by students are shown in this table. These problems are:

1. 'Having difficulty in giving oral presentations' (P1)
2. 'Having trouble wording what they want to say quickly' (P2)
3. 'Worrying about saying something in case they make a mistake' (P3).

In this table, there are also four students who also gave additional problems they met in the previous course.

Table 4.5. The Speaking Problems Faced by Respondents.

No	Speaking problems	Frequency	Number	Percentage
P1	Have difficulty giving oral presentations	Always	8	16
		Often	25	50
		Sometimes	13	26
		Never	4	8
P2	Have trouble wording what you want to say quickly	Always	16	32
		Often	18	36
		Sometimes	16	32
		Never		
P3	Worry about saying something in case I make a mistake	Always	14	28
		Often	27	54
		Sometimes	6	12
		Never	3	6
P4	Do not know how to say in English	Always	10	20
		Often	22	44
		Sometimes	17	34
		Never	1	2
P5	Have difficulty in pronunciation of words	Always	10	20
		Often	19	38

		Sometimes	18	36
		Never	3	6
P6	Find it difficult to start conversation	Always	7	14
		Often	24	48
		Sometimes	16	32
		Never	3	6
No.	Additional Speaking Problems (from Students)			
1	Lack of enthusiastic partner			
2	Less conducive atmosphere			
3	Feeling Worry about speaking partner's respond			
4	Lack of equal speaking partner			

The table 4.6 below shows five listening problems usually faced by students. This table, just like the previous table contains opinions collected from the students based on the questions focusing on their target needs. From given listening problems, more than 80% of students stated that these problems are the problems of listening that they ever encounter. These students consist of group of students sometimes facing this problem, group of students often facing this problem, group of students always facing this problem. Three of five listening problems having highest percentage are shown in this table. These listening problems are:

1. Having trouble understanding lecturers speaking in English (P1)
2. Having trouble understanding lengthy description in English (P2)
3. Having trouble understanding informal language (P4).

In this table, there are two students who also gave additional listening problems they met in the previous course.

Table 4.6. The Listening Problems Faced by Respondents.

No	Listening problems	Frequency	Number	Percentage
P1	Having trouble understanding lectures speaking English	Always	13	26

		Often	20	40
		Sometimes	14	28
		Never	3	6
P2	Having trouble understanding lengthy description in English	Always	8	16
		Often	20	40
		Sometimes	20	40
		Never	2	4
P3	Having trouble understanding spoken instructions	Always	3	6
		Often	15	30
		Sometimes	28	56
		Never	4	8
P4	Having trouble understanding informal language	Always	8	16
		Often	18	36
		Sometimes	20	40
		Never	4	8
P5	Having trouble understanding the subject matter of talk	Always	6	12
		Often	13	26
		Sometimes	29	58
		Never	2	4
No.	Additional Listening Problems (From Students)			
1	The problem in dialect			
2	Difficulty in translating the meaning			

The table 4.7. below shows sixteen skills in English that the students would like to improve. This table also reflects target needs of the students. From given skills, more 60% of students state that skills are important to improve. It can be seen from the number and percentage of students who considered the given skills as the priority number 1 (the most important skills) and number 2. In this table four most targeted skills are shown. These skills are:

1. Communicating effectively with focus in small group discussions, collaborative projects, or out-of-class study groups (S6)
2. Knowledge of vocabulary (S14)
3. Reading quickly (S15)
4. General reading comprehension (S16).

Table 4.7. The Targeted Skills.

No	Skills needed to improve	Priority	Number	Percentage
S1	Listening to pronunciation/intonation/stress patterns of English	1 (the most important)	27	54
		2	16	32
		3	5	10
		4	2	4
		5 (the least important)		
S2	Lecture note taking	1 (the most important)	11	22
		2	18	36
		3	15	30
		4	4	8
		5 (the least important)	2	4
S3	General listening comprehension	1 (the most important)	30	60
		2	14	28
		3	6	12
		4		
		5 (the least important)		
S4	Giving formal speeches/presentations	1 (the most important)	17	34
		2	18	36
		3	12	24
		4	2	4
		5 (the least important)	1	2
S5	Participating effectively in discussions	1 (the most important)	24	48
		2	17	34
		3	8	16

		4	1	2
		5 (the least important)		
S6	Communicating effectively with peers in small group discussions, collaborative projects, or out-of-class study groups.	1 (the most important)	29	58
		2	16	32
		3	3	6
		4	1	2
		5 (the least important)	1	2
S7	Essay writing	1 (the most important)	24	48
		2	15	30
		3	11	22
		4		
		5 (the least important)		
S8	Writing report	1 (the most important)	19	38
		2	13	26
		3	14	28
		4	2	4
		5 (the least important)	2	4
S9	Creative writing	1 (the most important)	15	30
		2	17	34
		3	16	32
		4	1	2
		5 (the least important)		
S10	Writing case studies	1 (the most important)	18	36
		2	18	36
		3	11	22
		4	2	4
		5 (the least important)	1	2
S11	Describing object and procedures	1 (the most important)	18	36
		2	22	44
		3	8	16
		4	2	4
		5 (the least important)		
S12	Scientific writing	1 (the most important)	24	48

		2	11	22
		3	11	22
		4	3	6
		5 (the least important)	1	2
S13	Analyzing written materials	1 (the most important)	19	38
		2	20	40
		3	9	18
		4	2	4
		5 (the least important)		
S14	Knowledge of vocabulary	1 (the most important)	37	74
		2	11	22
		3	2	4
		4		
		5 (the least important)		
S15	Reading quickly	1 (the most important)	29	58
		2	16	32
		3	1	2
		4	3	6
		5 (the least important)	1	2
S16	General reading comprehension	1 (the most important)	32	64
		2	14	28
		3	2	4
		4	2	4
		5 (the least important)		

The next table below (table 4.8) contains three activities that teacher should do in the class in order to make these students easily understand the lesson. From those three ways, the most preferred way is giving more complete explanation for materials which are considered to be important (W3). However, although W3 is chosen by most students, the other ways (W1 and W2) are still considered because, because many students are also chose these ways. In this table, there are also six additional activities suggested by students.

Table 4.8. Ways that Teacher should do in the Class.

No.	It is easier to learn if...	Opinion	Number	Percentage
W1	using LCD	Yes	23	46
		No	27	54
W2	Using simplified materials	Yes	30	60
		No	20	40
W3	There are more complete explanations for materials which are considered to be important	Yes	40	80
		No	10	20
No.	Additional Activities Suggested by Students			
1	Gossiping (using English)			
2	Doing speaking practice directly			
3	Holding workshop			
4	Using Interactive method			
5	Giving more practice and direct correction			
6	Giving audio visual assignment			

2. Needs Analysis Findings Taken from Academic Focus Group Discussions

The second procedure conducted for needs analysis is holding focus group discussion on academic topic. This discussion was held by the academic manager and conversation teachers. This discussion was held twice. The first discussed problems that students usually face in conversation class at *Albibek* Tembalang while the second discussed the way of using textbook (and its syllabus) for the conversation class according to the condition of the classes at *Albibek* Tembalang.

In the first discussion, there are several problems which are found and discussed by teachers and academic manager. These problems are divided into four kinds of problems namely grammatical problems, lexical problems, phonological problems, and non-linguistic problem. This list of problems is presented in table 4.9.1 below.

Table 4.9.1. Problems Faced by Students Seen from Four Aspects

No.	Grammatical problems:	No.	Lexical problems:
1	Possessive adjective	1	Problems with part of speech (noun, adjective, verb, adverb)
2	Tenses: the difference among present simple, present continuous, past simple	2	Problems in using suffixes
3	The using of action verbs, auxiliary verbs	3	Lack of academic vocabularies
4	Problems with subject pronoun	4	Problems using fixed expressions
5	Problems with object pronoun	5	Problems about collocation
6	Problems with comparative: the difference between more...than and -er...than		
7	Problems with comparative: the difference between the most and the -est		
8	Problems with countable and uncountable nouns		
9	Forming Wh- questions yes/no questions		
No.	Phonological problems:	No.	Non -linguistics problems:
1	Problem about pronunciation that is strongly influence with mother tongue	1	They know the topics, but they don't know how to say.

