

Developing English Course Syllabus And Course Material By Integrating The Life Story Of Sam Ratulangi

Muhammad Hasan Basri¹, F. Ari Anggraini Sebayang¹, Garryn C. Ranuntu¹

¹Universitas Sam Ratulangi, Indonesia

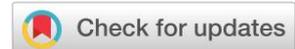
*Correspondence: hasan.basri@unsrat.ac.id

ABSTRACT

The study aims to develop English subject syllabus and course material by integrating the life story of Sam Ratulangi in Sam Ratulangi University. The researchers employ need analysis as the core of this research. Besides, this study also provides questionnaire for students signing in Bahasa Inggris course as well as the graduates of the subject. Interview is conducted to English lecturers and alumni of Sam Ratulangi University. To support the data mentioned, document analysis is administered to investigate the current syllabus along with textbook as course material of Bahasa Inggris course. The population of this research is the first-year students of Sam Ratulangi University from four departments (department of English literature and Indonesia literature representing social studies while department of pharmacy and nursing representing science studies). This study applies Slovin method in selecting the sampling. Descriptive research is applied in this study. It also employs both quantitative and qualitative method. Responses to questionnaire is qualitatively analyzed using The Likert Scale. Instead of using five rating scale, this study addresses only a four-point rating system since it focuses mostly on making decisions based on the needs of the students. The data from interview, document analysis, and test is analyzed quantitatively. The result and product of this research is the proper syllabus along with the course materials based on the students' needs. Moreover, it promotes the systematic procedure in designing and developing a course both from syllabus aspect and course material.

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Syllabus Design, Course Development, Need Analysis

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1. Introduction

The awareness of the proper syllabus and course material prompted numerous teachers as well as researchers to conduct extensive research and development. It was discovered that many syllabuses did not meet students' needs as they were not appropriate, not contextual, not communicative, and not sufficiently relevant to learners' lives. The contextualization of syllabus and course material significantly impact student activity in relation to their lives.

According to Nation and Macalister (2010), syllabus design can be viewed as a type of writing assignment that allows it to be analyzed as a process¹. In order to deliver a quality program or course, that approach should include factors in syllabus design such as present knowledge, gaps, time, available resources, teaching skills, and so forth. A course's likelihood of success typically hinges on the steps taken before it.

Adada It is not sufficient to develop a proper syllabus without paralleling with course materials. Course material is one important element in teaching and learning process. In designing material, it is essential to present it in a form that will help learning. The presentation involves the use of suitable teaching technique and procedures, and these items need to be put together in lessons (Notion and Macalister, 2010; Weda et al., 2021; Kaharuddin et al., 2025; Ko et al., 2025). In this study, the researcher will include the life story of Sam Ratulangi as the main references in developing course material as it is crucial to the students, especially Sam Ratulangi University students, to recognize one of the heroes in Indonesian history.

The preliminary study indicates that the current syllabus of Bahasa Inggris course as well as course material have insignificant effect on students' needs related to English. This fact strongly proves that it is essential to take a real action to fulfil students, needs on the issue. The researcher offers a development of English course syllabus together with course

materials that suit to students' needs (Said et al., 2021; Rahman, 2018; Andini et al., 2021). Moreover, conducting need analysis to find out the information of students' present needs will be first administered before developing the syllabus and the course materials.

Relevant to the current research, a number of similar studies in the field of need analysis have been carried out. Interviews and questionnaires are the most often used data-collection tools, according to previous studies on the subject of need analysis in syllabus design (Barathayomi & Rachmawati, 2016; Irshad & Anwar, 2018; Sundari et al., 2018; Alqunayeer & Zamir, 2016; Rahmawati et al., 2017; Su, 2009; Ngan, 2011; Hasan, 2017; Basri, 2023). By using those instruments, they were able to ascertain the students' needs (target needs: what the students should have, and present needs: the students' current English proficiency). However, Barathayomi & Rachmawati (2016) discovered that the only needs they identified were the students' present needs based only on a questionnaire they provided to students. It is important to design questionnaire which will reflect the data we need for the purpose of designing syllabus.

