



# THE INCORPORATION OF COMMUNICATION SKILLS IN PUBLIC SPEAKING COURSE SYLLABUS AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

Luthfia Putri Utami, Siti Drivoka Sulistyaningrum\*

Universitas Negeri Jakarta, Indonesia

## ABSTRACT

Communication skills have been considered as an essential skill and element of employability in the 21<sup>st</sup>-century, because these skills are needed for workplace adaptability competitiveness. Therefore, it also affects the field of education and integrating communication skills in the curriculum are urgently needed. Hence, this study aimed to explore the extent to which communication skills are incorporated, along with the syllabus components that have been incorporated into communication skills. To conduct this content analysis, the statements (words, phrases, and sentences) in the syllabus were collected and 12 out of 35 indicators of communication skills are employed. The data source of this study was the syllabus for the 4<sup>th</sup> semester of public speaking course in 2020 at University X in Jakarta. It was found that 11 out of 12 indicators were incorporated into the syllabus. Moreover, it turned out the indicators appear to be incorporated in 7 out of 12 components of syllabus, which are: Course Identification, Course Description, Learning Outcomes, Course Goal, Materials, Learning Methods, and Task Description. The result reveals that the communication skills are already incorporated but still limited and the syllabus needs further revisions in order to meet the communication skills indicators.

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\*Correspondence:  
drivoka@unj.ac.id

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## ABSTRAK

Keterampilan komunikasi telah dipandang sebagai keterampilan dan elemen penting dalam dunia kerja di abad ke-21 karena keterampilan ini diperlukan guna kemampuan beradaptasi dan berkompetisi di tempat kerja. Maka dari itu, hal ini juga mempengaruhi bidang pendidikan, sehingga mengintegrasikan keterampilan komunikasi dalam kurikulum sangat dibutuhkan. Oleh karena itu, penelitian ini bertujuan untuk mengetahui sejauh mana keterampilan komunikasi dimasukkan, beserta komponen-komponen silabus yang telah dimasukkan keterampilan komunikasi. Untuk melakukan analisis isi ini, pernyataan (kata, frasa, dan kalimat) dalam silabus dikumpulkan dan 12 dari 35 indikator keterampilan komunikasi digunakan. Sumber data penelitian ini adalah silabus mata kuliah *public speaking* semester 4 tahun 2020 di Universitas X yang berada di Jakarta. Ditemukan bahwa 11 dari 12 indikator telah masuk ke dalam silabus. Selain itu, indikator-indikator tersebut tergabung dalam 7 dari 12 komponen silabus, yaitu: Identifikasi Mata Kuliah, Deskripsi Mata Kuliah, Capaian Pembelajaran Mata Kuliah (CPMK), Sub-CPMK, Materi, Kegiatan Pembelajaran (Metode), dan Deskripsi Tugas. Hasil penelitian menunjukkan bahwa keterampilan komunikasi sudah dimasukkan ke dalam silabus namun masih diperlukan revisi lebih lanjut untuk memenuhi indikator keterampilan komunikasi.

**Kata Kunci:** *Keterampilan Komunikasi; Mata Kuliah Public Speaking; Silabus*

## INTRODUCTION

In recent years, the pace of change in the 21<sup>st</sup> century is moving rapidly toward various sectors of life, including the education sector (Schwab, 2017). How people communicate has changed drastically with the advent of emerging technology in the 21<sup>st</sup> century. It is well recognized that incorporating 21<sup>st</sup>-century

