THE SYNERGISTIC SYLLABUS FOR TEACHING READING IN TOURISM VOCATIONAL HIGH SCHOOL

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Abstract
The new Syllabus at 2013 Curriculum for vocational high school created many problems to apply in the class. Based on the Need Analysis, the writer develops a Synergistic Syllabus for teaching Reading in vocational high school. It contains the syllabus combined from Task Based Learning, Situational Syllabus, Program of International Student Assessment (PISA item test and Character Building. It is a R and D research uses three phases of Observation, Developing and Try Out. It is in a True Experimental Research. The main findings are Reading Skill cannot be taught effectively for some reasons. There is no appropriate syllabus for teaching Reading; most teachers need some models in a syllabus. The results are the Synergistic Syllabus for teaching Reading, a set of Reading Material for Teaching Reading and a set of the lesson plan for one semester at Grade X of Tourism VHS. It is measured through mean, median and t-Test. To Sum up Synergistic Syllabus can develop many aspects, the systematic and meaningful activities in the class, motivation and good attitude. The standardized item of assignment, and a sense of competition in Reading activities and the Synergistic Syllabus assist teachers in teaching Reading using 2013 curriculum in the class effectively.

Keywords: Synergistic Syllabus, Teaching Reading, Vocational High School

Introduction
The background of the research is that there is a gap arises after the Government has launched the English Syllabus. The syllabus for public school and vocational high school is the same. There is no syllabus for Specific Purpose for vocational high school but there is a specific additional syllabus for public school. Students of public school and vocational high school have to join in the National Examination. 60 % of the items in National Examination is in Reading. The government does not provide the syllabus for teaching Reading only.

Based on the need analysis taken, mostly teachers need the Syllabus with Specific Purpose without leaving the formal and given syllabus. Some of them need the material and lesson plans accompany the process of teaching and learning.

In the process of teaching and learning, Reading is one the skill has to be mastered by students. In the National Examination Reading is also one of the skills that has to be mastered. That is why students need to master the Reading skill in order to be skillful in English.

Reading for specific purpose need to be created based on the need analysis. Teachers need a syllabus for teaching Reading, a set of Reading Material and a set of lesson plan. There are some content have to be provided in the Reading such as the character building, the PISA (Program for International Student Assessment) oriented syllabus, the Task Based Learning and Situational Syllabus. Based on the Need Analysis, 70 % of the teachers need the model of teaching Reading in which it can be done through providing the syllabus containing the models of it. 20 % of the teachers need the learning material for it.
and 10 % of them need the lesson plans provided in the syllabus.

Indonesia’s level in Reading at PISA (Program International for Student Assessment) also need to be enhanced. The Program for International Student Assessment (PISA) is a triennial assessment on student performance in mathematics, reading, and science. It is to 15-year old students across 80 countries throughout the globe, including Indonesia. About 540,000 students participated the exam in 2015. By referring to the 2015 PISA results, it seemed that students fail in Reading. Indonesia was in the last seventh position. It can be shown in the file of business insider.

Based on PISA data, Indonesia has the low position in the Reading Literacy compared to the Asian Countries. It leads all people especially teachers to think more about how to make our level up. Reading in public school is different from vocational one. Teaching Reading is also different in both kinds of schools. Students in vocational high school need more specific content or we call it Reading for English Specific Purpose (ESP). ESP is one of the important things needs to be implemented in Reading.

The second is about Building Character. The character has been simplified into some attitudes need to be implemented through a series of activities provided in the Reading activities, in the Pre, While and Post Reading activities. Indonesia government has launched the 2013 curriculum which highlighted more on how to apply character in the process of teaching learning. In this syllabus the character building has been implied in the process of choosing the material, the questions are available in each chapter.

The third one is about the Task Based Syllabus in which Task Based Learning is applied in it. TBL focuses on a range of activities which is done by students. The activities are divided into some parts in Pre, While and Post Reading activities. TBL is one of the branches of Student Centered Learning.