By the end of the need analysis process, a proposed curriculum or prototype syllabus was created. The output serves as an application of the process of need analysis, which is the goal of syllabus design research. In their research, Barathayomi & Rachmawati (2016), Hasan (2017), and Irshad and Anwar (2018) produced prototype syllabuses; other studies only illustrated and explained the requirement analysis procedure.

Regretfully, the research mentioned above is restricted to the design of prototype syllabus and need analysis processes. How the suggested syllabus is incorporated into the course materials is one crucial issue. In his study, Hasan (2017) provided prototype course materials, however he did not lay out a methodical process for creating course materials based on the provided curriculum.

Su (2009) and Ngan (2011) conducted experiments and compared the existing curriculum to their suggested curriculum. Participants who used the suggested curriculum, which was created based on their needs, therefore shown a considerable improvement over those who used the institution's current syllabus. Basri (2023) shares a systematic procedure in designing syllabus and how to incorporate the syllabus into course material development. However, the course material is limited to a prototype without any systematic way in designing it.

Finally, researcher identified three variations that applied to this particular study. First, the course materials are not developed in a methodical manner based on the suggested syllabus. Second, the instrument is restricted to questionnaires and interviews; therefore, additional instruments is used in this study to provide a more accurate need analysis conclusion. The third is that a wide range of participants is involved in this study, including students, graduates of course, alumni as well as lecturers. In a nutshell, the researcher demonstrates a methodical framework for gathering data in order to create a syllabus and create course materials. Furthermore, the outcome of this research's syllabus design is the development of a course material that has a methodical framework and is filled with resources, tasks, and tips for mastering each topic.

This research aims to develop a proper English subject syllabus and course material based on students' needs. This study also includes the life story of Sam Ratulangi as the core of discussion in course material. Moreover, to include the life story of Sam Ratulangi in this research is crucial as the students can learn not only English itself but the history of the well-known hero of Indonesia. The product of this research is also important for the lecturers or teachers since there will be a systematic procedure of how to design or develop syllabus or course materials based on the needs of the students.

2. Methodology

2.1 Research Design

Descriptive research is applied in this research. This study also employs both quantitative and qualitative method. Participants' response to questionnaire is qualitatively analysed by using frequency and percentage analysis. On the other hand, the result of the test, documents analysis, and interview are analysed quantitatively.

2.2 Population and Sample

The population of this research is the first-year students of Sam Ratulangi University from four departments (department of English literature and Indonesia literature representing social studies while department of pharmacy and nursing representing science studies). It is estimated that the number of students enrolling in Bahasa Inggris course from those faculties is 1.000 students (dashboard Unsrat accessed on February 9, 2024). Referring to this population, this study employed random sampling using *Slovin* method.

$$n = \frac{N}{1 + Ne^2}$$

As a result, the total sampling for this research is 236 students (margin of error 5%). To support the data above, the researcher also involves 5 English lecturers, 5 graduates of *Bahasa Inggris* course, 5 alumni of Sam Ratulangi University and a textbook or current syllabus as document analysis.

2.3 Data Collection and Analysis

Prior to collecting data, the researcher administers questionnaire to sample students. This questionnaire is to ascertain the students' target and learning needs. Moreover, the students are given a mini quiz to test their English competency as well as to understand their present needs. The data collected is used as the main data for this research. Questionnaire to the graduates of *Bahasa Inggris* course is also shared as supporting data.

The next procedure of collecting data is interview. Alumni of Sam Ratulangi University is questioned some contentions to find out learning needs related to interest, methodologies, technique, strategies, and so forth. The interview is also functioned as a medium of exploration referring to alumni's experiences when learning English in the university. The interview is also recorded from English lecturers in Sam Ratulangi University. This interview is to gather information of students' performance along with background study that may influence their performance in the class.

The last procedure of collecting data is document analysis. A textbook and current syllabus used as references in *Bahasa Inggris* course is examined to discover the gap between what was taught and what was used in real life setting.

Having collected the data, the researcher analyses and formulate the students' needs and apply the data as reference to develop current syllabus. Then the designated syllabus is used to design course material based on the context and the objective of the course.