skills, especially communication skills, into the classroom are key to success (Bolstad, Gilbert, McDowall, Bull, Boyd & Hipkins, 2012). Kaburise (2016) also stated that communication skills have been identified as vital soft skills and a contributing factor to employability in the 21<sup>st</sup>-century. Communication skills are considered as critical skills in the workplace because it is one of the skills needed in order to be able to survive and adapt in the workplace (ATC21S, 2012). It is generally accepted that communication skills are a core essential of the 21<sup>st</sup>-century skills needed in this fourth industrial revolution and needed to be incorporated into the curriculum. Fadel, Bialik and Trilling (2015) found, there are four specific skills were considered the most essential, all of which were categorized as learning and innovation skills in Partnership for 21st Century's framework. These skills were then deemed as key skills for 21<sup>st</sup> century education and became collectively referred to as 4Cs, consisting of critical thinking and problem solving, communication, collaboration, and creativity and innovation. Radifan and Dewanti (2020) highlight how 4Cs, such as communication skills, are incorporated into senior high school English lesson plans, as well as investigating the lesson plan components in which those skills are incorporated. Another researcher, Kaushal (2018) did a study on incorporating employability skills in engineering education, their analysis focused on the syllabus and teaching methods used in communication skills classes in the colleges. However, there are still a limited number of studies that investigated how communication skills are incorporated into the syllabus of public speaking in university. The communication skills in this public speaking course are expected can be applied into the real world.

Furthermore, language education in the 21<sup>st</sup> century according to Eaton (2010) is no longer based on grammar, memorization, and rote learning. Instead, it focuses more on using language and cultural understanding to interact and engage with people all over the world. As a result, educators are being pushed to find ways to incorporate these established skills into the lessons. In that way, students have enough time to practice and master these skills in the course of their daily routines. According to Marinho, Medeiros, Gama and Teixeira (2017), 63,9% of the students have a fear of public speaking and 89,3% of the students would prefer their undergraduate program to include lessons to enhance public speaking. In response to this matter, prior studies have been conducted by some researchers regarding how communication skills are incorporated into the syllabus. One such study is by Zuwanda, Sumarni and Sulistyaningrum (2021), which conducted a study that used a qualitative descriptive method. Their analysis focused on designing life and career skills-incorporated speaking syllabuses for English Language Education Study Program by conducting a need analysis of life and career skills, including oral communication skills, towards nineteen syllabuses for speaking courses from six universities in Indonesia. The findings reveal that life and career skills have been incorporated implicitly and explicitly into speaking syllabuses and oral communication competence mainly appeared in the course description, learning objectives, learning outcomes, materials, and teaching method.

Kaushal (2018) also did a study on incorporating employability skills in engineering education, their analysis focused on the syllabus and teaching

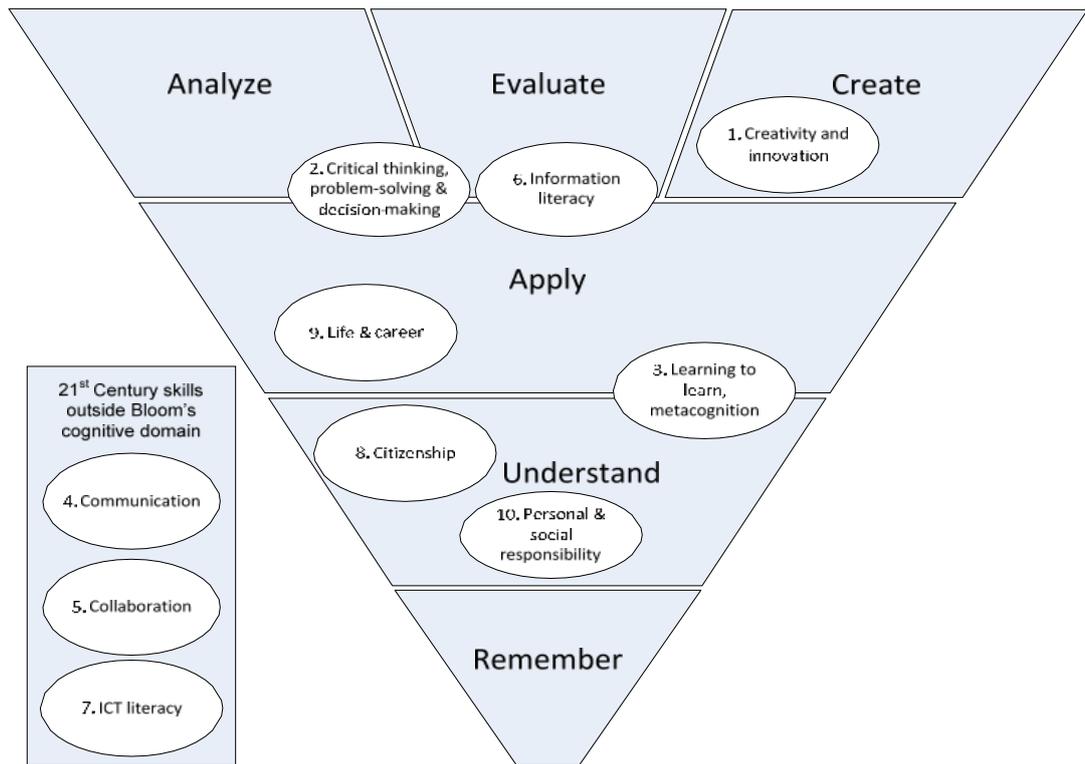
methods used in communication skills classes in the colleges. It was found that on reviewing the syllabi, most of the contact time was allotted to the theory of communication and very little activity or discussion, interaction time was reserved. In conclusion, the communication skills which are mostly taught to engineers through the chalk and talk method have failed to yield results. The researcher suggests some changes in the methodology of teaching communication skills to engineering students and the syllabus can be substantiated by some team-based activities like making a group presentation or a group discussion on some challenging topic.