Besides the activity of sharing and discussing problems found in the class, the participant in this academic discussion also did a survey or related literature. They found that in Richards (2001:65), John and John (1977) described that there are six common problems met by students when they learn English. These problems are:

1. Comprehension of spoken English ('they speak too fast'; 'they mumble'; 'vocabulary is idiomatic
2. The pressing need to formulate a contribution (' I can't think what to say')
3. Shyness about the value of contribution ('I might say something wrong')
4. Inability to formulate an idea in English ('I don't know how to say it in English')

5. Awareness that a given function may be realized in different ways ('I don't know the best way to say it')
6. Frustration about being unable to enter discussion ('some students speak to much')

The second academic discussion results, presented in the following tables below, not only show the strengths of the commercial textbook ('*New Interchange*') that its syllabus is chosen to be adapted, but they also show the constraints of the chosen textbook. The strengths of the chosen textbook in comparison with other textbook, which the writer does not publish its name, are presented in table 4.10., while the constraints of the chosen book are presented in table 4.16. Between these tables, there are many tables that describe more each feature that become the strengths of '*New Interchange*'. Before going to further discussion, the most important thing that should be remembered are that these books are the 'General English' textbooks usually used by teachers in previous conversation classes; and that both of the books have their own strengths and constraints. The following comparison is based on the situation in conversation classes at *Albibek Smart* in English Tembalang. With this context, the group discussion determined which book that its syllabus should be adopted and then adapted. In addition, related to this book comparison, it is also important to understand that one chosen book, in one class, is not always be a chosen book in other classes.

Table 4.10. Strengths of '*New Interchange English for International Communication Student Book 1*' in Comparison with another Textbook.

No.	Features	New Interchange	Other book
1	Listening Section	Most of listening activities are in the conversation form leading to a conversation	Some of listening activities are not in the conversation form
4	Writing Section	The writing activity leads to a conversation	The writing activity focuses on how to make a good writing
5	Conversation Script	It has two conversation scripts per chapter that continues to listening and answering activity	It has one conversation scripts per chapter that continues to filling blank activity

6	Focus of the book	It teaches the four skills, but it focuses on speaking and listening with its goal is to teach communicative competence	It teaches the four skills
7	Culture	It describes many nations' culture	It describes British culture more
8	Companion Website	It has more interactive website that can be accessed anytime by students	It has website containing supporting materials for the teacher
9	Popularity (based on Google Books and Amazon.com)	It has rating stars from the readers with some of them gave five stars	It has no rating stars

In table 4.10 above, there are eight features that become the strength points of the 'New Interchange 1' in comparison with the other book (which its name is not mentioned). The first feature is listening section. 'New Interchange' listening activities, that most of them are in conversation (dialogue) form, can help the students to follow and practice the form and to familiarize English conversation. This kind of listening activity also stimulates a conversation between the teacher and students. The following two tables, consisting of listening activity sequences complete with its conversation script, taken from Richards *et. al.* (1997:42), are presented below.

Table 4.11.1. Conversation Script of Listening Activity on 'New Interchange' (unwritten)

Laura	: So, what did you do last night, John?
John	: Uh, I went to my boss's house for dinner.
Laura	: Really? How was it?

John	: Oh, the food was OK, but the people weren't very interesting, they talked about football all night, and I hate football. Then we watched some boring sport videos. I didn't get home until after midnight.
Laura	: Well, that doesn't sound like much fun. Gee, I had a great time last night. I went to a party and met an old school friend of mine. We haven't seen each other for years, so we had a lot to talk about. We stayed at the party all night.
John	: Hmm, it sounds like you have a much better time than I did.
Laura	: Yeah, I guess you're right.

Table 4.11.2. Listening Sequence in 'New Interchange'

Listening		
A. Listen to John and Laura describe what they did last night. Check (✓) the correct information about each person		
	John	Laura
had a boring time		
had a good time		
met someone interesting		
got home late		
B. Listen to the conversation again. What did each person do? Take notes. Then take turns telling stories to a partner		

Two tables above have shown the example of listening activities in 'New Interchange'. From these tables, we can see the listening activity sequence which starts from asking students to check the correct information on the given conversation, and it continues to asking students to listen the conversation again and asking them to take notes and take turns telling the story to a partner. The last activity, asking students to tell the story to their partner about given characters (John and Laura), according to the teachers, can be 'personalized' by asking students to shift the topic from the past story of the given characters

to their own past story but still using similar way of conversation. It can be easily done because the students have already been ‘provided’ with the example and they also have already been in the ‘atmosphere’ of the topic, telling story in the past. The teachers, furthermore, can make this activity more challenging by asking the students to write the conversation script and check it whether their works are correct or not. By transcribing the conversation, even though it is not real conversation, students can develop their ability in noticing features of the spoken data and increase their listening skill in the same time (Thornbury and Harmer, 2005:46). This kind of listening activity sequences can be found in all unit in Interchange, so when students practice listening, they also practice conversation.

The sequence of listening activity in the other book, however, is different. Some of the listening activities, indeed, are in the form of conversation script, but some of them are not. The table 4.10.3 below is the example of the listening activity which does not use conversation. In addition, several parts of the listening activity shown below have been changed, but it does not change the sequence. This change also happens to all tables containing activities taken from this other book.

Table 4.11.3. Listening Activity Sequence of the Other Book

Listening	
I	Guess how the story ends, 1,2 or 3 1. The man can't write a poem to Jane on their wedding anniversary and he and Jane separate. 2. Jane find out about the poems and falls in love with the computer. 3. The laptop writes poems for their wedding anniversaries and then destroys itself.
II	Complete the file with these words. Then listen to the story again and check your answers. <i>in the end, next, suddenly, then, when</i>
III	Telling Stories
	The next day was Sunday and I was at home in bed. 1 _____, the telephone rang. It was my big boss. He was angry. 'The office's laptop is broken! You didn't turn it off last night!' I got up and went to the office. 2 _____ I arrived, I saw terrible thing. I opened the door and there was the laptop, completely black and burnt

	<p>3 _____ I saw a paper. I read our conversation from the day before. Then it continued: ‘I don’t want to be a computer. I want to be a human. I want Jane to love me. But I am a computer and I can’t change. Good luck my friend. Be a good to Jane. Here is a wedding present from your friend, your office laptop; 4 _____, I collected the paper on the floor. My office laptop was a good friend. There were poems for seven hundred wedding anniversaries. 5 _____, Jane and I were very happy. But on every wedding anniversary I think my good friend, my office laptop.</p>
IV	<p>Work in pairs and tell a love story. Use the notes and words from the file.</p> <ol style="list-style-type: none"> 1. Met a boy/girl-in love with him/her (where? /when?) 2. boy/girl not in love with him/her (why?) 3. (What did he/ she do next?) e.g. wrote poems/ sang a song/ played in school team 4. The boy/ girl was in love with him / her (what did he / she do in the end?)
V	Tell your story to the class.

The table above has shown the example of listening activities of the other book. From this tables, we can see the listening activity sequence which starts from asking the students to guess how the story ends by listening the audio and checking their guess, continues to with the activity of filling blank spaces with some words functioning as connectors, working in pairs and telling a love story by using notes and words from the previous activity, and ends in telling the love story to the class. It is actually a good listening sequence because it helps students in developing both their listening skill and discourse skill. Nevertheless, the listening activity used in this sequence is in monologue form. The teachers feel that if the form is monologue or narrative, it will be not so easy for the teachers, who must teach students how to practice conversation class, to shift the topic and to create ‘more personalized’ conversation among them because the ‘atmosphere’ of the learning activity tends to be more in the last activity, telling love story to the class. The aforementioned activity, actually, is a good activity. The teacher still can create conversation in the class by asking other students listening to the story to ask the storyteller. However, based on the teachers’ experiences in

teaching beginners, asking someone to tell his or her past story, where he/ she must struggle in both using past verbs and overcoming his/ her nervous feeling, and encouraging the others to ask him/ her is more difficult than asking students to create their own conversation based on the given example and practice it and, in the same time, monitoring and gently correcting them.

The following two tables represent the sequence of reading activity of both books. Both reading sequences contain three stages and also contain picture. The passage and the picture are not presented here.

Table 4.12.1. Reading Activity Sequence of the Other Book

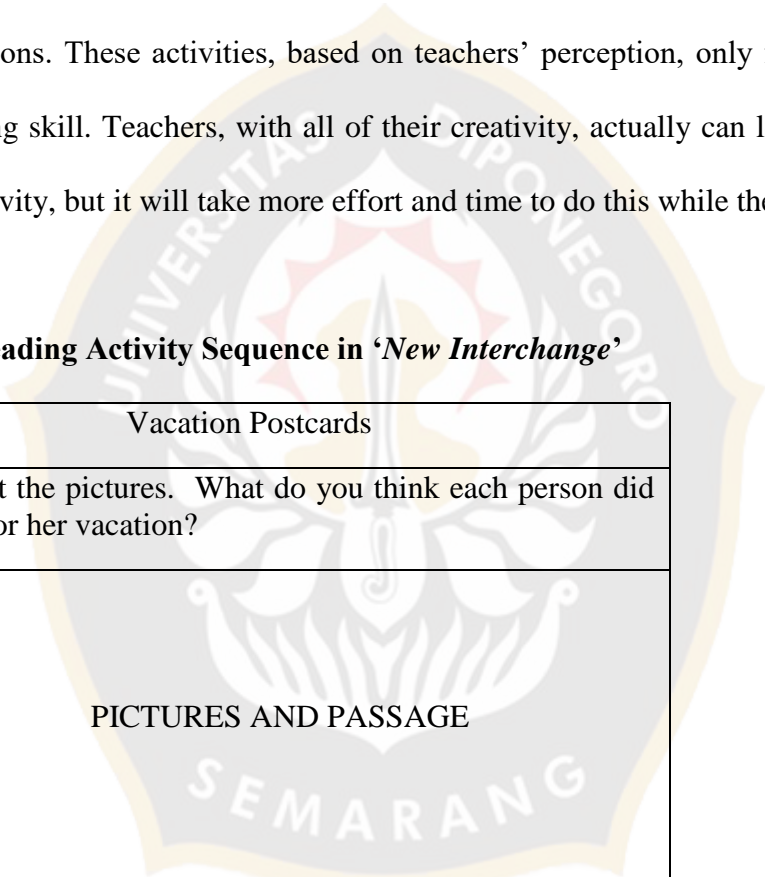
A Short Love Story	
I	Look at the pictures and guess the correct order of the story
	PICTURES AND PASSAGES
II	Read the story. Did you guess the correct order of the story?
III	Answer these questions. 1. Why was Jane not in love with the man? 2. What did Jane think of the poems?