The collection of data is analysed in some stages. Data from questionnaire is used the following form:

$$P = \frac{F}{N} \times 100\%$$

P : Percentage

F : Cumulative frequency

N : Total respondent

A Likert scale, which typically consists of five rating scales with neutral or uncertain in the middle, is used to examine the data. But this study uses only a four-point rating system since it focuses mostly on making decisions based on the needs of the students. When a choice should be applied based on the data, it is best to avoid including a neutral response when it is present on the scale (Marguerite, 2006)¹¹.

The following scale table is used to show, characterize, and analyse data from the questionnaire about English needs:

Table 1 – Scale Table

	Scale	Importance Level	Frequency Level	Proficiency Level
1	0% - 25%	Not important	Never	Poor
2	26% - 50%	Less important	Seldom	Fair
3	51% - 75%	Important	Often	Good
4	76% - 100%	Very important	Always	Excellent

This table presents a four-point scale to measure importance, frequency, and proficiency. Scale 1 (0–25%) indicates something is not important, happens never, and the proficiency is poor. Scale 2 (26–50%) means less important, occurs seldom, and proficiency is fair. Scale 3 (51–75%) shows it is important, occurs often, and proficiency is good. Scale 4 (76–

100%) signifies very important, happens always, and proficiency is excellent. The percentages represent the degree of occurrence or mastery, which are then interpreted into descriptive levels across the three categories.

3. Result and Discussion

The main data of this research is collected from 236 first-year students of Sam Ratulangi University. The students come from four departments: Prodi Farmasi, Prodi Ilmu Keperawatan (representing science studies) and Jurusan Sastra Indonesia, Jurusan Sastra Inggris (representing social studies). On the other hand, the supporting data are collected from three English lecturer, five graduates of Bahasa Inggris course, five alumni of Sam Ratulangi Univeristy, as well as a textbook and current syllabus of Bahasa Inggris course.

This research administered need analysis sampling questions adapted from Yassi & Kaharuddin (2018)¹². The questions in questionnaire consist of linguistics need and learning needs used to assess the whole needs of participants. Then, the analysis of linguistics needs and learning needs is broken down into three parts down into three parts as suggested by Hutchinson and Waters: (1987) present situation analysis (PSA), target situation analysis (TSA), and learning situation analysis (LSA). Those parts are specifically discussed into students' present needs, learning ability, learning priority, learning problems, and learning preferences (Rosset, 1982) as cited in Brown (1995).

Another data source is recorded from interview of graduates of Bahasa Inggris course, alumni of Sam Ratulangi University, and English lecturers. Moreover, a textbook and current syllabus of Bahasa Inggris course are also analyzed. These supporting data is used to complete learning needs and linguistics needs of the students to develop syllabus and course materials.

3.1 Findings

1. Present situation analysis

Present situation analysis discusses personal information and the present needs of the students. The information includes gender and frequency of learning.

a. Personal information

Table 2. Participants by gender

No	Respondent	Male		Female		Total
		F	%	F	%	
1	Students	86	36,44	150	63,55	236
2	Graduates	2	40	3	60	5
3	Alumni	3	60	3	40	5
4	Lecturers	1	20	4	80	5

Table 2 above specifically shows that the students (N=326) are composed of 86 males and 150 females. On the other hand, among graduates (N=5), 3 of them are females and 2 are males. Male alumni have higher percentage (3) than the female alumni (2). In addition, the number of female lecturers is larger (80%) than the male lecturers (20%).

b. Present needs

Table 3. Level of the importance of learning English

Respondent	Level of Important				N	Total
	NI	LI	I	VI		
Students	3	1	83	149	236	3,6
Graduates	0	0	1	4	5	3,8
Alumni	0	0	0	5	5	4

Information on the importance of learning English presented in Table 2 shows that majority of the respondents (149 students, 4 graduates, 5 alumni) selected “very important” with the total average score is 3,6 for students, 3,8 for graduates, and 4 for alumni. It is to state that respondent describes that learning English is important.

