

Needs Analysis of Syllabus Reconstruction for ELT Methodology Course at University in Coastal Area

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Abstract. The syllabus should be frequently renewed by the course coordinator to keep the quality of their teaching in the field. The focus of this current article was on the needs analysis for the reconstructing a syllabus for ELT Methodology course. The syllabus for the course should be renewed since the ministry of education, culture, research and technology of Indonesia demanded that the syllabus utilized for the universities in Indonesia should be based on case method or team-based project. This study involved the lecturer teaching the course in English Language Education Study Program of Universitas Maritim Raja Ali Haji (UMRAH), the head of the English Language Education Study Program of UMRAH, and a class of ELT students taking the ELT Methodology course in UMRAH. The data were collected from interview, questionnaire and documentation. Using the data from the aforementioned three sources in this current research, the syllabus developers can begin to identify the most important aspects to be included in the syllabus.

1 Introduction

In response to the Minister of Education and Culture of the Republic of Indonesia's Ministerial Decree Number 754/P/2020, which states that case studies or team projects should form the basis of university curricula, the English Language Study Program at Universitas Maritim Raja Ali Haji (UMRAH), Indonesia, revised the subjects' required curricula. The order mandates that all course syllabi be built around case studies or team projects. This study focuses on the English Language Teaching (ELT) Methodology course, which is worth three credits and is part of the Universitas Maritim Raja Ali Haji (UMRAH) English Language Education Study Program. The course was first offered to students in their fourth semester in 2019. The syllabus was not designed using a case approach or team-based project; rather, it was developed by the two lecturers who delivered the course. Every one of the 14 meetings has 14 topics on the syllabus, which are as follows:

1. Course Agreement,
2. The History of Language Teaching,
3. Communicative Language Teaching,

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4. Genre Based Approach,
5. Principles of Language Teaching,
6. Teaching Across Age Level
7. Teaching Across Proficiency
8. Classroom Management,
9. Curriculum
10. Learning Objective,
11. Learning Material and Media,
12. Task and Assessment,
13. Teaching Method, Strategy and Technique,
14. 21th Century Learning Models,

The researchers attempted to reconstruct the syllabus and materials for this subject because there was no orientation as stated by the Ministerial Decree Number 754/P/2020 of the Minister of Education and Culture of the Republic of Indonesia regarding the syllabus of universities in Indonesia that should be based on case method or team-based project in developing the syllabus for ELT Methodology subject. Analyzing the environment, determining needs, applying principles, setting goals, organizing and presenting the information, monitoring and evaluating the process, and evaluating the result are some of the tasks involved. However, the needs analysis phase of the ELT Methodology subject's syllabus building is all that is covered in this paper. According to [6], the need analysis step will provide lecturers and syllabus designers with information about what students now know, what they will need in the future, and what they hope to learn after taking the course. [4] also claimed that needs of learners are divided into three categories: wishes (things that learners believe they should acquire), lacks (items the learners have acquired and have not acquired), and necessities (items the learners have to acquire to operate properly). As a result, this analysis phase is an essential one when creating a subject's syllabus.

2 Methods

The Head of the English Language Education Study Program at the Lecturer Training and Education Faculty of Universitas Maritim Raja Ali Haji, a lecturer who taught the ELT Methodology course, and six students who took the class in 2023 are the participants who were interviewed for the study's data. The researchers conducted one-on-one interviews with each of them to learn about their needs, wants, and deficiencies. The audio recordings of the interviews were made in English. Data from the audio recording was transcribed and entered into Manuscript. The questions specifically intended to look into the following areas: the rationale behind creating the coursework; the standards that lecturers in the ELT Methodology course must meet; the intended skill that students should be able to perform in this course; the teaching strategies of the lecturers; the student activities; the coursework materials; the facilities; and recommendations related to the coursework. The lecturer was given interview questions that probed their knowledge of the ELT Methodology course material, as well as the skills the students must acquire upon completion of the course. Other topics covered included teaching and learning strategies, resources, assessment, facilities, and recommendations pertaining to the course. In contrast, the interview questions for the students were based on the subjects that were covered in the previous syllabus as well as subjects they requested to be covered; they also asked about the teaching methods used by their lecturers, assessment, teaching and learning resources, and suggestions for how to make the ELT Methodology course better.