The forth one is the Situational Syllabus. It contributes in giving the situation for vocational purpose. Situational syllabus gives a space for TBL in applying the task into its appropriate place.

Under the Task Based Syllabus is Task Based Learning. Prabu (1987) gave an additional theory that there are three categories of a Task. (1) information-gap, (2) reasoning-gap, and (3) opinion-gap. Not all activities could be categorized into a task. So, what is a task? Willis and Willis (2007:12-14) showed the following criteria for a task ‘The more confidently you can answer yes to each of these questions, the more task-like the activity.

1. Will the activity engage learners' interest?
2. Is there a primary focus on meaning?
3. Is there a goal or an outcome?
4. Is success judged in terms of outcome?
5. Is completion a priority?
6. Does the activity relate to real world activities?’

One of the definitions of a situational syllabus is that the contents are organized according to situations in which certain language is likely to be employed (Richards, et al, 1985:260; Ur, 2000:178; Schulz, 2005). That is, the fundamental principle for the organization of the contents is situation, instead of grammar items, although which will also appear in the syllabus (Kaur, 1990; Wilkins, 1976). Based on this guideline, we can probably try to predict situations that the learners are likely to run into, such as “at the restaurant “ at the hotel “ at the workshop” and “in the classroom.” According to Wilkins, Situational Syllabus is the “only [syllabus] other [than Grammatical
Syllabus]” used widely in teaching material development in his day (Wilkins, 1976:20).

While Johnson attributed the Situational Syllabus based on the theory of language developed by John Rupert Firth (Johnson, 2002: 179-180), Firth believes that language is not only an abstract system of structures, but also a “social process”; the meaning of language is determined by the context in which it occurs, and language has the capacity to get things done. As a conclusion, human being needs to learn language to live (Liu and Fang, 2002: 302). As an additional explanation, naturally, this “context of situation” serves as the basis of Situational Syllabus: “Language, the reasoning goes, is best learned and remembered in when presented in contextual settings” (Johnson, 2002:179).

Lickona(1991) stated “…that character education is an effort to help people understand, care about and act upon core ethical values….we want the children to be able to judge what is right, care deeply about what is right, and then do what they believe to be right…”

The content of Synergistic syllabus combined from many aspects of Situational Syllabus, Task Based Syllabus, Character building and PISA (Program of International Students Assessment). The development of the syllabus followed some steps which was started from analysis of Core Competence (CC) and and Base Competence (BC) and went to lesson plan, learning material and type of assessment as the secondary products. The main product is a model of syllabus. It is called Synergistic Syllabus. Here it is the concept of Synergistic Syllabus that is practiced in the process of teaching learning at Vocational High School (VHS).


The research problems are divided into three parts: Exploration, Developing and Try Out Phase. There are three phases and each of the phases has two statements of the problems. The problems at the Exploration Phase are (1) How is Reading using 2013 curriculum taught in the class?, (2) What kind of problems which are found in teaching Reading?, (3) How is the existing syllabus in 2013 curriculum taught in Tourism VHS? (4) What kind of syllabus which is needed to teach Reading in Tourism VHS?

The Problems at the Developing Phase are (1) How is Synergistics syllabus for teaching Reading in Tourism VHS developed? (2) How is a set of material (lesson plans, Reading Material) for teaching Reading in Tourism VHS developed?

The Problems at the Try Out Phase are (1) How is the Tried Out Syllabus for teaching Reading at Tourism VHS revised?, (2) How is the set of material for teaching reading in Tourism VHS revised?, (3) How is the applicability of the Synergistic Syllabus for teaching Reading in Tourism VHS measured?, (4) How is the Synergistic Syllabus used effectively for teaching Reading in Tourism VHS?

The Objectives in Exploration Phase are (1) To identify Reading using 2013 curriculum taught in the class, (2) To identify kinds of problems found in teaching Reading.

The objectives at the Developing Phase are (1) To develop a Synergistic Syllabus for teaching reading in Tourism VHS, (2) To
develop a set of material for teaching Reading in Tourism VHS.