Table 4. Frequency of learning English speaking

Respondent	Level of Frequency				N	Total
	HE	S	O	A		
Students	8	129	85	14	236	2,4

The above table indicates that the total average score is 2,4, which means that the frequency level of students learning English speaking is “often”. 129 respondents select “seldom”, even 8 selected “hardly ever”.

Table 5. Frequency of learning English listening

Respondent	Level of Frequency				N	Total
	HE	S	O	A		
Students	7	59	129	41	236	2,8

On the contrary, the response of the students to the question on frequency in learning English listening is considered “often”. It can be seen from the above table that 129 respondents select “often” and 41 students respond “always”. Only 66 students choose either “hardly ever” or “seldom”.

Table 6. Frequency of learning English reading

Respondent	Level of Frequency				N	Total
	HE	S	O	A		
Students	13	59	96	68	236	2,9

The above table shows that majority of the respondents selects “often”. It is followed by “always” with 68 respondents. There are 13 and 59 students respectively select “hardly ever” and “seldom”. As a result, the total score of this question is 2,9 indicated that the frequency level of learning English reading is “often”.

Table 7. Frequency of learning English writing

Respondent	Level of Frequency				N	Total
	HE	S	O	A		
Students	24	94	70	48	236	2,6

The result of the table above seems comparable. It is shown that 24 students select “hardly ever”, 94 select “seldom”, 70 select “often”, and 48 select “always”. The total score of this question is 2,6 indicating that the frequency level of learning English writing is “often”.

In sum, with the four basic skills in learning English, it can be stated that the overall score is considered “often”. It is indicated that the students in learning Bahasa Inggris score in Sam Ratulangi University receive the four skills evenly.

2. Target situation analysis

Target situation analysis is what the students want to achieve and what should be targeted. There are two parts on this target situation analysis: learning ability and learning priority.

a. Learning ability

Table 8. Proficiency in English speaking

Component	Level of Proficiency				N	Total
	Poor	Fair	Good	Excellent		
Pronunciation and accents	35	120	70	11	236	2,2
Grammar	60	137	36	3	236	1,9
Using the right vocabulary	43	134	53	6	236	2
Understanding fast speech	64	125	38	9	236	1,9
Joining or starting conversation	61	110	56	9	236	2
Expressing idea clearly	49	142	35	9	236	2

The above table shows the element in speaking skill. The data shows that majority of the students lack in each component. Pronunciation and accents reach the highest score, which is 2.2. It is followed by joining or starting conversation, using the right vocabulary, and expressing idea clearly with 2 score. The lowest score is presented by grammar and understanding fast speech with 1.9 total score. In sum, each element of the speaking is only considered "fair".

It can be concluded from the above data that it is necessary to provide a proper portion of speaking skill in syllabus and course materials. It will be explained intensely in discussion.

Table 9. Proficiency in English listening

Component	Level of Proficiency				N	Total
	Poor	Fair	Good	Excellent		
Understanding different accents	70	106	52	8	236	1,9
Recognizing words when spoken quickly	51	126	55	4	236	2
Understanding fast speech in conversation	44	123	61	8	236	2,1
Understanding words in song or movies	3	50	123	60	236	3
Understanding formal speech	39	127	63	7	236	2,1
Understanding colloquial, slang, or idiom	40	100	69	27	236	2,3

The above table shows the proficiency of the students in English listening. With the six components of listening, there is only one component considered as "good" with total score 3. Understanding colloquial, slang, or idiom is in the second rank with 2.3 score. It is followed by understanding fast speech in conversation and understanding formal speech which is also considered "fair" with only 2.1 score. Recognizing words when spoken quickly has the lowest percentage with 2 score.