3 RESULTS AND DISCUSSION

3.1 Considering establishing ELT Methodology coursework

The head of the study program for English language education was questioned regarding the specific rationale behind creating the course on ELT methodology. She clarified that at the start of 2016, the English Language Education Study Program received funding from the Quality Assurance and Learning Development Office of Universitas Maritim Raja Ali Haji's LP3M (Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu) to update its curriculum. The curriculum was to be developed in compliance with the Indonesian National Qualification Framework, or KKNI (Kerangka kualifikasi Nasional Indonesia). This framework's main goal is to evaluate an individual's performance in terms of knowledge, competencies, and skills that are in line with learning outcomes attained through formal education, on-the-job training, or experience, as indicated by a specific descriptor level. Additionally, a considerable amount of time had passed since the curriculum was last updated. Thus, 2017 was the ideal year to implement the change.

Combining the productive and receptive skills, especially at the advanced levels, while keeping the core productive and receptive skill subjects was one of the revisions made by the curriculum review team, which included multiple English lecturers. Additionally, a number of subjects had been deleted and replaced with the new ones. ELT Methodology was one of the new disciplines added to the curriculum. This was predicated on the idea that ELT Methodology was a content course that could take the place of the TEFL subject from the previous curriculum, according to the study program head. The ELT Methodology was given greater weight than the TEFL subjects in terms of scope, and its credit count might be lowered to three instead of four. It was a conscious choice to create ELT Methodology, a topic that replaces TEFL, in order to accommodate the fundamentals of teaching English to prospective lecturers, emphasizing the goal of assisting the learners in focusing on the fundamentals of teaching English in academic settings.

3.2 Lecturer's and Students' Understanding of the ELT Methodology Course

According to the lecturer, the ELT Methodology course covers both how to get students ready to teach or apply strategies in the classroom and the fundamentals of teaching English. According to the lecturer's knowledge of ELT methodology, students need to possess certain skills in order to effectively teach in front of the class. She clarified that ELT Methodology served as a foundation for the subsequent topics, which included Microteaching and Assessment in ELT. However, she insisted that she gave greater attention to English teaching ideas in her own class. Of the six students surveyed for this study, four said that the ELT Methodology was about getting ready for microteaching, while the other two said it was about the microteaching itself. Although it is inferred that both lecturers and students are aware that this new coursework serves as a means of preparing them for upcoming subjects, the majority of research participants expressed a clear knowledge of the fact that this new coursework places a greater emphasis on microteaching preparation. This might be the case since the word "methodology" itself prompts consideration of instructional strategies. The fact that more students in this study responded that ELT methodology is about teaching methods may also be related to the lecturer's incomplete explanation of the coursework's goals at the outset. It's also possible that other subjects unrelated to the fundamental ideas of proportionate English instruction were not covered in class activities. As a result, when creating the new ELT Methodology syllabus, it's critical to provide precise learning goals for the coursework as well as balanced activities that address teaching techniques for students.

3.3 The Objectives of ELT Methodology Course

Educational objectives are defined as "the kinds of changes in behavior that an education institution sawked to bring about in its students," according to [10]. As a result, it was crucial to establish the goals before creating the coursework syllabus. The head of the English Language Education Study Program explained that the coursework's purpose was to help students understand the fundamental ideas and principles of teaching English, and that it served as a preparation for other subjects pertaining to the subject matter for aspiring lecturers. According to her, the purpose of this coursework is to help students become more proficient lecturers by providing them with the knowledge and confidence to lead class and manage the classroom. According to her, the ELT Methodology course's goals were to make sure that future lecturers participated in activities that connected to their teaching knowledge. According to the lecturer, the coursework's goal was to get students talking actively in a classroom setting while also emphasizing the need of teaching English fundamentals. For the students, it was the same.

Six students believed that the coursework's main goals were to help them become more proficient English lecturers by enhancing their general teaching abilities. This demonstrates that a relatively small percentage of participants understood that the coursework covered more than just the fundamentals of teaching; rather, it also covered a variety of topics pertaining to the teaching and learning process. In order to help students understand the fundamental idea and the elements that support the teaching and learning process, a new syllabus was required, with the objectives as stated by the head of the study program redrawn.

3.4 Students' Expectation of Taking ELT Methodology Course and How They Perceived it After Completing the Coursework

According to [8], an individual's ideas about how something should or shouldn't be, or what form it should or shouldn't take, are referred to as expectations. It's noteworthy to note that most of the students in this research agreed on how they thought finishing the coursework would increase their understanding of teaching skills. Once more, the lecturer or the previous curriculum did not adequately explain to the students that the coursework's objectives extended beyond honing their teaching abilities. Most students concurred that they thought they had gotten what they had anticipated. Their expectations were limited to teaching abilities. As a result, the departmental blueprint's reference to the establishment of this new coursework did not realize its full potential. The revised syllabus had to make a compelling case for how this coursework will help students learn about teaching and other topics that support learning and teaching at the same time.