Table 4.12.1. above shows the reading sequence in the Other Book. The first activity done by students is guessing the correct order of the story. The students must do this because the pictures are scrambled and are not matched with the paragraphs order. After they have succeed to arrange the pictures according to the order of the paragraphs, these students can

read the stories and do next activities, answering questions related to the text (which actually are more than two questions).

This sequence of reading is actually good sequence. It can teach the students to develop their discourse through recognizing the pattern of a text. The given story is also in line with the life of higher education students who are included as young people. The problem is some the reading activities do not directly stimulate a conversation. This reading sequence, for instance, leads the students to activities such as arranging pictures and answering questions. These activities, based on teachers' perception, only focus on reading enhancing reading skill. Teachers, with all of their creativity, actually can lead students to a conversation activity, but it will take more effort and time to do this while the course length is limited.

Table 4.12.2. Reading Activity Sequence in 'New Interchange'

Vacation Postcards	
I	Look at the pictures. What do you think each person did on his or her vacation?
	 PICTURES AND PASSAGE
II	Read the postcards. Then check (√) the statements that true 1. Margaret had a very relaxing vacation 2. Kevin spent his vacation
III	Group work Talk about these questions. Explain your answers. 1. Which person learned a lot on vacation? 2. Who had a very relaxing vacation?

The reading sequence in 'New Interchange', on the other hand, always leads to a conversation created among students. The reading sequence of 'New Interchange', taken from Richards *et. al.*, (1997:45), in table 4.12.2, is started with a question 'What do you think each person did on his or her vacation?' This kind of question is different from the question in reading sequence in the Other Book which says 'Did you guess the correct order of the story?' This question only guides the students to focus more on reading while the former can stimulate a conversation between the teacher and the students before they begin to start reading. The next activity, checking the statements, is purely reading activity that teaches students to skim and scan the text for finding keywords. Nonetheless, the last activity, talking about given questions and explaining them will naturally lead to a more 'personalized' conversation among the students. All 'New Interchange' reading sequences begin with pre-reading and post-reading question that can be a springboard to discussion (Richards *et. al.*, 1997:v). This kind of sequence eases the teacher in teaching conversation

The two following two tables represent the sequence of grammar lesson of both books. The first table (table 4.13.1) represents the grammar lesson sequence from the other book which consists of ten stages. The second table (Table 4.13.2) shows the grammar lesson sequence from 'New Interchange' taken from Richards *et. al.*, (1997:41) and only consisting of three stages.

Table 4.13.1. Grammar Lesson Sequence in the Other Book

Grammar Focus	
Presentation	
I	Complete the sentences from the dialogue with <i>didn't</i> , <i>wasn't</i> , and <i>weren't</i> .
II	Past simple Negatives

	I/ He/ She/ It 1 _____ go to London.	
	I/ He/ She/ It 2 _____ afraid.	
	We/ You/ They 3 _____ believe me.	
	We/ You/ They 4 _____ at home.	
III	Complete these questions from the dialogue.	
	Questions	Short Answers
	Yes/no questions	
	5 _____ you afraid?	No, I 7 _____
	6 _____ you afraid?	No, they 8 _____
	Wh- questions	
	9. What time _____ it?	
	10. Where _____ you see it?	
	Now complete the rules.	
	1. We put _____ or _____ (past of the verb to be) before the subject.	
	2. We put _____ before the subject and use the infinitive of the main verb.	
	3. We put a question word at the beginning of the sentence.	
IV	Practice	
	Put the words in the correct order to make negatives and questions. Use capital letters and punctuation marks.	
	1. the film/ didn't/ see/ I	
	2. enjoy/ the book/ you/ did	
V	Use the words in bracket to correct the wrong information in these sentences	
	Example: 1. He didn't meet an alien. He met a wolf	
	1. Robin Hood met an alien (wolf)	
VI	Match the question words with the answers.	
	1. When _____?	a. On the car

	2. Where _____?	b. In July
	Now write suitable questions for the answers Example: When did you go on holiday?	
VII	Read these situations. Think of an explanation for each one. 1. A boy looked in a mirror and screamed	
VIII	Now work in pairs. Ask your partner questions and try to guess what happened. Example: A: Where was the boy B: In his car A: Did he see a vampire?	
IX	Write six sentences about what you did and didn't do at the weekend. Example: I wrote a letter to my friend. I didn't do my physics project.	
X	Work in pairs. Find out what your partner did and didn't do last weekend. Ask yes/no questions	

The preceding table, containing grammar lesson sequence of the other book, as previously mentioned, has ten stages that range from completing sentences to making yes/ no questions. The activities included in the sequence are also more varied than the activities included in 'New Interchange'. These activities are completing sentences, putting the words in the correct order, changing the given sentences, matching words, making sentences in the form of affirmative, negative, and interrogative. All of those activities are good in teaching grammar lesson because they can provide a thorough and focused explanation of one grammar aspect to students. The problems for this kind of sequence, based on teachers' opinion' are the time and the chance to activate the grammar lesson in a conversation. This sequence, indeed, provides a chance to implement the grammar lesson in a simple conversation, but this activity is in last stages (stage VIII and stage X). That these chances are

in the last stages make the teachers spend more time in teaching one aspect of grammar and applying it in a conversation while time allotment, which will be discussed further next, is something that teachers should consider in this situation.

On the other hand, the grammar lesson sequence in the ‘*New Interchange*’, shown in the following table, only consists of three stages. These stages are explanation, completing conversations, and pair work. At the first stage, explanation, the examples of past tense sentences are written in the form of complete sentences in which the specific characters of past tense are explained by the word printed in bold. The second stage, furthermore, guides the students to apply the past tense sentence that they learnt in the first stage in dialogue form. As soon as students have completed filling the conversation form in second stage, they will have a chance to personalize what they have learnt in stage three in which they, using the previous example, are asked to make their own conversation among them within the topic of past tense. It can be seen from this sequence that every activity directly tends to lead the students in a conversation activity and thus teachers can have more efficient but effective time in teaching grammar. In addition, this kind of sequence is considered more simple and clearer than the previous sequence because it has not only less stages but it also presents more explicit explanation at the beginning learning sequence. Putting complete and explicit explanation of grammar points is very important to students who have a problem in learning grammar. This kind of problem is actually one of the most common problems found in the questionnaires for needs analysis shown in table 4.4. which presents the most common reasons for the students not continuing their previous English course in point W1 stating that the students feel that English grammar is too difficult’

Table 4.13.2. Grammar Lesson Sequence in the ‘*New Interchange*’

Grammar Focus
Past tense

I		
	Did you stay home on Sunday?	Yes I did , I watched a football game on TV No, I didn't , I invited friends out of dinner
	What did you do on Saturday?	I worked on my car I stayed home and studied
	Did you do anything special?	Yes, I did . I drove to the lake. No, I didn't . I had to baby-sit
	Where did you go on Sunday?	I saw a good movie I went to a concert
II		
A.	Complete these conversations. Then practice with a partner	
1.	A:you..... (go) out on Friday night? B: No, I, I..... (invite) friends over, and I (cook) dinner for them	
2.	A: How you (spend) your last birthday? B: I(have) a party. Everyone....(enjoy) it, but the neighbors..... (complain) about the noise	
III	Pair work	
	Take turns asking the questions in part A. Give your own information when answering.	

Two following tables show the sequence of writing of both the other book and the 'New Interchange'. The first table (table 4.14.1) contains the writing sequence in the other book that comprises two stages, and the second table (table 4.14.2) contains the writing

sequence in *'New Interchange'* (Richards *et. al.*, 1997: 44) which also comprises two stages. Although both of these sequences consist of two stages, they completely have different direction. In the table 4.14.1, the activity begins with finding to places put given linking words and expression. Students have to do this activity because the given story is presented in the form of scrambled sequence and without linking words and expressions. After students succeed to match given linking words and expressions with the give story, they can write a complete scary story.