The objectives at the Try Out are (1) To revise the tried out syllabus for teaching reading at Tourism VHS,(2) To revise the set of material for teaching reading in Tourism VHS.(3) to measure the applicability of the Synergistic Syllabus for teaching Reading in vocational high school ,(4) to ensure the Synergistic Syllabus used effectively for teaching Reading in Tourism VHS.

Methodology

Respondents
There are three kinds of respondents for the different levels. In the first Experimental Research they were the students of X APh 1 and 2 Semester I in the academic year of 2013-2014 at SMK Negeri 6 Semarang. In the first Try Out, they were the students of X APh 1 and X APh 2 Semester I in 2014-2015. In the second Try Out , they were at two Private Vocational High Schools: SMK Tri Atmajaya and SMK Tjendekia Puruhita Semarang Semester I in 2014-2015.

Instruments
There were three kinds of instruments used: Questionnaire about Reading and Model of teaching for teachers in the Observation phase, Questionnaire for Developing Syllabus in the Developing phase and Questionnaire for the expert judges in the Try Out phase.

Procedures
It is a Research and Development which created the product of the Synergistic Syllabus. There are some complimentary products : lesson plans and Reading Material for Semester 1. The procedure is adapted and simplified from Borg and Gall that is used as a procedure in this research.

The Figure of Simplified R and D adapted from Borg and Gall
The Method such as analyzing the document of the new curriculum including the Core Competence, the Basic Competence, the Syllabus for high school teacher, the ideal format of a syllabus.The second method is through a Need Analysis. There were three sources to be analyzed: the student, the teacher and the user. The other methods are Field Observation in at least two schools through interview, questionnaire,and direct survey in teaching learning process. From the process there is a result of need analysis and this is the next step for designing a syllabus. The next step is making and trying it out. Revising will be the next, then the syllabus is designed . So, all the steps explained above are called Research and Development steps in which the main steps are Exploring, Developing, Try out and Dissemination. The last step is an optional.
In Developing Phase, the method of finding the source for the data are taken from the teacher, the students and the users. A series of methods such as observation, interview,
field note made the finding data process completed. The result of the observation from each source is analized.

In the level of Try Out, there were three kinds of it. The first was done for the Tourism Department at SMK N 6 Semarang. There are 4 classes which were involved in the Try Out. They were X Aph 1 as the Experimental class and, X Aph 2 as the control class. It was in the academic year of 2013-2014. The second Try Out was for the other classes. It was of X Aph1 as the experimental class and X Aph 2 as the control classes. They were in the academic year of 2014/2015. The third Try Out was in two classes of private schools. The schools are SMK Tri Atmajaya and SMK Tjendekia Puruhita. The research had been done for about in the academic year of 2015-2016. There was one class of experimental and one class of control class of each school.

There are two approaches used in the research, qualitative and quantitative. The method used is Research and Development. It consists of three phases: Exploration, Developing and Try out Phase.

**Data analysis**

Sources of data or data collection are from the respondents and the documents from vocational high schools students, the competencies and tasks needed in the class. The type of data is using triangulations (1) Observation, Interview, Questionnaire; (2) Simple Quantitative analysis and (3) Visual Presentation, the Sampling techniques used is the Cluster purposive sampling, the Technique of data analysis is done quantitatively and qualitatively, the Data display is using reduction & category of the data based on Teaching Reading methods; Competencies needed in reading text and Tasks. To validate the data, the writer uses Survey, Observation, Questionnaires as preliminary research, Interview with teachers and students and Field Notes.

The data showed that the respondents (90%) needed the model of teaching which is designed in a syllabus combined with some character building and Task-Based Learning. PISA–oriented items are needed to synergize the students’ Reading Literacy with the recently issue. The syllabus had been practiced well in three schools.

The expert judges gave mostly give some agreements on the items written in the syllabus. When the judges were interviewed, they also gave the comment about the urgency and the importance of the syllabus for teaching Reading. Visual presentation gives in the finding and discussion.