3.5 The Topics Included in ELT Methodology Syllabus

There were no complaints to the syllabus, according to the head of the study program and the lecturer who was teaching it, because all of the themes were connected to matters of education. The majority of the themes were beneficial because they had to do with education, according to the chairman of the study program. The six students argued that the subjects covered in the current syllabus sufficed for their needs. It is noteworthy, however, that out of the fourteen topics covered in the previous syllabus, relatively little focus is placed on carrying out teaching practice, such as creating lesson plans and engaging in teaching activities. Students' presentation abilities are necessary for all of the topics, as is evident. The ELT Methodology course, on the other hand, combines theories and practices related to teaching English. According to [1] and Tavitil [9], these are interacting processes, and we might argue that their implementation should be balanced in terms of proportion.

3.6 The Topics that Should Not Be Included in ELT Methodology Syllabus

The study program head contended that the topics of "genre-based approach" and "communicative language teaching" ought to be combined into a single topic. She recommended adding classroom action research and education research and development as two new areas to the list of useful research for ELT lecturers. The lecturer went on to say that creating a lesson plan using the present template that schools use need to be included in the syllabus. The possibility of integrating some of the themes into coursework was recognized by the researchers. Owing to the coursework's goals, the themes should cover activities that frequently help students' aspirations to become professional English educators in the future. The Teaching and Learning Method

Any technique used to support students' learning and fulfillment can be referred to as a teaching method [2]. Regarding the techniques employed in the ELT Methodology course, the head of study program recommended that the lecturer should only be allowed to create the activities if the teaching and learning strategy or the activities themselves were founded on a team-based project or the case method. These approaches promoted student-centered learning, and lecturers were expected to use case studies to hone students' critical thinking abilities or to promote project-based learning to inspire students' creativity, innovation, and teamwork. Additionally, the department wanted lecturers to support students in becoming autonomous, critical, and cooperative learners. In the past, the lecturer would assign group presentations to the students. In her opinion, the approach worked well in this particular class. She organized the current topics, separated the students into groups, and gave them each a task of presenting a topic to the other groups during the final discussion. She gave an example of why her classroom has to use a student-centered technique. She merely provided guidance to the students before to their presentation on the assigned topics. Before the students gave their presentations, she urged them to search the internet for any relevant information. They then discussed the findings as a group. She added that there were occasionally lectures and classroom discussions.

Students listed lectures, group projects, and debates as ELT Methodology's teaching and learning techniques. They said that the lecturer had given them the subjects to present and that they had discussed them as a group. The students were given limited freedom to investigate the issues in real life by the lecturers. Every student attested to their ability to adhere to these kinds of instruction and learning strategies. They claimed that because the students engaged with one another and practiced giving presentations, these strategies worked well. However, one student contended that the lecturer often provided too much information regarding the subject, leading to the students' occasionally misinterpreting their assignments and presentations. Additionally, it became clear from the interviews that the lecturers mostly depended on a reference book to provide the students with knowledge. However, it was important to highlight that lecturers are still required to offer direction, modeling, and feedback—all of which were lacking from the participant interviews—even in student-centered classrooms.

3.7 On the Assessment System

"Assessment is a measure of the level of teaching and learning achieved," according to [5]. She went on to explain the distinctions between assessment and evaluation, stating that assessment is a decision-making point in the evaluation sequence, but evaluation is a continuous process to assign value to the learner. The lecturer claimed to have used a rubric to evaluate students' work, but she also took into account their effort, attendance, and attitude. She added that in order to gauge her students' grasp of the ideas, she used their scores on the midterm and final exams. In response to a question regarding the evaluation process they encountered during their ELT Methodology coursework, the students stated that their performances were rated by lecturers immediately following their presentations, midterm,

and final exams. However, the scoring rubric was not provided to the students, so they were unable to understand exactly what the lecturers were grading. The lecturers considered the involvement of the students in the classroom as well. While the majority of students expressed satisfaction with the marking scheme, they recommended that the lecturers provide them with the score rubrics so they would know what to expect from their presentations. One student suggested that it would be preferable if the lecturers provided the students with timely evaluations as well. The student also took issue with the lecturers' inconsistent grading of group presentations, citing the fact that different members contributed differently to the performances. Based on the information gathered from the interviews, the researchers promised to offer performance task scoring rubrics for the upcoming syllabus. These would help both lecturers and students set objectives that must be met by the students.