This sequence is an effective sequence for teachers to teach writing because students have been provided with a given story which is not in perfect form complete with list of keywords, and what students have to do is matching those keywords and complete the story. This method, which is actually one of the strength of this book, also enables the students to think beyond the area of clause or sentence. However, according to the teachers, instead of applying this method in conversation class, this method should be applied in writing class. Writing activity in conversation class, based on teachers' opinion, should be an activity that support or stimulate conversation activity.

Table 4.14.1. Writing Lesson Sequence in the Other Book

A Scary Story	THE SCREAM
Write a scary story. Follow the stages below and use Writing help 7 on page 100	(The example of the story which in the form of scrambled sequence and without linking words and expressions)
Stage 1	
Find places to put these linking words and expressions in the notes.	
<i>one day, the next, day, suddenly, however, because, in the end</i>	
Stage 2	
Use the notes and the linking words to write the story of <i>The Scream</i> in the past simple	

Table 4.14.2 below shows writing sequence that can stimulate a conversation. The first stage of this sequence is reading an example of a postcard. The text on the postcard is written by a woman who told her story to her friend about her vacation from *Acapulco*. The text, indeed, uses past tense that can be an example for students to do their activity. The next stage certainly goes to writing activity using the previous example. However, this activity does not end at this stage. There is an activity of exchanging the written postcard which according to teachers is the activity that can trigger conversation among interlocutors in the class including the teacher.

Table 4.14.2. Writing Lesson Sequence in the ‘New Interchange’

WRITING
A Read this postcard
THE EXAMPLE OF THE POSTCARD
B Pair work Write a postcard to a partner about your last vacation or an interesting place you visited. Then exchange postcards.

The next feature that is compared is the conversation script. The following tables (Table 4.15.1 and Table 4.15.2) are the tables containing conversation script written on both books and followed by some learning activities. Like previous comparisons both books have different sequence in bringing learning activities, but one should remember that both of the books have their own strengths and constraints. It has been previously mentioned that the context of conversation class at *Albibek Tembalang* is the prime factor that determines which

book that should be chosen. In other words, one book chosen in one context is not always chosen in other contexts.

The table 4.15.1. below consists of three stages of learning activities. It begins with quite long dialogue in which students should listen to it and complete the blank spaces in the script, then goes to activity of choosing correct words, and finally ends in choosing correct preposition activity which all of them are based on the script. Like usual, these activities, according to teachers, is good but if it takes place in a class focusing on listening and grammar. For the conversation class, a class where students are taught not only how to listen and speak to one speaking partner but also encouraged to actively involved in lively dialogue among interlocutors, this kind of learning sequence, still according to teachers, is less encouraging because students are directed primarily at listening and grammar.

Table 4.15.1. Conversation Script in the Other Book

	Big bear
I	Listen and complete the dialogue
	Chris: Hi, Kate. Did you have a good holiday?
	Kate: Yes, I did. But I didn't go to Washington.
	Chris: Where did you go?
	Kate: I went to Canada. I stayed on a1..... near pinewoods.
	Chris: Did you see a ghost?
	Kate: No I didn't. But I saw a big, brown 2..... I was enormous
	Chris: Don't be silly
	Kate: I did!
	Chris: Where did you see it?
	Kate: One evening in the 3..... It jumped onto a rock.
	Chris: What time was it?
	Kate: It was 5..... 7 o'clock
	Chris: Was it dark?
	Kate: No, it wasn't.
	Chris: Were you afraid?
	Kate: No, I wasn't. I went into the house to get my camera. When I came out, the bear wasn't there.
	Chris: Did your parents see it?
	Kate: No, they didn't. They weren't at home. And they

	didn't believe me. But I talked to the 6..... . Apparently, a big bear killed a cow in the area 7..... month
	Chris: Really?
	Kate: And last year, there were over a 8 sightings of big bear in town. People think they were hungry and tried to find food. They went out from woods and they're living somewhere near the town.
	Chris: Wow, that's amazing!
II	Chose the correct alternative
1	Kate went to <i>Washington/Canada</i>
2	Kate saw a <i>crocodile/big brown bear</i>
III	Preposition
1	I stay (<i>on/in</i>) a log cabin
2	I went (<i>to/at</i>) Canada

Table 4.15.2. below shows conversation script in 'New Interchange' that only consists of two stages but, based on the teachers' opinion, it has points where a conversation activity can be triggered. The first stage of this listening activity is asking students to listen and practice the written script. At this first stage, students have already directed to practice the given example of conversation though it is not an authentic conversation script, but at least, students get more chances to practice conversation. At the next students are asked to listen to a conversation without written script and answer the questions. At this stage, students practice their ability in listening and speaking which are core of conversation activity actually. This learning activity can also be prolonged due to the existence of unwritten script. The students, furthermore, can listen and write the conversation and compare their work to others and make their own conversation activity based on what they have written. The teachers, at this point, can also guide the students to recognize specific elements in conversation.

Table 4.15.2. Conversation Script in 'New Interchange'

	The weekend
A	Listen and Practice
	Chris: So, what did you do this weekend, Kate?
	Kate: Oh, Diane and I went for a drive in the country on

	Saturday
	Chris: That sounds nice. Where did you go?
	Kate: We drove to the lake and had a picnic. We had a great time! How about you? Did you do anything special?
	Chris: Not really, I just worked on my car all day.
	Kate: That old Thing! Why don't you just buy a new one
	Chris: But then what would I do every weekend?
B	Listen to Kate talk about her activities on Sunday.
1	What did she do?
2	Where did she go?

So far, from the first feature, listening section, to the previous feature, conversation script, it can be concluded that although these books can be included as books for 'General English', both of them have different learning sequence. The 'other book', viewed from teachers' point of view, has learning sequence that guides students to develop their four language skills equally. This kind of book, moreover, is effective if it is used in the English subject formal class. '*New Interchange*', on the other hand, from teachers' opinion is more effective if it is used in English course or after-school program particularly conversation class because this book, though it teaches the four skills, gives emphasize more in speaking and listening and has purpose in teaching students communicative competence (Richards *et. al.*, 1997:iii).

The next three features related to comparison of both books can be categorized as socio-cultural factors because they are closely connected to the social life and the culture of participants using these books. These features are the cultures displayed in the books, the companion websites of the books, and their popularity (based on Google Books and Amazon.com). The firstly mentioned feature, the cultures, is something that teachers consider carefully because it is obvious that the 'other book' tends to describe British culture while the conversation class does not take place in Britain. The '*New Interchange*', on the other hand, although it uses American English, it presents more various cultures from around the world with the express purpose of teaching English as a major language of international

communication (Richards *et. al.*, 1997:iii). Presenting various cultures is also in accordance with what Dörnyei and Thurrell (1994) have stated that cultural context is one of the most important factors that should be concern in designing conversation course.

The next feature, the companion websites, is also discussed in this group discussion. The companion website of the ‘other book’, as previously mentioned, only contains supporting materials for teachers to enhance the activities in the class. In other words, this companion website is only useful for teachers. On the other hand, the companion website of ‘*New Interchange*’ is more interactive website designed not only for teachers but also for students. This accessible website contains many and various activities in four skills. The examples of the activity are filling blanks, listening and choosing correct words/expressions, matching correct words/expressions, unscrambling words/sentences, reading and choosing correct statements, reading and writing correct words, and other activities. It can be seen that those activities are also among the activities previously described in the ‘other book’, and it can be concluded that what are written as learning activities on the ‘other book’ have been covered in the ‘*New Interchange*’ companion website. As a result of this, students of conversation class who want to focus more on one of the four skills can access this website anywhere and anytime.

This group discussion, attended by teachers and academic managers, also discuss the popularity of both books as the last feature that should be considered because it has impact on several factors such as availability of the book and familiarity among English teacher communities. Google Books and Amazon.com are websites that give information about books published from around the world. These websites give a sign in the form of star called rating star indicating the popularity of a book. At these websites, the more rating stars a book has, the more popular it is among people. ‘*New Interchange 1*’, according to both websites has rating stars (in which some of the readers gave five stars) while the ‘other book’,

until the days when this study is being conducted, has no rating stars. In addition, according to some teachers, ‘*New Interchange*’ is also used as one of the material components by some English teachers in Semarang. From this point of view, it can be concluded that ‘*New Interchange*’ is more popular than the ‘other book’.

Table 4.16. Constraints of ‘*New Interchange English for International Communication Student Book 1*’.