Furthermore, Menggo, Suastra, Budiarsa and Padmadewi (2019) focused their analysis on the types of learners' target needs and learning needs for material development in the academic English-speaking course. The study's findings revealed that the students' wants strongly indicated that material design must be able to promote 21st-century skills. Students' desires for course design included communication and collaboration. Discussion as a technique is sought, group work as a classroom setting, and active communicator as the learners' role. Wicaksono (2015) also did a study regarding group work for tertiary students learning, it revealed that group work could facilitate students in working effectively and actively through a strong engagement in group discussion.

However, even though there have been studies on teachers' comprehension and implementation of 21<sup>st</sup>-century skills, there appears to be a limited of studies that investigate the incorporation of communication skills in the syllabus, despite their importance. Zuwanda et al. (2021) found oral communication competence mainly appeared in five components of the syllabus, which are: course description, learning objectives, learning outcomes, materials, and teaching method. According to that, this study should investigate further in which components of syllabus that incorporated communication skills in this public speaking course syllabus. Moreover, Kaushal (2018) analysed the syllabus made based on the teacher's thinking. It was stated that the most common method used for teaching communication skills was lecture mode due to a shortage of time and a lengthy syllabus. Meanwhile, this is contrary to the findings of a study from Menggo et al. (2019) which says that students need more practical learning methods. It is said that students want a strong material design that must be able to promote 21<sup>st</sup>-century skills, including communication skills, such as speaking tasks, discussions, and group work. This gap has led the researchers to further investigate this study, especially in the public speaking course syllabus at English Language Education Study Program as the initial purpose of this study was conducted.

### **Communication Skills**

Researchers from the Assessment and Teaching of 21<sup>st</sup> Century Skills (ATC21S) stated that 21<sup>st</sup>-century skills may be divided into four categories: ways of thinking, ways of working, tools for working, and skills for living in the world. Based on that, communication and collaboration skills are included in ways of working. Both of these skills are two important skills in the workplace because it is two skills needed to survive and adapt in the workplace. As Figure 1 shows how many of the 21<sup>st</sup>-century skills identified by ATC21S can be captured by the taxonomy, the exceptions are communication, collaboration, and ICT literacy.



**Figure 1.** Mapping of 21<sup>st</sup> Century skills (ATC21S conceptualization) onto Anderson and Krathwohl's (2001) revised hierarchy of Bloom's cognitive domain

Table 1 shows the four broad categories of 21<sup>st</sup>-century skills grouped by ATC21S (2012). Within these categories, they identified ten skills as encapsulating all others and accommodating all approaches. From the Table 1 shows that ATC21S, Partnership for 21st-Century Skills, Lisbon Council, ISTE NETS, and ETS iSkill emphasize communication skills include in ways of working. In other words, it is implicate that communication skills can be incorporated in curriculum (syllabus).