3.8 The Extra Assignment in Addition to Performance/Presentation in Each Meeting

The lecturer clarified that the assignment for the students was to find publications on the assigned topics. The students contended that it was a good idea to ask students to identify the actual issues facing the school in order to foster their creativity. A student proposed that giving individual presentations would enhance their understanding of the subject matter. However, some suggested that the additional task was a strain for the students. Furthermore, half of the students did not think that an extra assignment was necessary.

3.9 The Teaching and Learning Materials of ELT Methodology Course

According to [3], teaching and learning materials are any kind of media or resource that is used to support learning, such as text books, instructional software, hardware, and audiovisual aids [11]. The study program's head clarified that the present curriculum document's guideline states that discussion topics should be based on case studies or team-based projects, depending on the subject matter being covered. It was anticipated that these exercises would help students get ready for challenges and find valuable solutions in real-world settings. According to the lecturer, she gave the students a textbook. She added that it was the students' responsibility to find articles about the subjects.

The students clarified that they had been provided textbooks and online articles as instructional resources. It was unanimous among the students that the textbook was appropriate for the course. According to the majority of students, those resources were appropriate for the course. Once more, they focused only on the fundamentals of teaching English. Some argued that the lecturer should supply the articles. According to two students, it was difficult to locate and understand the relevant articles for the instructional materials. Some claimed that while finding the articles was not too difficult for the students, understanding them was. The others said that the articles were understandable and simple to locate. The majority of students recommended that the lecturer offer the articles since it is evident from the interview that the lecturers primarily employed a text book and the articles as a teaching and learning resource in the classroom.

3.10 Facilities Provided by The University

The head of the study program admitted that the ELT Methodology course was not yet supported by the faculty-provided facilities. She went on to say that team projects or case studies should serve as the foundation for the lectures given. Nevertheless, there was still a lack of a microteaching room, the internet connection was still erratic, and the library had not yet supplied adequate materials for this course.

3.11 Suggestions to Improve the Quality of ELT Methodology Course

The study program head recommended that lecturers of the ELT Methodology course investigate other models of teaching and learning, such as the case method or team-based project. The lecturers would then discuss which model would be most effective for the students at the conclusion. The department will also put pressure on the faculty to supply the resources needed to support the ELT Methodology course. For this subject, the lecturer recommended that the case method be used. She added that lecturers should be imaginative in how they set up classroom activities and adaptable with the topics covered in the syllabus. She thought that the syllabus should serve as a common guide in the first place, and that lecturers should be able to modify the activities for the students as the semester progresses, such as by assigning problems to solve. Although it was up to each lecturer's comfort level whether or not to utilize the materials, she insisted that it was a really good idea to have set materials used for the classroom so that all of the lecturers who oversaw the sessions would have the same activities. Some recommendations that could raise the caliber of the ELT Methodology course were made by the students. First, the students recommended that more practice be done by the students and that the lecturer's strategies and tactics for teaching should be improved. The other students brought up the idea that lecturers have to supply the instructional materials.

4 Conclusion

The section on findings and discussions has brought to light several significant issues that must be taken into consideration when creating the syllabus for the ELT Methodology course. The syllabus document should first clearly describe the goals of the coursework so that both students and lecturers have a shared understanding of the course. The existing syllabus's topics need to be changed in light of the possibility that some could be combined. In addition, it appeared that the lecturers had allowed the students too much freedom to learn on their own without adequate guidance, which was not precisely what student-centered learning strives to do. As a result, the lecturer needed to reevaluate their approach to teaching and the course's methodology. Before the kids investigated their own learning tactics that worked for them, they still required guidance. Furthermore, neither team-based projects nor the case approach were included in the present syllabus.

According to the interviews, the materials provided to the students and the articles they obtained were documented in a textbook. Consequently, there was a request to supply research articles to incoming students in this course so they could incorporate them into their learning process. A strong internet connection is necessary for this coursework to function at its best, but as of right now, the university's circumstances do not fully support the ideal circumstance. As a result, the lecturer had to consider how to prepare for this before giving a lesson. Another thing to keep in mind was that students required a precise scoring rubric they could use to conduct self- and peer-evaluations and meet lecturer expectations. The researcher obtained the complete image needed to create a new syllabus for the ELT Methodology course by examining the perspectives of the lecturers, students, and the head of the English department regarding the coursework. By conducting this procedure as a part of the research and development (R&D) process, it is hoped that the new syllabus and the materials created later would meet the needs, wants, and deficiencies of all parties concerned.

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