No.	Weakness	Description
1	Time allotment	The time allotment for one chapter is too long to be covered in one meeting.
2	Socio-cultural context	There are some contexts that are not suitable for college students’ life
3	Authenticity	‘Interchange Activity’, ‘Class activity’ section, ‘Pair work’ section, and ‘Group work’ section can stimulate conversation, but they are still less authentic

From the previous paragraphs, it can be seen that ‘*New Interchange 1*’ has some strength points that make this book more suitable for conversation class in English course than the other book according to the teachers of *Albibek*. This book, nonetheless, also has several constraints that should be concerned by the teachers. Table 4.16. above contains three constraints found by the teachers in group discussion. They are time allotment, socio-cultural context, and authenticity. The term ‘constraint’ here is chosen instead of ‘weakness’ because not all of the presented items in the table below can be included as a weakness.

The first constraint, time allotment, is actually the item that cannot be included as a weakness of the book because the problem is actually from the situation at *Albibek* itself seen from the teachers’ and management’s point of view. At *Albibek* the course length of a conversation class is 24 meetings in which one meeting lasts for 1.5 hours. In other words, the total hours of conversation class at *Albibek* is 36 hours. These total hours are not sufficient to

cover the minimum course length of *New Interchange* which is 70 hours (Richards *et. al.*, 1997:iii). The teachers actually did trial on this book by giving all lessons contained in one chapter in one meeting, but the result is disappointing. The learning activity was not effective because students focused more on ‘Grammar’ section, ‘Listening’ section, and ‘Pronunciation’ section which are parts that do not stimulate ‘reciprocity’. The students, moreover, spent less time in ‘Interchange Activity’, ‘Class activity’ section, ‘Pair work’ section and ‘Group work’ section which are the parts that can stimulate ‘reciprocity’ among the students and the parts where students can actively practice dialogue based on topic. This problem is something that conversation teachers at Albibek must consider.

The second constraint, socio-cultural context, is also connected to the situation of the users of this book. The *New Interchange* actually has presented many cultures which is a useful way to promote cross-cultural understanding to students. Few parts of this book, however, according to the teachers, still contain topics that are less suitable for the socio-cultural situation at *Albibek*. There are two parts of this book that the teachers think that they are less-suitable. The first is the listening activity in unit 4 having title ‘TV game show’. This listening activity presents a TV game show called ‘Who’s my date?’ which is matchmaking show that continues for blind date. The term ‘blind date’ here is real because the one completely cannot see who she will date. According to teacher, matchmaking event and blind date are quite common in Indonesia now, but the combination of matchmaking event and blind date in which one is unable to see who he/she is going to date is still not common in Indonesia. The second part is the speaking activity in unit 7 called ‘Any Questions?’ In this speaking activity, the given example is about someone who told his story about going to night club on Saturday night. Even though it may be common in some big cities in Indonesia, according to the teachers, it is still less common in Semarang particularly at Tembalang

because Tembalang is a campus area. These two learning activities are the parts of *'New Interchange'* which are considered by teachers at *Albibek* less suitable.

The last constraint that teachers found at this book is authenticity. This problem of authenticity does not only exist in *'New Interchange'*, but it also exists in most of textbook and it is considered as the weakness of textbook. The previous descriptions of conversation scripts, from both of the books, show us that there are no fillers, hesitation, slip of tongue, and other common phenomena in a real conversation just like what Sze (1995) previously mentioned as the formal characteristics of spontaneous speech. It is one of the main roles of conversation teachers who must aware this kind of artificial conversation. The teachers, furthermore, must modify this artificial conversation based on the natural conversation in order to make it more authentic before they bring it to the students.

3. Needs Analysis taken from Available Information

The last procedure conducted for needs analysis is all analysis of available related information (literature) in the form of books and journal articles related with syllabus design, teaching conversation, ESP, discourse analysis (conversational analysis), and other related fields. The list of the related literature can be seen in the rationales table or in the references of this thesis. Richards (2001:63) previously mentioned in chapter III, states that available information analysis is a normal first step in a needs analysis because most of language teaching problems have been analyzed and documented somewhere.

B. Situation Analysis Findings

The situation analysis table containing six considered factors below is adapted from situation analysis profile in Richards (2001:108). The results, both positive and negative, are based on focus group discussion discussing general situations at *Albibek Tembalang* related to designing new syllabus for 1st conversation class. This discussion was attended by the

branch manager, the academic manager, and all staff. The table 4.17. below contains six factors that are discussed in this discussion, These factors, previously mentioned, are societal factors, project factors, institutional factors, teacher factors, learner factors, and adaption factors; and from those factors, there are 19 positives situations and 13 negatives situations.

It can be seen that the first factor initially discussed the position of English in the point of view of the government and the community which then continued to the topic of English courses' existence from the perspective of the community stating that the quality of the English courses has not been improved including the quality of its syllabus. The term 'syllabus' here means what lessons which are taught and how lessons are taught. The next factors, from the project factor to the learner factor, particularly discuss the positive and negative situations that accompany the plan for designing the new syllabus of 1st conversation class seen from the condition of the project, the institution, the teachers, and the learners. The last factor, adaption, specifically focuses on the problems of how to design the syllabus. From this factor, all of the members, reviewing all positive and negative situations, finally decided that the way to design the conversation syllabus is by adapting syllabus from the textbooks previously used in conversation class.

Table 4.17. Situation Analysis Profile

No.	Factors	Positive	Negative
1	Societal	Government sees positively English as an international language. (Based on The Explanation of National Education System Act Number 20, 2003, Chapter IX, Article 37, Subsection 1)	
		Society also see positively English as an international language	
			The quality of the English course has not been improved including the

			quality of syllabus
2	Project	Syllabus design is a compulsory project for the course institution	
		This project is prepared by a group of experienced teachers	
			All of the members of syllabus designers have tight schedule
			The project is limitedly funded
3	Institutional	All of the members of syllabus designers are experienced teachers	
		All of the non-teachers staff are cooperative	
		All of the using material are from famous ELT publishers	
		The course institution is having progressive development	
			Using syllabus from books produced by famous ELT publishers increase the price and then limit the number of customers
4	Teachers	Teachers are from English department graduate	
		Teachers have already got many experiences in teaching conversation	
		Teachers are well-motivated	
		Teachers have already got sufficient training	
			The teachers are busy
			The number of teachers are limited
5	Learners	Most of the learner are higher students who have open-minded character	
		Most of higher students living around the English	

		course still consider themselves in basic levels	
		Most of higher students living around the English course still have problems with speaking and listening	
		Most of higher students still have problems with communicating with others in English	
			Most of the learners are higher students who tend to be critical and detailed
			Most of the learners do not continue the previous course because they do not have time
			Most of the learners do not continue the previous course because they feel English is difficult especially in grammar and vocabularies
			Most of the learners do not continue the previous course because they lack of practicing time outside
			Most of the learners do not continue the previous course because they do not feel any progress
6	Adaption	The member of syllabus designers consists of experienced teachers who has already taught higher education students especially in conversation	There is no previous syllabus that was originally made
		The member of syllabus designers have worked together for more than two years	Designing totally new conversation syllabus needs a lot experience including experience living in English speaking country and a very long time
		It is possible to design new syllabus by adapting commercial textbook. (Richards, 2001:254-255)	
		19	13

C. Discussion

1. Adapting the Syllabus Based on Learning-Centered Approach

Needs analysis, previously mentioned, is the main characteristics in learning-centered approach. Together with situation analysis they are the basis for adapting 1st level conversation class syllabus for higher education students. These analyzes determine all activities related to syllabus adapting such as choosing a textbook to be adapted, time allotment, choosing classroom language, choosing classroom setting, and modifying the former syllabus.

Choosing a textbook to be adapted is a result of the previous needs analysis taken from questionnaire in table 4.3.A 'Practicing dialogue from a book' (W1) and situation analysis (adaption factor) in table 4.10. From the situation analysis table, it can be concluded that considering the constraints of time and human resources, to choose a textbook to be adapted is the most practical way to design the new syllabus. '*New Interchange English for International Communication Student Book 1*' written by Jack C. Richards with Jonathan Hull and Susan Proctor, Published by Cambridge University Press is the textbook that will be adapted. This decision is based on the result of academic discussion presenting the strengths of this book in comparison with the other. Based on the discussion, this book is chosen to be the core of the new syllabus due to its features that are more suitable for conversation class. The syllabus of this book also includes elements related to communicative approach such as functions, notions, task-based approach and text-based approach (Richards, 2006:16). The functions are put into one column called 'Functions' while the notions elements are put together into 'Functions' column and also into 'Grammar' column. On the other hand the task-based and text-based approaches are reflected in 'Writing/Reading' column and special

column called ‘Interchange Activity’. The syllabus of this book is presented in table 4.17.1 below.

Table 4.18.1. The Original Syllabus from ‘New Interchange 1’.