Table 10. Proficiency in English reading

Component	Level of Proficiency				N	Total
	Poor	Fair	Good	Excellent		
Understanding the main idea of a text	25	94	100	17	236	2,4
Recognizing the meaning of unfamiliar words in context	29	131	62	14	236	2,5
Following complex and long sentences	62	120	46	8	236	2
Reading academic texts	56	109	64	7	236	2
Analyzing and interpreting text	55	132	39	10	236	2

Understanding text with picture	8	53	130	45	236	2,8
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Unlike the previous table, the above data shows that there are two elements to consider “good” which are recognizing the meaning of unfamiliar words in context (2.5) and understanding text with picture (2.8). Understanding the main idea of a text follow by 2.4 score which is considered “fair”. The other components left have the same total score with 2 and are also categorized “fair”.

Table 11. Proficiency in English writing

Component	Level of Proficiency				N	Total
	Poor	Fair	Good	Excellent		
Using correct grammar and sentence structure	70	121	41	4	236	1,9
Expanding vocabularies	73	115	41	7	236	1,9
Writing introduction and conclusion	67	111	50	8	236	1,9
Using formal language	70	113	49	4	236	1,9
Punctuation and spelling	38	113	76	9	236	2,2
Writing quickly under time pressure	112	90	29	5	236	1,6

Proficiency of English writing of the students is shown by the above table. Compared to the three other English skills, writing is considered the most challenges by the students. It can be seen that all components are in “fair” level. The highest percentage of all is punctuation and spelling (2.2). It is followed by four components with 1.9 total score (using correct grammar and sentence, expanding vocabularies, writing introduction and conclusion, using formal language). The component with the lowest percentage is writing quickly under time pressure with only 1.6 total score.

b. Learning priority

Table 12. Preference of topic in English speaking

Topic	Response	
	F	%
Pronunciation	122	51,7
Making small talk	171	72,5
Using visual aids	43	18,2
Formal debate formats and rules	14	5,9
Answering common interview questions	75	31,8
Role-playing and simulation	90	38,1
Organizing a story with a beginning, middle, and end	40	16,9
Describing people, places, and actions vividly	88	37,3
Summarizing group opinions or conclusions	22	9,3
Adjusting tone and politeness in different contexts	31	13,1

The data above shows topics related to speaking skill. The most selected topic is Making small talk (72.5%), indicating a high interest in mastering this everyday conversational skill. The least selected is Formal debate formats and rules (5.9%), suggesting it is of lesser interest or relevance to most respondents.

Table 13. Preference of topic in English listening

Topic	Response	
	F	%
Identifying the main idea or purpose of a conversation or lecture	86	36,4
Listening for particular facts, numbers, dates, or names	110	46,6
Finding specific instructions or directions	51	21,6
Extracting key pieces of information from announcements or messages	37	15,7
Retaining and recalling detailed information from lectures or discussions	31	13,1
Note-taking techniques for effective listening	31	13,1
Recognizing and understanding various English accents	102	43,2
Understanding informal conversations	97	41,1
Listening to podcasts, radio shows, or news broadcasts	119	50,4
Recognizing speech acts (e.g., requests, promises, complaints)	39	16,5

The table above provides information on topic preference of students in listening skill. Listening to podcasts, radio shows, or news broadcasts (50,4%) is the most selected topic with 119 total respondents. It is followed respectively by Listening for particular facts, numbers, dates, or names (46,4%) and recognizing and understanding various English accents (43,2%). The least selected topics are both Retaining and recalling detailed information from lectures or discussions as well as Note-taking techniques for effective listening with the same percentage (13,1%).

Table 14. Preference of topic in English reading

Topic	Response	
	F	%
Skimming for the main idea in articles or essays	70	29,7
Identifying the purpose or theme of a text	92	39
Recognizing the general structure of the text	62	26,3
Searching for particular information (e.g., dates, numbers) in reports or data charts	67	28,4
Identifying keywords in academic or technical texts	54	22,9
Recognizing word families, prefixes, and suffixes	59	25
Using context clues to infer the meaning of unfamiliar words	66	28
Recognizing different text structures (e.g., cause-effect, comparison-contrast, problem-solution)	55	23,3
Reading fiction (e.g., novels, short stories) and understanding literary devices	137	58,1
Distinguishing fact from opinion	27	11,4

As shown in the above table, the most selected topic by more than half of the students is Reading fiction and understanding literary devices (137 responses, 58,1%). While the least selected one is Distinguishing fact from opinion (27 responses, 11,4%).