**Table 1.** Categories of 21st-Century Skills based on ATC21S (2012)

21 <sup>st</sup> -century skill category	ATC21S	21 <sup>st</sup> -century skills reviewed by ATC21S			
	21 <sup>st</sup> -century skills	Partnership for 21 <sup>st</sup> -century skills (2013)	Lisbon Council (2007)	ISTE NETS (2013)	ETS iSkill (2013)
<b>Ways of thinking</b>	creativity & innovation	creativity & innovation		creativity & innovation	creativity & innovation
	critical thinking	critical thinking	problem solving	critical thinking	critical thinking
	problem solving	problem solving		problem solving	problem solving
	decision making	decision making		decision making	
<b>Ways of</b>	learning to learn metacognition				
<b>communication</b>	communication	communication		communication	communication

	ATC21S	21 <sup>st</sup> -century skills reviewed by ATC21S			
<b>working</b>	collaboration	collaboration	collaboration	collaboration	collaboration
<b>Tools for working</b>	information literacy	information literacy	information literacy	information literacy	information literacy
		media literacy			
<b>ICT literacy</b>	ICT operation and concepts	ICT operation and concepts	ICT operation and concepts	ICT operation and concepts	ICT operation and concepts
	citizenship				
<b>Living in the world</b>	life and career	e.g. initiative flexibility leadership	flexibility adaptability		initiative self-direction
	personal and social responsibility				

Furthermore, Partnership for 21<sup>st</sup> Century (2019) stated successful communication necessitates not only the capacity to successfully convey thoughts and ideas but also the ability to properly listen to and understand context, as well as the ability to communicate effectively in a variety of settings. To have communication skills, one must be able to employ a variety of media and technology, as well as identify their efficacy, analyze their impacts, and predict their efficacy a priori. Trilling and Fadel (2009) also defined communication skills as the ability to effectively express thoughts and ideas using oral, written, and nonverbal communication skills, listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions, use communication to inform, advise, inspire, and convince, use various media and technologies, and interact effectively in a variety of situations. In line with that, Hymes (1972) in Schriffin, Tannen and Hamilton (2001) also said that being communicatively skilled meant knowing when to speak, to whom to speak, where to speak, and how to speak in suitable linguistic ways. Furthermore, Metusalem, Belenky and DiCerbo (2017) also stated that effective communication requires skills that support the successful conveying of meaning and, ultimately, the achieving of desired outcomes.

### Syllabus

According to Slattery and Carlson (2005), the syllabus is a ubiquitous aspect of the teaching process that encourages teaching and learning by communicating the general pattern of the course, so that a course does not feel like a series of disjointed tasks and events, but rather a well-planned and substantive path. Richards (2001) also defined a syllabus as a document that specifies the content of a course of instruction and defines what will be taught and tested. Another researcher, Gannon (2018) defined syllabus as a kind of promise for students to show them what they will be able to do after taking a particular course. It could be concluded that a syllabus is a document in academic settings to which contents such as assignments and activities as part of the teaching-learning process are specified and organized. A syllabus, in other words, is more detailed and concrete than a curriculum, and a curriculum may comprise many syllabi.

Table 2, illustrates components of syllabus according to Gannon (2018), Richards (2001), Sinor and Kaplan (2012), Slattery and Carlson (2005), and

National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020).