Unit 7	Title/Topics	Functions	Grammar	Listening/Pronunciation	Writing/Reading	Interchange Activity
	"We had a great time!"; Free-time and weekend activities; vacations	Talking about past events; giving opinions about past experiences; talking about vacations	Past tense yes/no questions and Wh-questions, statements, and short answers with regular and irregular verbs, past of be	Listening to description and opinions of past events and vacations; reduced forms of did you	Writing a postcard; "Vacation Postcards": Reading about different kinds of vacations	"Vacation photos": Telling a story using pictures

That ‘New Interchange’ book has its own course length needs some considerations. On the one hand 20 chapters of this book will take minimally 70 hours of class instruction time which means 3.5 hours per chapter (Richards *et. al.*,1997:iii); but on the other hand *Albibek’s* conversation class only takes 36 hours of class instruction time divided into 24 discussions (1.5 hours per one session). Therefore, conducting conversation class covering 20 chapters in 24 discussions seems impossible because one discussion would take almost 3 hours of class instructions time. According to summary of academic discussion focusing on choosing textbook, it was found that the teachers spent more than 2 hours when trying to deliver one chapter in one meeting. Moreover, they also found that the activities provided by the textbook are still less authentic. This evidence supports what Sze (1995:230) claimed that the second language materials continues to present contrived and artificial dialogues. Based on these facts, *Albibek’s* 1st level conversation class can only take 8 chapters from this book (35 hours of class instruction time) in which one chapter could take two meetings while the next chapters will be used in the next level of conversation class. This decision is also in accordance with needs analysis results from questionnaire in table 4.3.reporting that from

66% of students considering themselves in basic level, there are 38 % who consider in basic lower and there 28% who consider in basic upper.

The other adaptation which has made is based on the academic discussion is in the time allotment. Previously, the time allotment spent in one discussion is 1.5 hours. In order to give more opportunities for learners to engage in English conversation, the time allotment in the new syllabus is changed to be more flexible from 1.5 hours only to 1.5 hours until 2 hours. With this flexible and new time allotment, two meetings can cover the minimally required 3.5 hours of class instruction time per chapter. This decision is also in line with Dobson's explanation of real conversation nature (1974:17) stating that when people are in real conversation, they do not know the conversation will go on or much less end.

For classroom language, it has been decided that English will be the only classroom language. This decision is based on the needs analysis taken from the first questionnaire and the analysis of available information. The information obtained from the table 4.3. (W18) states that 100% of these students agree to be put in a situation where they are forced to speak English. This information is also supported by information obtained from related literature stating that the automaticity of learner in learning speaking depends on how frequent they are in practicing all speaking skills they have learnt (Harmer 2007:123).

For classroom setting, it has been decided that the seating arrangement will be set in the form of circle or horseshoes. This decision is based on the needs analysis gained from related literature. The literature is taken from Hatch, Purwoko, Harmer, and Delaney *et al.* Hatch, as cited by Thornbury and Harmer (2005:105), believes that conversation in second language exists because of the site where learning occurs. In accordance with this statement, Purwoko (2010:28) states that if physical setting, which is included as a pragmatic or non-linguistic factor, is effectively arranged, it may enable the learners to communicate freely without having 'formality' problem. Harmer (2007:42) also claims that seating arrangement

in circle or horseshoe form can be more intimate place and can stimulate learners to share feelings and information in a conversation. He (2007:123) also added that good speaking activity should be extremely engaging for the learners because if the learners fully participate in the class the teacher can give positive feedbacks that useful for learners. The term ‘engaging’ is also related to one of the qualities (behaviors) possessed by a teacher which are expected by higher education students (Delaney *et. al.*, 2010:5). From those behaviors, there are five behaviors that the teacher of conversation class must have and that also can be stimulated in circle or horseshoe form. These behaviors, complete with their correlated descriptors, are approachable, engaging, responsive and communicative (Delaney *et. al.*, 2010:5, 36, 40, 43, and 50).

The new adapted syllabus presented in table 4.18.2.below is mainly divided into two parts as one of the activities modifying the former syllabus shown in table 4.18.1. The first part is called ‘Engage and Study Session’ and the second part is called ‘Engage and Activate Session’. This division is based on previous results of need analyses which discuss choosing and adapting the textbook. Both of parts, therefore, discuss a same unit in two meetings.

Table 4.18.2 The Adapted Syllabus from ‘New Interchange 1’.

ENGAGE AND STUDY SESSION						
Meeting 14	Title/Topics	Functions	Grammar	Listening/Pronunciation	Writing/Reading	References
	"We had a great time!"; Free-time and weekend activities; vacations	Talking about past events; giving opinions about past experiences; talking about vacations	Past tense yes/no questions and Wh-questions, statements, and short answers with regular and irregular verbs, past of be	Listening to description and opinions of past events and vacations; reduced forms of did you	Writing a postcard; "Vacation Postcards"; Reading about different kinds of vacations	<i>New Interchange Student Book 1</i> (Richards, J.C., Hull, J, and Proctor,S.), http://www2.cambridge.org/interchange/arcade/listunits.do?level=1 ,
ENGAGE AND ACTIVATE SESSION						
Meeting 15	Main Topic	Interchange Activity	Suggested Additional Activity	Suggested After-Class Topic	Assessment	Suggested References

	Free-time and weekend activities; vacations	"Vacation photos": Telling a story using pictures	Sharing "KKN" story	Romantic story in the past	1. Grammar and Vocabularies 2. Discourse Management 3. Pronunciation 4. Interactive Communication	<i>New Interchange Student Book 1</i> (Richards, J.C., Hull, J, and Proctor,S.), <i>Conversation Gambits</i> (Keller, E., Warner,S.T.), <i>Interchange Third Edition Intro Student's Book</i> (Richards, J.C.)
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This first part mostly adopts the textbook. It contains ‘Title/Topics’, ‘Functions’, ‘Grammars’, ‘Listening/Pronunciation’, ‘Writing/Reading’ and ‘References’. This part is in accordance with the students’ needs reflected in needs analysis report taken from questionnaire particularly focused on grammar (R6 in table 4.2., W7 in table 4.3., and W1 and W4 in table 4.4.), vocabulary (R7 in table 4.2. and S14 in table 4.7.), listening (P1, P2 P4 in table 4.6.), pronunciation (W5 in table 4.4.), and reading (S15 and S16 in table 4.7.). This part is also the made based on the needs analysis report taken from academic discussion particularly in grammatical problems, lexical problems, and phonological problems written in table 4.10. The column ‘Reference’ of this part contains the website companion address of the book. This interactive website can give more alternative for the teacher to conduct conversation activities. To sum up, the main focus of this first part is to engage all participants in the class and to guide the students to study all given lessons in the chapter.

The second parts are called ‘Engage and Activate Session’. This is the extended part consisting ‘Main Topics’, ‘Interchange Activities’, ‘Additional Topics and Activities’, ‘After-Class Topics’, ‘Assessments’ and ‘References’. The “Main topics” is synonymous with the ‘Title/Topics’ in the previous session while The ‘Interchange Activities’ was the part of original syllabus of ‘*New Interchange 1*’ which is intentionally put in the extended session in order to give learners more chance to practice what they have learnt and to make sure that the ‘reciprocity’ happens in the class. This part is made based on needs analysis report taken from academic discussion particularly in non-linguistic problem and the needs analysis report taken from questionnaire; particularly in problems that the students face in learning speaking

(R3 in table 4.2. and P2 and P3 in table 4.5.) and how these students learn speaking (S6 in table 4.7.; W1 and W18 in table 4.3.; and W1, W4, and W5 in table 4.4.). In conclusion, this second part aims to engage all participants in the class and to guide the students to activate what they have learnt in the previous meeting.

This second part is not only based on the answers given by students in questionnaire, but it is also based on the additional inputs from students written also in questionnaire. One of these inputs is 'giving more practice' which accords with what Harmer stated before that the frequency of practicing determines fluency. The 'Suggested Additional Topics and Activities' and 'Suggested After-Class Topics' are the new items additionally put in the extended session. They are 'Suggested' because the teachers can freely change or add the activities based on the class condition (Hutchinson and Waters, 1987:94). These parts, especially 'Suggested After-Class Topics', not only give learners prolonged conversation activities in English, but also give learners more authentic and natural conversation activities in English. 'Suggested After-Class Topics' is a conversation activity taking place after the class has finished that is hoped to resemble 'a real English conversation'. Students, moreover, can start to practice to build effective communication outside the class just like what they want reflected in Table 4.7. (S6). The 'Suggested Reference' column in this part is provided with two additional resources. It is called 'Suggested Reference' because the teachers can add the additional resources if they consider that they are necessary. The books are *Interchange Third Edition Intro Student's Book* written by Richards and *Conversation Gambits Real English Conversation Practices* written by Keller and Warner. The first book brings flashbacks to the students about the lesson that they probably got from the previous school. This book is recommended because there is consideration that these students are included as false beginners (Harmer, 2007:17). The second book, on the other hand, gives various ideas for teacher to introduce gambits in conversation. Practicing gambits is very important part in

conversation class. They are the part of techniques of engaging conversation in target language. These techniques are one of two important aspects of conversation (Sze, 1995:234). Dörnyei and Thurrell (1994:42) moreover, also mentioned that this book is one of the books containing useful language input material for conversation courses. Providing additional resources, on the other hand, fulfils what students need reflected needs analysis questionnaire in table 4.8 (W3) stating that they want the teacher gives more complete explanations for materials considered important and also in accordance with the role of syllabus in the learning-centered approach as a generator of good and relevant learning activities (Hutchinson and Waters, 1987:92-93).