Table 15. Preference of topic in English writing

Topic	Response	
	F	%
Identifying the central theme or purpose of a conversation or audio	71	30,1
Understanding the context or situation	100	42,4
Following complex instructions or sequences	31	13,1
Interpreting underlying messages or attitudes	40	16,9
Recognizing variations in pronunciation and intonation	47	19,9
Listening to formal speeches, presentations, or academic lectures	70	29,7
Understanding casual conversations or informal dialogues	88	37,3
Recognizing differences in vocabulary, tone, and style	89	37,7
Understanding conversations in social settings (e.g., parties, meetings)	60	25,4
Following instructions in professional or academic settings	32	13,6
Listening to media such as podcasts, radio shows, or news reports	75	31,8

The above table indicates that understanding the context or situation (100 responses, 42,4%), differences in vocabulary (89 responses, 37,7%), and interpreting casual conversations (88 responses, 37,3%) are more common challenges or focus areas in listening tasks.

3. Learning situation analysis

In design a syllabus, it is necessary to discover the learning needs that refer to students' learning situation that intends to unveil how to learners learn. Two points are highlighted here: learning problem and learning preference. Learning problem can be viewed as difficulties arising from learning English in classroom. Moreover, learning preference explores students' perceptions on how they should learn.

a. Learning problem

Table 16. Problems in English speaking

Topic	Response	
	F	%
Fear of making mistakes	140	59,3
Limited vocabulary	112	47,5
Pronunciation difficulties	94	39,8
Lack of fluency	74	31,4
Grammatical errors	125	53
Difficulty with intonation and stress	47	19,9
Lack of practice opportunities	43	18,2
Cultural barriers	14	5,9
Inhibition and shyness	64	27,1

The high percentage of students struggling with fear of mistakes (140 responses, 59,3%) and grammatical errors (125 responses, 53%) suggests that confidence and technical language skills are major barriers to speaking fluency. On the other hand, Cultural barriers (14 responses, 5,9%) and lack of practice opportunities (43 responses, 18,2%) are less

significant overall, meaning that students may have access to practice but still face internal or technical issues in language use.

Table 17. Problems in English listening

Topic	Response	
	F	%
Speed of spoken language	141	59,7
Unfamiliar accents and dialects	111	47
Lack of vocabularies	93	39,4
Difficulties with colloquial and idiomatic language	65	27,5
Problems with background noise	51	21,6
Inability to follow fast conversation	90	38,1
Difficulties with homophones and similar-sounding words	86	36,4
Difficulty with multitasking	44	18,6

As shown in the above table, the most challenging aspect of listening is Speed of spoken language (141 responses, 59,7). It is followed by Unfamiliar accents and dialects and Lack of vocabularies with near a half of students.

Table 18. Problems in English reading

Topic	Response	
	F	%
Limited Vocabulary	102	43,2
Difficulty with grammar and sentence structure	124	52,5
Reading too slowly	68	28,8
Difficulty with reading comprehension	74	31,4
Struggling with inference and implicit meanings	102	43,2
Difficulties with academic and technical language	85	36
Problems with skimming and scanning	56	23,7
Lack of familiarity with background knowledge	71	30,1

102 students (43.2%) struggle with having a limited range of vocabulary, a common obstacle in language learning. Other major challenges include limited vocabulary (43.2%) and difficulties with academic and technical language (36%). Problems like skimming and scanning (23.7%) and reading too slowly (28.8%) are relatively less common but still affect a significant number of learners.

