

**A Need Analysis Distance
Learning Syllabus
Development Based on
Cooperative Learning
Method for Speaking Skill**

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Abstrak

Pengembangan silabus pembelajaran jarak jauh diperlukan untuk menyesuaikan dengan kondisi pembelajaran jarak jauh saat ini. Tujuan dari penelitian ini adalah untuk menganalisis silabus yang diterapkan di kelas dan membantu siswa untuk memenuhi kebutuhan mereka. Dalam penelitian ini, analisis dilakukan untuk mendapatkan tanggapan siswa terhadap silabus yang telah digunakan selama kegiatan pembelajaran online. Subjek penelitian ini adalah siswa kelas X SMA Negeri 1 Sampang. Sampel dipilih secara acak yaitu sebanyak 10 siswa. Penelitian ini dilakukan dengan menggunakan metode kualitatif sebagai desain untuk mengumpulkan data. Instrumen penelitian ini menggunakan kuesioner yang disebar dengan menggunakan Google Form. Hasil penelitian dipaparkan secara deskriptif kualitatif. Hasil penelitian ini menemukan bahwa pembelajaran keterampilan berbicara penting untuk dilakukan dengan pembelajaran kooperatif yang diterapkan dan penting bagi guru untuk melakukan observasi untuk mengembangkan silabus pembelajaran jarak jauh.

Kata Kunci: pembelajaran jarak jauh, Silabus, keterampilan berbicara, pembelajaran kooperatif

Abstract

Distance learning syllabus development needed to adapt to the current distance learning conditions. The aim of this research was to analyze the syllabus that was applied in the classroom and helped the students to fulfill their needs. In this study, an analysis was conducted to get the students' responses to the syllabus that had been used during online learning activities. The subject of the research was the students of 10th grade in SMA Negeri 1 Sampang. The sample was chosen randomly from as many as 10 students. This research was conducted using a qualitative method as a design to collect the data. The instrument of this research was used questionnaire distributed using Google Form. The result of the study was shown in descriptive qualitative. As the result, the research was found that speaking learning skill was important to conduct by applied cooperative learning and it was important for the teacher to have the observation to develop the distance learning syllabus.

Keywords: *distance learning, syllabus, speaking skill, cooperative learning*

1. Background

It has been more than 2 years since Indonesia was affected by a pandemic that requires all activities to be carried out at home as well as the education. According to Herliandry, Nurhasanah, Suban, and Kuswanto (2020), they state in early March was stated that the corona virus had spread in Indonesia until now. The complexity of handling this virus has made the world leaders implement super strict policies to break the chain of the spread of COVID-19. Social distancing is a tough choice for every country in implementing policies to prevent the spread of COVID-19, because this policy has a negative impact on all aspects of life. Restrictions on people's social interactions can hinder the rate of growth and progress in various areas of life. It does not have the other choice, because this method is the most effective. Several policies from the government require various agencies to change the provisions. Whether it is in the terms of work until the school. In the field of education, the government provides new policies with the aim of preventing the spread of COVID-19 from getting worse.

Therefore, distance learning has become a policy of the government for education in Indonesia to replace face-to-face learning activities in schools (Herliandry, et.al, 2020). Thus, that initially schools used the syllabus with offline activities, but now there is a development by combining these activities with online activities. However, due to sudden online learning, teachers cannot develop distance syllabus properly. According to Yana (2016), the development of the syllabus carried out by the teacher must be based on the needs of the students by analyzing it first and then the teacher can determine the right material and teaching methods in learning activities. In this current situation, there are several people who feel confuse such as teachers and lecturers who must quickly change the learning models and teaching activities. The students are confused with a pile

of tasks while studying at home, besides that parents feel stressed when they have to accompanying their child who is carrying out the online learning, in addition have to think about every day for the sake of survival in the midst of this pandemic (Arifa, 2020).

Online learning does not always provide benefits and it can also overcome problems in the classroom. There are several advantages and disadvantages found in applying online learning in teaching. According to Hadisi and Muna (2015), they mentioned several of advantages, one of the examples is online learning save costs because there is no need to spend on classroom equipment and disadvantages of online learning is Lack of interaction between teachers and students and even between students themselves so this can slow down the formation values in the teaching and learning process. In the application of the online syllabus, there are several parts that cannot facilitate student activities that are commonly used in class.