The columns in 'Engage and Activate' session displayed in table 4.18.2 also shows several activities such as telling a story using pictures, sharing 'KKN' stories, or romantic stories in the past. According to Abrar (2013:105), these activities, including role play, together with the necessity to speak English in the class, are the activities that can stimulate more variation of interaction pattern and equal turn taking distribution between teacher and students. Furthermore, simulations and role plays, according to (Thornbury and Harmer, 2005:96), are the activities that provide a useful springboard for real conversation.

The term 'Engage', 'Study', and 'Activate' is derived the previously mentioned term ESA (Engage, Study, Activate) which are elements for successful language learning according to Harmer (2007:51-54). Harmer (2007:55) furthermore claims that ESA lesson sequences can work effectively at lower level. This ESA sequence is also in accordance with what Thornbury and Harmer (2005:40) define as three stages in learning speaking process namely 'Awareness, Appropriation, and Autonomy'. In conclusion, choosing 'ESA learning sequence' in adapting the syllabus is one of the most important efforts to apply learning-centered approach which focuses on maximizing students learning activities (Hutchinson and Waters, 1987:72) particularly beginners in conversation class.

The ‘Assessment’ is intentionally put in “Engage and Activate Session” in the form of simulations and role plays. These activities, which according to Thornbury and Harmer are useful for real-life conversation, are included as “Interactive Speaking Assessment Task” for the purpose of giving learners rehearsal time to plan creatively what they are going to say and lowering their anxieties (Brown, 2004:174). Involving simulations and role plays in the syllabus particularly in the ‘Assessment’ part also one way to avoid the risk presented in Table 4.2 ‘The lessons were not useful in real life’ (R4). The assessment in the new adapted syllabus is based on the four criteria. They are grammar and vocabulary, discourse management, pronunciation, and interactive communication. These criteria are adopted from Cambridge Certificate in English Language Speaking Skills in Thornbury and Harmer (2005:127-129). These skills are in line with four competencies included in the communicative competence (Richards and Schmidt, 2002:90-91). This ‘Assessment’ is also based on Hutchinson and Waters’ explanation (1987:72-73) that learning-centered approach, not only aiming to discover someone’s competence that enables him/her to perform but also aiming to discover how someone acquires this competence, considers all stages of course design covering identifying target situation, analyzing target situation, analyzing learning situation, writing syllabus, writing materials, teaching materials, and evaluating learner achievement. The entire syllabus adapting activities together with their rationales are summarized in table 4.19. below.

Table 4.19. The Rationales

No.	Adaption	No.	Rationale
I	Choosing Textbook	1	Table 4.3. ‘Practicing dialogue from a book’ (W1)
		2	Table 4.10. Situation Analysis Profile (adaption factor)
A	Choosing ‘ <i>New Interchange 1</i> ’	1	The Second Summary in Focus Group Discussion in Academic Affairs (Appendix 5 and Table 4.9.)
		2	(Richards, 2006:16) ‘Elements of communicative approach’

B	Adapting Content	1	(Richards et. al.,1997:iii) 'Plan of Book 1'
		2	The Second Summary in Focus Group Discussion in Academic Affairs (Appendix 5)
		2	Table 4.3 (Students' perception of their level)
		4	(Sze, 1995:230) 'contrived and artificial dialogue'
II	Adapting Time Allotment	1	The Second Summary in Focus Group Discussion in Academic Affairs (Appendix 5)
		2	(Dobson, 1974:17) 'people do not know real conversation will go or much less end'
III	Classroom language	1	Table 4.3. (W18) '100% agree to be put in a situation where they are forced to speak English'
		2	(Harmer 2007:123) 'learning speaking depends on how frequent the learner practice all speaking skills he/she has learnt'
IV	Classroom Setting (Circle or Horseshoe)	1	(Hatch in Thornbury and Harmer, 2005:105) 'Conversation in SL exists because of the learning site'
		2	(Purwoko, 2010:28) 'Physical setting may enable learners to communicate freely if it is arranged well'
		3	(Harmer, 2007:42) 'Circle or Horseshoe seating arrangement can be more intimate place and can stimulate learners to converse'
		4	(Harmer, 2007:42) ' Good speaking activities should be extremely engaging'
		5	(Delaney <i>et al.</i> , 2010:5, 36, 40, 43, 50). 'The behaviors of teacher expected by higher education students' → approachable, engaging, responsive, and communicative (with their correlated descriptors)
V	Modifying the Former Syllabus		
A	Dividing Syllabus into Two Parts	1	The Second Summary in Focus Group Discussion in Academic Affairs (Appendix 5)
		2	(Harmer, 2007:51-55) 'ESA are elements for successful language learning and ESA lesson sequence can work effectively at lower level'
		3	(Richards, 2001:260) 'Modifying and adding content'
B	'Engage and Study' Session	1	(Richards <i>et al.</i> , 1997:vi-vii) 'Plan of Book 1'

C	Grammar Column	1	Table 4.2. (R6) 'English grammar is too difficult'
		2	Table 4.3. (W7) The most preferred ways in learning English → 'Studying English grammar'
		3	Table 4.4. (W1) 'Explain new grammar points before practicing them'; (W4) 'Correct my mistake of grammar'
		4	Table 4.9.A. (Grammatical Problems)
D	Vocabulary Column	1	Table 4.2. (R7) 'English vocabularies are too difficult to master'
		2	Table 4.7. (S14) One of the most targeted skills → 'Knowledge of vocabularies'
		3	Lexical Problems (Table 4.9.A)
E	Listening and Pronunciation Column	1	Table 4.6. (P1) 'Having trouble understanding lecturers speaking English'; (P2) 'Having trouble understanding lengthy description in English'; and (P4) 'Having trouble understanding informal language'
		2	Table 4.4 (W5) The most preferred ways in teaching English → 'correct my mistake of pronunciation'
		3	Table 4.9.A (Phonological Problems)
F	Reading Column	1	Table 4.7. One of the most targeted skills (S15) 'Reading quickly' and (S16) 'General reading comprehension'
G	The term 'Engage', 'Study', and 'Activate'	1	(Harmer, 2007:51-55) 'ESA are elements for successful language learning'
		2	(Thornbury and Harmer, 2005:40) 'Awareness, Appropriation, and Autonomy, The three stages in learning speaking process which in accordance to ESA'
		3	(Hutchinson and Waters, 1987: 72) 'The learning-centered approach's concern is to maximize learning'
H	'Engage and Activate' Session	1	(Richards et. al. 1997:vi-vii) 'Plan of Book 1'
I	'Interchange Activity' Column	1	(Richards et. al, 1997:vi-vii) 'Plan of Book 1'
		2	(McCarthy,1991:136) 'Reciprocity'
		3	Table 4.9.A (Non-Linguistics Problems)
		4	Table 4.2. (R3). 'Problems that the students face in learning speaking'
		5	Table 4.3. One of the most preferred ways in learning English → (W1) 'Practicing

			dialogues from a book'; (W18) 'Putting myself in situations in which I will be forced to speak English'
		6	Table 4.5. (P2) 'Have trouble wording what you want to say quickly'; (P3) 'Worry about saying something in case I make a mistake'
		7	Table 4.7. (S6) 'Communicating effectively with peers in small group discussions, collaborative projects, or out-of-class study groups.'
		8	The First Summary in Focus Group Discussion in Academic Affairs (Appendix 5)
		9	John and John (1977) in Richards (2001:65) 'Six common problems of the students when they learn English'
J	The 'Suggested Additional Topics and Activities' and 'Suggested After-Class Topics' Column	1	(Harmer 2007:123) 'learning speaking depends on how frequent the learner practice all speaking skills he/she has learnt'
		2	The Second Summary in Focus Group Discussion in Academic Affairs (Appendix 5)
		3	(Purwoko, 2010:135) 'Teacher in beginner class should prioritize fluency more than accuracy in order to encourage students to interact with the teacher and their friends'
		4	Harmer (2007:123) 'TTQ (Teacher Talking Quality) → Talking activities such as telling story and interaction, if conducted using appropriate comprehensible input, will help students to learn language better'
		5	(Richards, 2001:260) 'Extending task'
K	'Suggested After-Class Topics' Column	1	(Donaldson, 2011:14-16) 'Conversation is a spontaneous socially motivated event and the exchange of thoughts, feelings, opinions, and ideas'
		2	(McCarthy, 1991:19-20) 'Real world of conversation'
		3	(McCarthy, 1991:145) teaching more authentic and natural conversation'
		4	Table 4.7. (S6) 'Communicating effectively with peers in small group discussions, collaborative projects, or out-of-class study groups.'
L	'Suggested Reference' Column	1	Table 4.8 (W3) 'There are more complete explanations for materials which are considered to be important'