**Finding and Discussion**

The research problems are divided into three parts: Exploration, Developing and Try Out Phase. There are three phases and each of the phases has two statements of the problems.

**At Exploration Phase (Research Question 1)**

The Objectives in Exploration Phase are (1) To identify Reading using 2013 curriculum taught in the class, (2) To identify kinds of problems found in teaching Reading.

Reading using 203 Curriculum was taught in many difficulties. There are some findings on Exploration phase that there are many teachers find difficulties in teaching Reading using method suggested by the government. Some of them are about the content of the text book, the method used and the dictions in the Reading texts are too complicated. Some problems are found in teaching Reading such as how to apply the steps in teaching, the assessment and the adaptation of the new curriculum. The existing syllabus is difficult to be taught as there is no English for Specific Purpose. We call it is not vocational oriented. Most teachers (45 of 55
need a new revised syllabus for English especially for teaching Reading in Tourism Vocational High Schools.

To sum up, the difficulties and problem in teaching Reading using 2013 Curriculum need to be solved by providing a draft of The Synergistic Syllabus for teaching Reading in which there is an ESP in it.

At Developing Phase (Research Question 2)
The objectives at the Developing Phase are (1) To develop a Synergistic Syllabus for teaching reading in Tourism VHS, (2) To develop a set of material for teaching Reading in Tourism VHS.

Synergistic Syllabus can be applied well in three vocational high schools. The detail was in the finding below. The Synergistic Syllabus is developed through some try outs which were done in three schools. It developed the model of Teaching, the material, the lesson plans, the assessments and the character building completed in the material of syllabus. There are Task-Based Learning, Character Building, Situational Syllabus and PISA oriented in the Synergistic Syllabus. The major components of the syllabus (1) Basic Information, (2) Course Description, (3) Learning Outcomes/goals/Objectives, (4) Material, (5) Requirements, (6) Policies, (7) Schedule, (8) Resource, (9) Statement of accommodation, (10) Evaluation of students’ and instructors’, (11) Safety and Emergency Preparedness, (12) Honor Code, (13) Disclaimer. The first seven is the basic component and the rest is the completion.

At the Developing Phase there are some material created such as Synergistic Syllabus, material for teaching Reading at VHS Grade X, and a set of lesson plans for fully one semester. The set of material is developed through 3 phases of try outs. At the Developing Phase the draft of the Synergistic Syllabus and the Material for Teaching Reading had been designed and developed. In the Try Out Phase, there were one Experimental Class and One Control Class.

It can be concluded that there is a main product has been developed, The Synergistic Syllabus for teaching Reading. And the Material for teaching Reading and lesson plans have been the complementary product of the Research and Development.

At Try Out Phase (Research Question 3)
The objectives at the Try Out are (1) To revise the tried out syllabus for teaching reading at Tourism VHS, (2) To revise the set of material for teaching reading in Tourism VHS, (3) to measure the applicability of the Synergistic Syllabus for teaching Reading in vocational high school, (4) to ensure the Synergistic Syllabus used effectively for teaching Reading in Tourism VHS.

The findings below explained more about how Tried Out Syllabus for teaching reading at Tourism VHS revised?, How the set of material for teaching reading in Tourism VHS is revised, How the applicability of the Synergistic Syllabus for teaching Reading in Tourism VHS is measured and How the Synergistic Syllabus is used effectively for teaching Reading in Tourism VHS.

In the Try out Phase, there were one Experimental Class and One Control Class. The same True Experiment happened at the second and the third Try Out. Then From the Product was revised.

The Product of the research are the Synergistic Syllabus for teaching Reading, a set of Reading Material for Teaching Reading and a set of lesson plan for one semester at Grade X of Tourism VHS. The applicability of the products had been proved by some measurements such as mean, median and T-Test.