In English there are 4 skills that must be mastered by students, one of which is speaking. According to Torky (2006), he stated that speaking is one of the goals that must be achieved by the teacher in the learning process in the English class. In speaking someone will be involved in a communication with other people, therefore in learning the teacher can form a group in student learning activities to carry out an effective communication. It is baded on Yuharti (2017), she mentioned It should be noted that the skills required for activities speaking to be effective is to have much in common with what is needed for effective communication in other language skills. The learning method that can be implemented in accordance with the learning activities is cooperative learning. In addition according to Yuharti (2017), cooperative is a method of teaching that is done through small groups which focus on communication between members in the group.

One of the English skills that cannot be fulfilled optimally in learning distance syllabus is speaking skill. Because it is based on the problems obtained when dealing directly with several classes at SMA N 1 Sampang. Students look very weak in pronouncing vocabulary and correctly even students are less in composing words when asked to speak specially how they can have good cooperation with friends even though studying at a distance. This research will analysis the development of distance learning syllabus in SMA N 1 Sampang specially in speaking skill based on the cooperative learning method

2. Research Question

Based on the research background above, the research question of this research is formulated as follows,

1. What is the second grade students' response as autonomous learners toward the usage of PowToon?

3. Method

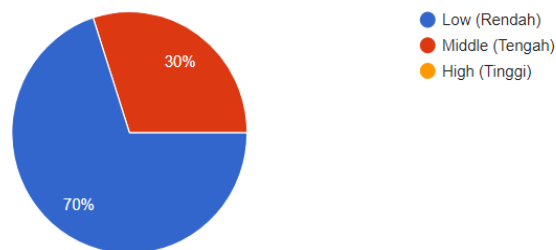
This study used a qualitative method to describe the results of the data obtained. The data was taken from one of the favorite schools in Sampang district that is SMA Negeri 1 Sampang. researcher uses qualitative as a method because she wanted to get in-depth data based on learning conditions experienced by students during the covid 19 pandemic. The research used 10th grade students from the science and social studies department as participants as many as 10 people who are randomly selected. Data collection is done by online using a questionnaire sheet and was distributed using Google form. In the questionnaire the researchers asked how they responses to the distance learning syllabus that they took during online classes

4. Findings and Discussion

The results of findings are presented in diagram 1-7:

1. Which one of your level in speaking? (Yang mana level Anda dalam berbicara?)

10 jawaban

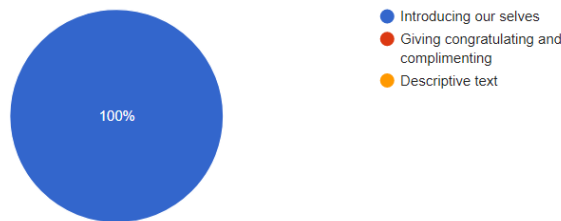


Questioner number 1

The question of questioner number 1 was “Which one of your level in speaking? (Yang mana level Anda dalam berbicara?)”. Based on the pie chart 1 the result showed there were 30% students who chose middle in their level of speaking meanwhile there are 70% of students who chose low in their level of speaking. It showed that the majority of students feel that their English skill needs to improve because they chose middle as their level in English.

2. Which one of this topic which asking you to do speaking activities? (Manakah dari topik ini yang meminta Anda untuk melakukan kegiatan berbicara?)

10 jawaban



Questioner number 2

The question of questioner 2 is “Which one of this topic which asking you to do speaking activities? (Manakah dari topik ini yang meminta Anda untuk melakukan kegiatan berbicara?)” and the result of diagram showed if 100% students chose “Introducing ourselves” as the topic which had speaking activity during the online class.

3. Which one of this learning media that are often used in class? (Manakah dari media pembelajaran ini yang sering digunakan di kelas?)

10 jawaban



Questioner number 3

The question in the questioner 3 is “3. Which one of this learning media that are often used in class? (Manakah dari media pembelajaran ini yang sering digunakan di kelas?)” It showed in the diagram if all the students chose WA as the learning media in the online class because they had the same teacher.

4. Please explain briefly what you did during the speaking activity! (Jelaskan secara singkat apa yang Anda lakukan selama kegiatan berbicara!)