Table 19. Problems in English writing

Topic	Response	
	F	%
Limited vocabulary	97	41,1
Grammar and sentence structure errors	153	64,8
Difficulty organizing ideas	72	30,5
Problems with writing coherence and cohesion	77	32,6

Spelling and punctuation errors	85	36
Difficulty with formal and informal language	93	39,4
Lack of ideas or content	61	25,8
Lack of practice	58	24,6

64.8%), followed by limited vocabulary (41.1%) and difficulty with formal and informal language (39.4%), while Common writing challenges also include spelling and punctuation errors (36%) and problems with coherence and cohesion (32.6%). Fewer respondents struggle with lack of ideas (25.8%) and lack of practice (24.6%), although these are still noteworthy challenges.

b. Learning preference

Table 20. Preference of learning style

Topic	Response	
	F	%
Watching videos with subtitles in English	190	80,5
Using flashcards with images and corresponding words	21	8,9
Reading books, articles, and diagrams to reinforce vocabulary and grammar	77	32,6
Using apps with visual cues (e.g., Duolingo)	66	28
Listening to English songs, lectures, and radio programs	160	67,8
Using role-playing scenarios to practice language in real contexts	53	22,5
Participating in physical activities like games or skits that incorporate English	35	14,8
Completing written exercises, such as fill-in-the-blank grammar drills	24	10,2
Engaging in team-based activities like collaborative writing or speaking exercises	24	10,2
Studying alone using textbooks, apps, or online courses	62	26,3

The most popular method for language learning is watching videos with subtitles (80.5%), followed by listening to songs, lectures, and radio programs (67.8%). The least popular methods include using flashcards (8.9%) and completing written exercises (10.2%). Other methods, such as reading books and using apps, show moderate popularity.

Table 21. Preference of learning procedure

Topic	Response	
	F	%
Flipped Learning	53	22,5
Presentation and Group Discussion	64	27,1
Warmer – Discussion – Quiz – Intervention – Final Quiz	119	50,4

It can be seen that more than a half of respondents selected Warmer – Discussion – Quiz – Intervention – Final Quiz as learning procedure preference (119 responses, 50,4%). It is followed by Presentation and Group Discussion (64 responses, 27,1%). Flipped learning is the least selected leaning procedure.

3.2 Discussion

The discussion findings are presented into need inventory, procedure of syllabus design and procedure of course material development.

1. Need inventory

Need inventory review all needs from the previous analysis. Linguistic needs are identified by assessing students' learning abilities and priorities. The findings from this analysis help prioritize topic as well as guides the selection of suitable teaching materials necessary for designing a syllabus aimed for Bahasa Inggris Course in Sam Ratulangi University. Additionally, analyzing prospective students' learning challenges and preferences is done to understand their difficulties and offer solutions to improve the learning process.

The high percentage indicates the priority of the topics, activities, and others to be included in syllabus as well as course material. The inventory presents as follows:

a. Learning ability

(1) Proficiency in English speaking: six elements considered "fair". (2) Proficiency in English listening: one element considered "good", five element considered "fair". (3) Proficiency in English reading: two elements considered "good", four elements considered "fair". (4) Proficiency in English writing: six elements considered "fair". The data concludes that it is important to include those four basic skills in English into syllabus and course material for Bahasa Inggris course.

b. Learning priority

(1) Topics in English speaking: five highest topics (Pronunciation, making small talk, Role-playing and simulation, describing people, places, and actions vividly, Answering common interview questions). (2) Topics in English listening: five highest topics (Listening to podcasts, radio shows, or news broadcasts, listening for particular facts, numbers, dates, or names, Recognizing and understanding various English accents, understanding informal conversations, Identifying the main idea or purpose of a conversation or lecture). (3) Topics in English reading: five highest topics (Reading fiction and understanding literary devices, Identifying the purpose or theme of a text, skimming for the main idea in articles or essays, searching for particular information, using context clues to infer the meaning of unfamiliar words). (4) Topics in English writing: five highest topics (Understanding the context or situation, recognizing differences in vocabulary, tone, and style, understanding casual conversations or informal dialogues, listening to media such as podcasts, radio shows, or news reports, Identifying the central theme or purpose of a conversation or audio). The most selected topics is limited to five to be included in syllabus design and course material development.