All these products are for teaching Reading at VHS Grade X. At Try Out phase the
Syllabus had been tried out in three levels: small scale, larger one and extended Try Out. It had been done in SMK Negeri Semarang and in two other privates VHSs. There are three sets of products have been revised after being tried out. Here it is the result of the t-test.

Figure 1. The result for the t-test using Gain Score

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t-test groups=class(2 1) /missing=analysis /variables=gain /criteria=ci(.95).
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In the Experimental Class, the gain are the Mean is 5.9167, Standard Deviation (SD) is 2.24772 and Standard Error Mean is 0.37454. Meanwhile in the Control Class the gain are with the degree freedom df = 70 and sig .000. t count = 8.796 is bigger than from t in the table = 2.64790 with sig p<0.01. It means there is a difference of 1%

As Levene’s test created the homogeneous data then it will be checked form the value of t at Equal variances assumed. It means how much is t for the homogeneous variant (at the first line). It can be showed that t = 8.796 with the degree freedom df = 70 and sig .000. t count = 8.796 is bigger than from t in the table = 2.64790 with sig p<0.01. It means there is a difference of 1%

Figure 4: The rule on homogeneity

**There is a rule on homogeneity test as the following:**
- Sig p < 0.05 → the data are not homogeneous
- Sig p > 0.05 → the data are homogeneous

To identify the level of effectiveness on the treatment on the experimental class we need to make some measurement based on Cohen’s calculator criteria as the following.

Figure 6. The Cohen’s d calculator

If you are comparing two populations, Cohen's d can be used to compute the effect size of the difference between the two population means. By convention, the Cohen's d is categorized as follows:

According to Cohen’s d, the interpretation of 0.2 is a small effect, 0.5 means it has a medium effect and 0.8 + means it has a large effect.
Of the data analysis we can get the Cohen’s $d = 2.073$. It is bigger than 0.8. It can be concluded that the treatment that given to the experimental class show the high effective.

The Implications of the research are as the following (1) practically. It is a practical syllabus in the class for teaching Reading in Tourism VHS. (2) Pedagogically. It is the first and the only product of a syllabus and it is an alternative design for the government to complete the application of 2013 Curriculum. (3) Theoretically. It can be one of the references for other researchers in doing their jobs relating to syllabus for teaching Reading in Tourism VHS.

To summarize, that based on the data, progress found and some important findings the Synergistic Syllabus, Material for teaching Reading need to be revised. It is for sake of the applicability and the effectiveness of the Syllabus and Learning Material which are being applied in Tourism Vocational High School.

Conclusions
It can be concluded that in the exploration phase there were some difficulties and problems found in teaching Reading using 2013 Curriculum. They need to be solved by providing a draft of The Synergistic Syllabus for teaching Reading in which there is an ESP in it. It seemed that teacher need a Synergistic syllabus that can develop many aspects from the setting and context, the systematic and meaningful activities in the class, explore motivation and good attitude, provides the standardized item of assignment or test, and a sense of competition in Reading activities. The draft needs to be a kind of the Synergistic Syllabus that assists teachers in teaching Reading using 2013 curriculum in the class.

In the Developing Phase, the Need Analysis is followed up through developing a main product called a Synergistic Syllabus. The Synergistic Syllabus is developed through some try outs which were done in three schools. It developed the model of Teaching, the material, the lesson plans, the assessments and the character building completed in the material of syllabus. There are Task-Based Learning, Character Building, Situational Syllabus and PISA oriented in the Synergistic Syllabus. The Syllabus. The Synergistic Syllabus for teaching Reading is the main product and the Material for teaching Reading and lesson plans have been the complementary product of the Research and Development. Three of them help teacher in language learning.

The last is in the Try Out Phase. Based on the data, progress found and some important findings the Synergistic Syllabus, Material for teaching Reading need to be revised. It is for sake of the applicability and the effectiveness of the Syllabus and Learning Material which are being applied in Tourism Vocational High School.

(4) The applicability and the effectiveness of the Syllabus usage have been proved through some measurements such mean, median and $t$- test.

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