10 jawaban

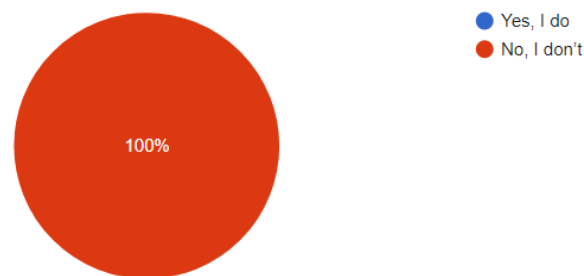
Membuat VN memperkenalkan diri
Making a voice note
Memperkenalkan diri sendiri
Mengirim voice note ke WA tentang perkenalan diri
Make a voice note about introducing our selves
Memperkenalkan diri
Voice note melalui WA memperkenalkan diri
Mmebuat VN perkenalan diri
Make an introducing about ourself

Questioner number 4

In the questioner 4 the question is “Please explain briefly what you did during the speaking activity! (Jelaskan secara singkat apa yang Anda lakukan selama kegiatan berbicara!)”. The form of the answer asked is slightly different from the previous question. In the questioner 4 the answers can be concluded that students were asked to make a voice recording about introducing themselves which was sent via WA.

5. Do you know all the members of your class during the online learning? (Apakah Anda mengenal semua anggota kelas Anda selama kelas daring?)

10 jawaban



Questioner number 5

The question of questioner 5 is “Do you know all the members of your class during the online learning? (Apakah Anda mengenal semua anggota kelas Anda selama kelas daring?) and based on the diagram 100% or all students chose “No, I don’t”.

6. Have you ever done the group activities with your friends? (Apakah kamu pernah melakukan kegiatan kelompok bersama teman-temanmu?)

10 jawaban

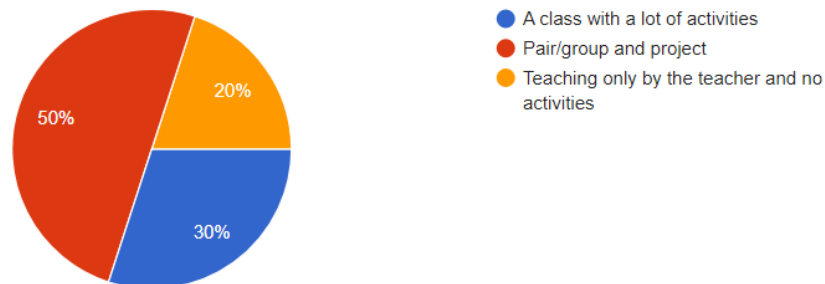


Questioner number 6

The questioner 6 with the question “Have you ever done the group activities with your friends? (Apakah kamu pernah melakukan kegiatan kelompok bersama teman-temanmu?)” had the answer if 100% of students chose “No, I have not” as their answer. It can be concluded that as long as the implementation of distance learning syllabus, the teacher did not use any group activities. Thus, all the students chose “No, I have not” as the answer.

7. What kind of Speaking class do you like? (Kelas berbicara seperti apa yang kalian suka?)

10 jawaban



Questioner number 7

The questioner of the last question is “What kind of Speaking class do you like? (Kelas berbicara seperti apa yang kalian suka?)” and there are three different choices from students. There are 30% a class with a lot of activities meanwhile there are 50% students who chose pair/group and project and the last there are 20% of students who chose teaching only by the teacher and no activities.

Based on the result of data, showed that development of distance learning syllabus was still lack in fulfilling speaking activities and interactions between students. While, according to Ratnasari (2020), she stated that speaking is a very important skill for students because it is the way they can communicate using a language well. It was mentioned on It can be seen from several of the results in the diagram. Firstly in diagram 1, it showed that students more than half of students feel that their speaking ability is still weak. The student felt insecure about his ability so he stated that their level of speaking is low. Moreover in the diagram 5 and 6 all the students had the same choice. For the diagram 5 it showed that all students chose they do not know the all members in their class. The reason of the problem in the diagram 5 is in the diagram 6. Diagram 6 showed that students never do collaborative activities between students so it is difficult for them to get to know other students. In the other hand according to Yuartati (2017), she stated that cooperative learning could help students to more focus on the interactions. Due to they are 10th grade students who the majority were from different schools. The last diagram showed that the half of students prefer to have partners when they want to speak.

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