		2	(Hutchinson and Waters, 1987:92-93) 'syllabus as a generator of good and relevant learning activities'
		3	(Richards, 2001:260) 'Adding content'
M	Choosing ' <i>Interchange Third Edition Intro Student's Book</i> '	1	Harmer (2007:17) 'False beginners'
	Choosing ' <i>Conversation Gambits Real English Conversation Practices</i> '	1	(Sze, 1995:234). 'Practicing gambit is one of the techniques of engaging conversation in target language'
		2	(Dörnyei and Thurrell, 1994:42) 'One of the books containing useful language input material for conversation courses'
N	Activities such as telling story and role play	1	(Abrar, 2013:105) 'activities that can stimulate more variation of interaction pattern and equal turn taking distribution between teacher and students'
		2	Table 4.2. (R4) 'The lessons were not useful in real life'
		3	(Thornbury and Harmer, 2005:96) 'Role play and simulation can provide a useful springboard for real conversation'
O	'Assessment' Column	1	(Hutchinson and Waters, 1987:72-73) 'The learning centered- approach considers all stages of course design from identifying target situation to evaluating learner achievement'
P	Role Play in Assessment	1	(Brown, 2004:174) 'Role play is an interactive speaking assessment task which gives learners rehearsal time for planning and lower learners' anxieties'
		2	(Abrar, 2013:105) 'activities that can stimulate more variation of interaction pattern and equal turn taking distribution between teacher and students'
		3	Table 4.2. (R4) 'The lessons were not useful in real life'
		4	(Thornbury and Harmer, 2005:96) 'Role play and simulation can provide a useful springboard for real conversation'
Q	Four Criteria of Assessment	1	(Thornbury and Harmer, 2005:127-129) 'Cambridge Certificate in English Language Speaking Skills'
		2	(Richards and Schmidt, 2002:90-91) 'Four competencies in communicative competence'

2. The Implication of Applying Learning-Centered Approach in Adapting Syllabus

When the new adapted syllabus is applied in the class consisting 10 students, in ‘Engage and Study’ session the STT (in minutes) is 40:25 and the TTT (in minutes) is 26:52. On the other hand, in “Engage and Activate” session, the STT is 90:00 and the TTT is 31:01. It is more than 90 minutes because of two reasons. The first reason is students did not realize that the given time had finished because they were still engaging actively among their friends in the activity given by the teachers. The second reason is students still had a conversation although the class had finished because of the teacher ‘stimulated’ them with ‘after-class topic of conversation’. This increase of talking time also means that students have more opportunities to practice speaking. And when these students have more chance to practice, they also have more possibility to be fluent (Harmer, 2007:123). The table presenting the talking time of both teacher and students in both sessions is presented below.

Table 4.20.1 Student Talking Time and Teacher Talking Time

Sessions in Syllabus	Talking Time (in minutes)	
	Teacher (TTT)	Students (STT)
Engage and Study Session	26:52	40:25
Engage and Activate Session	31:01	90:00

Furthermore The STT and TTT in the ‘Engage and Activate’ session can also be divided into two kinds of talking time, namely in-class talking time and off-class talking time. For the teacher, the in-class talking time is 18:64 and the off-class talking time is 12:37 while for the students, the in-class talking time 74:55 is and the off-class talking time is 15:45. Related to ‘after-class topic of conversation’ in the syllabus, there is also an interesting findings about the teacher’s and the student’s off-class talking time. It can be seen that their off-class talking time seem equal (12:37 and 15:45). The comparison of off-class talking time also shows that the students still get more talking time indicating that they are free to take the turns within the conversation. This equality among the interlocutors (teacher and students)

and the feeling of free among students in taking turns are what McCarthy (1991:19-20) considers as a sign of ‘real world of conversation’. In addition, just like what Abrar (2013:105) previously mentioned as activities able to stimulate more variation of interaction pattern and equal turn taking distribution between teacher and students such as storytelling and role play, it can be seen from activities in ‘Engage and Activate Session’ in appendix 3 that there are many such activities. Therefore, within talking time in ‘Engage and Activate Session’ shown below, both students and teacher, it is certain that there is more variation of interaction pattern and equal turn taking distribution between teacher and students.

Table 4.20.2. In-Class and off-Class Talking Time

Talking Time in ‘Engage and Activate Session’	Teacher	Students
In-class Talking Time	18:64	74:55
Off-class Talking Time	12:37	15:45

These students were also given second questionnaire shown in appendix 7 complete with its example. These questionnaires consist of ten question related to the classroom atmosphere, given class activities, given topics, learners’ talking time, given materials, classroom setting and media, and the question asking whether or not the test is useful in real life communication; and the learners’ responds are positive.

CHAPTER V

CONCLUSION

This last chapter is actually a restatement of the objectives achievements of the study previously mentioned in chapter IV and plus suggestion of the further studies. The objectives of this study, previously mentioned in chapter I, are finding out the needs of higher education students studying near 'Albibek Smart in English' Tembalang; describing situations related to 'Albibek Smart in English' Tembalang; describing how a syllabus of 1st conversation class of higher education students is designed by adapting the former syllabus based on learning centered approach; and finding out the implications for applying this syllabus to the students particularly seen from the amount of STT and TTT.

A. Conclusion

In the fourth chapter, the needs of these higher education students are described using needs analysis collected from three resources. These resources are 50 students studying at UNDIP who were given questionnaires, the result from focused group discussion discussing about academic affairs, and available related literature in the form of thesis, journals, and books. The needs of the students, furthermore, are divided into two kinds namely target needs and learning needs. The situations, on the other hand, are described in focus group discussion discussing about general situation at *Albibek* Tembalang. The topic of the discussion is divided and described into six factors. These factors are societal factor, project factor, institutional factor, teacher factor, learner factor, and adaption factor. All of these needs and situations are the bases for adapting the class conversation syllabus.

The syllabus itself is adapted from the syllabus of '*New Interchange 1*'. This adapted syllabus of 1st conversation class for higher education students at *Albibek* Tembalang is

arranged based on Harmer's ESA (Engage, Study, and Activate) learning sequence hence the implementation of learning-centered approach. The result of applying this approach are seen from the increasing of Student Talking Time (STT) within the extended 'Engage and Study' session, the positive responses given by the students in the classroom reflected in the second questionnaire results, and the equality between learners and teacher in 'off-class conversation' seen from their 'off-class talking time' indicating what McCarthy (1991:19-20) defines as 'a real world of conversation'.

McCarthy (1991:5), furthermore, defines that discourse analysis is a study of relationship between language and contexts in which it is used. And Hutchinson and Waters (1987:72), on the other hand, view that learning (language learning) is not only a mental process but also a process of negotiation between individuals and society. Based on both definitions, we can draw a conclusion that a text, whether it is a language or language lesson or language learning, must be in line with the contexts in which the text is used. Learning-centered approach which focuses on learners' learning needs analysis plus situation analysis (contexts) is effectively proven as an approach to adapt syllabus particularly 1st conversation class syllabus for higher education students (text).

B. Suggestions

This learning-centered approach could be conducted in any language class and as previously mentioned in chapter IV in any stage of course design ranging from identifying learners to evaluating learner achievement (Hutchinson and Waters, 1987:73). The decision to choose '*New Interchange 1*' which its syllabus is adapted and the decision to use ESA elements in designing the syllabus are solely based on this approach. Choosing other books (or syllabuses) and using different elements in adapting a syllabus are possible because learning-centered approach is conducted based on learning needs of the students to whom this

approach is applied. This approach, in other words, is applied based on the contexts, and therefore, further study can be conducted by next researchers in different kinds of language class or language learning sequence including adapting a syllabus for particular class.

That the learning-centered approach considers every stage of course design process has brought two implications. The first is that we should consider that course design is a **negotiated process** in which learning situation and target situation influence components like the syllabus, the materials, the methodology, and the evaluation procedures and these components will influence and be influenced each other also. The second, we should consider that course design is a **dynamic process** which always responds to developments. The second implication should remind all teachers planning to design a syllabus that a completed syllabus is not the end, there always be evaluations of this completed syllabus due to needs and resources that varies with time (Hutchinson and Waters, 1987:72-73). This dynamic process can be seen in the figure of the learning-centered approach to course design presented in appendix 1.

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