c. Learning problem

(1) Problem in speaking: five problems (Fear of making mistakes, Limited vocabulary, Pronunciation difficulties, Lack of fluency, Grammatical errors) (2) Problem in listening: five problems (Speed of spoken language, Unfamiliar accents and dialects, Lack of vocabularies, Inability to follow fast conversation, Difficulties with homophones and similar-sounding words) (3) Problem in reading: five problems (Limited Vocabulary, Struggling with inference and implicit meanings, Difficulty with grammar and sentence structure, Difficulties with academic and technical language, Lack of familiarity with background knowledge) (4) Problem in writing: five problems (Grammar and sentence structure errors, Limited vocabulary, Difficulty with formal and informal language, Spelling and punctuation errors, Problems with writing coherence and cohesion)

d. Learning preference

(1) Learning Style: Watching videos with subtitles in English, Listening to English songs, lectures, and radio programs, reading books, articles, and diagrams to reinforce vocabulary and grammar, Studying alone using textbooks, apps, or online courses, Using apps with visual cues) (2) Learning Procedure: Warmer – Discussion – Quiz – Intervention – Final Quiz

e. Data from interview

(1) Graduates of Bahasa Inggris course: lack of learning facility, lack of learning methodology (2) Alumni of Sam Ratulangi University: English for presentation, English for job interview, English for creative writing (3) English lecturer: preferences in learning methodology

2. Syllabus design

This research applies an integrated syllabus. This syllabus framework combines elements of different types of syllabuses (Richards, 2002)¹². Richard (2001)¹³ also suggests that aims in syllabus have four main purposes: 1) to

provide a reason for the program, 2) to provide guidelines for teachers and learners, 3) to provide a focus for learning, and 4) to describe important and realizable changes in learning.

In designing the syllabus, it is crucial to include every aspect on need inventory. Design, according to Kaharuddin & Arafah (2017), in the perspective of material development, is the realization of the needs inventory into actual productions in the form of syllabus, lesson plans, and prototype course materials. The idea of designing syllabus of a course or a program can be started by selecting syllabus frameworks. (The proposed syllabus can be access via this link: bit.ly/syllabusdesignpen)

3. Course material development

Having designed syllabus for Bahasa Inggris course, the researcher developed several prototype course materials and explain the steps in making them. Following the procedure of developing course materials, Yassi & Kaharuddin (2018) suggests three main steps: 1) Mapping out the course in terms of sections or instructional blocks. Instructional block represents the instructional focus of the course which may be very specific in a single lesson or more general in a unit of work consisting of several lessons. The representation of the instructional block can be initially made by making a lesson plan as a road map for a class session. A lesson plan in a language program function to identify the learning destination (objective of a lesson) and to mark out the route (activities for each stage of the lesson). It is an aid for the teachers to plan his teaching strategies effectively. 2) Composing the instructional materials or a textbook for the course based on stipulated lesson plans. Materials refer to anything which can be used to facilitate the learning of a language (linguistic, visual, and auditory). The instructional materials are the part developed based on the result of needs analysis which have previously been transformed into syllabus and lesson plans. 3) Having experts of English Language Teaching (ELT) to review prototype of the developed instructional materials. It is essential for the teachers to have experts review the materials before implementing in the classroom. The review is carried out to make sure that the teaching materials have been well developed according to the experts' judgment. In order to review the prototype course materials of this program, lectures of Bahasa Inggris courser are selected as experts. (The proposed course material can be accessed via this link: bit.ly/syllabusdesignpen)

4. Conclusion

This study found that students of Bahasa Inggris course still encounter problems in learning English. It can be seen from table 7, 8, 9, and 10. It is also proved that the syllabus development is crucial to conduct as there is a gap between what is being learnt and what should be learnt in English course based on interview. In sum, the development of syllabus should be based on students' needs. The novelty of this study lies in its systematic approach to conducting needs analysis and demonstrating how to integrate those needs into the syllabus and course materials. Consequently, this study can guide English teachers and lecturers in applying a similar syllabus design process and developing prototype course materials for other courses or programs. Furthermore, this research also provides the proposed syllabus and prototype course materials for the English course as tangible outputs. Further studies on similar topic of this research should explore more on the procedure of evaluation both to procedure a better syllabus and to develop effective teaching materials. This study is limited to produce syllabus and prototype course material and it does not examine the effectiveness of proposed syllabus and prototype course materials.

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