**Table 2.** Components of Syllabus

No.	Concept/Theory of Syllabus	Components of Syllabus
1	Gannon (2018); Sinor & Kaplan (2012); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	<i>Course identification</i> ; consist of course title, name of the study program, total credits hours, lecturer's name, and a description of how the course will be conducted.
2	Gannon (2018); Slattery & Carlson (2005)	<i>Lecture's contact details</i> ; includes lecturer's office, contact information, operational hours, method of contacting lecturer.
3	Sinor & Kaplan (2012); Slattery & Carlson (2005)	<i>Course description</i> ; it gives an idea of the course content and objectives.
4	Gannon (2018); Richards (2001); Slattery & Carlson (2005); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	<i>Learning outcomes</i> ; it describe the overall aim of a syllabus, assist students understand to which extent the course will help them develop their knowledge and skills, it also specify what students will be able to do as a result of taking the course.
5	Gannon (2018); Richards (2001); Slattery & Carlson (2005); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	<i>Course goal</i> ; it describes the purposes indicated in the learning outcomes in greater detail.
6	Gannon (2018); Richards (2001); Sinor & Kaplan (2012); Slattery & Carlson (2005); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	<i>Materials</i> ; consist of a list of materials that will be used in the course, it can be in form of printed materials such as textbooks, non-printed materials such as video, or materials that can be classified as both, such as online course as well as ways to access them.
7	Richards (2001); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	<i>Learning methods</i> ; describes the steps taken to help the learning process to achieve the learning outcomes.
8	Slattery & Carlson (2005); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	<i>Task description</i> ; it consists of the statements of scope for each of the project activities to be done by the students for the whole semester.
9	Gannon (2018); Richards (2001); Slattery & Carlson (2005); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	<i>Assessment criteria</i> ; included a grading scheme and scale. It help the students to assist them develop (formative) and to assess their achievement.
10	Gannon (2018); Sinor & Kaplan (2012)	<i>Course policies</i> ; this section covers topic such as attendance, late or missing assignments and exams, and academic honesty.
11	National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	<i>List of references for the course</i> .
12	Gannon (2018); Sinor & Kaplan (2012); Slattery & Carlson (2005); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	<i>Course schedule</i> ; a description of what happening each week in class and what students will be expected to complete during certain class sessions, when quizzes and/or exams will be offered, and when papers, projects, and other assessments will be submitted. It is include time allocation for each learning process.

## **Public Speaking Course**

Public speaking is a compulsory subject for student of English Language Education Study Program at University X, because speaking is one of the subjects given to students as a way of improving student's competencies through language. Moreover, public speaking is a vital means of communication; it is a part of talk as performance, which includes aspects such of audience and setting, structure construction, language formality, and method of delivery. Furthermore, public speaking requires students to think critically and logically, distinguish between facts from opinions, judge the credibility of statements, and evaluate the soundness of evidence. It teaches students how to give a speech that is both coherent and cohesive, as well as how to think clearly and accurately while arranging their thoughts into a good arrangement (Lucas, 2009).

There are two ways of distinguishing the tasks according to Lucas (2009); from its purpose of speech delivery and the methods of speech delivery. Speech delivery tasks in public speaking are divided into two categories depending in their purposes: (a) Speaking to inform; and (b) Speaking to persuade. Aside from the purposes, one aspect that is important to know for public speaking practice is the method of speech delivery. Some methods of speech delivery are: (a) Extemporaneous speaking; (b) Impromptu speaking; and (c) Manuscript reading.

As public speaking becomes a required skill that every student should master as its essence for their future career, this study should further investigate whether this public speaking course syllabus has met the ideal public speaking and incorporated communication skills. In addition, Regulation of Minister Education and Culture of Republic of Indonesia Number 3 year 2020 concerning National Standard of Higher Education highlights the curriculum adjustment in order to incorporate the 21<sup>st</sup> century skills in all elements of course design in higher education. Hence, additional studies of the incorporation of communication skills as one of the core essential skills in the 21<sup>st</sup> century into the syllabus are needed.

In brief, this study intended to explore the extent to which communication skills are incorporated and also to identify the components of syllabus that has been incorporated into communication skills in the public speaking course syllabus at English Language Education Study Program. Therefore, the research questions for this study were formulated as follow: (a) To what extent are communication skills incorporated into the public speaking syllabus at English Language Education Study Program?; (b) In which syllabus components are the communication skills incorporated into the public speaking course syllabus at English Language Education Study Program?

## **METHOD**

### **Research Design**

This study uses qualitative research, specifically content analysis as the methodology of the research. The material to be analyzed in this study is in a form of document, specifically syllabus of public speaking course. Content analysis was selected for this study because it can organize and elicit meaning of textual data from syllabus, particularly for communication skills indicators. As Mayring (2014) defines content analysis as a technique to analyze the data with a rule guided the research process.

## Data Source and Data

Data were collected for a specific purpose by selecting one university in Jakarta. The data source of the study were the syllabus of Public Speaking Course at English Language Education Study Program in University X. The data gathered through statements (words, phrases, and sentences) in syllabus components highlight communication skills indicators in the planned teaching-learning process. This research used the notions of communication skills framework by Hymes (1972) in Schriffin et al. (2001) and Metusalem et al. (2017) supported by the theory of communication skills from Partnership for 21<sup>st</sup> Century (2019) and Trilling and Fadel (2009). Whereas the notion of public speaking was used the framework by Lucas (2009).

## Research Instrument and Data Collection Techniques

The research instrument for this study was the communication skills indicators which present in Table 3. Table 3 illustrates the 12 indicators of communication skills to conduct the analysis of this study according to the analysis conducted on the concept of communication skills from Hymes (1972) in Schriffin et al. (2001) and Metusalem et al. (2017) supported by the theory of communication skills from Partnership for 21<sup>st</sup> Century (2019) and Trilling and Fadel (2009) and also considering the concept of public speaking by Lucas (2009).

**Table 3.** Indicators of Communication Skills

Indicator Code	Indicators of Communication Skills
CS1	Incorporates conveying thoughts and ideas effectively using oral communication skills (Partnership for 21 <sup>st</sup> Century (2019); Trilling & Fadel (2009)).
CS2	Incorporates conveying thoughts and ideas effectively using nonverbal communication skills (Trilling & Fadel, 2009).
CS3	Incorporates employing a variety of media (Partnership for 21 <sup>st</sup> Century (2019); Trilling & Fadel (2009)).
CS4	Incorporates employing a variety of technology (Partnership for 21 <sup>st</sup> Century (2019); Trilling & Fadel (2009)).
CS5	Incorporates analyzing their impacts (Partnership for 21 <sup>st</sup> Century, 2019).
CS6	Incorporates using communication to inform (Trilling & Fadel, 2009).
CS7	Incorporates using communication to convince (Trilling & Fadel, 2009).
CS8	Incorporates the knowledge of the sounds and their pronunciation (Hymes (1972) in Schriffin et al., 2001).
CS9	Incorporates the way that meaning is conveyed through language (Hymes (1972) in Schriffin et al., 2001).
CS10	Incorporates knowing how to use language appropriately depends on the topic (Hymes (1972) in Schriffin et al. (2001); Metusalem et al. (2017)).
CS11	Utilize the most appropriate communicative channel (Metusalem et al., 2017).
CS12	Incorporates analyzing speech critically (Metusalem et al., 2017).

To gather the data, the researchers, first, collect data syllabus from the authorized lecturer of Public Speaking Course in English Language Education Study Program from University X. Secondly, highlight the statements (words, phrases, and sentences) in the components of the syllabus; which are course identification, lecturer's contact details, course description, learning outcomes,

course goal, materials, learning methods, task description, assessment criteria, course policies, list of reference, and course schedule. Thirdly, present each statement (words, phrases, and sentences) into the table of the syllabus components identification and present the statements that indicate communication skills into the table of analysis of communication skills incorporated according to which indicator they belong to and to which components they belong to.

### Data Analysis Procedures and Techniques

The data analysis procedure will be based on data gained from the data collection process. The content analysis by Mayring (2014) is used to analyze this study. As cited, there were some steps of analysis conducted in this study. First, the researchers establish categories by defining concepts from theory, other studies or previous research. Secondly, the researchers code the indicators of communication skills and statements of communication skills in the syllabus by marking the text passage and marking the category which the data in. Thirdly, the researchers analyze the data and interpret the findings. Fourthly, the researchers conclude the discussion. Lastly, expert pedagogical judgments are used to verify and evaluate the findings. Since this study was limited to only one syllabus and one university in Jakarta, the findings cannot be generalized to all higher education in Jakarta.

### FINDINGS

After formulating and analyzing the data qualitatively, the analysis result of existing syllabus in public speaking course at English Language Education Study Program from University X, found the following questions.

#### The Extent to Which Communication Skills are Incorporated in the Syllabus

The results of the analysis indicate that communication skills indicators incorporated into the existing syllabus as 11 out of 12 indicators were fulfilled. Table 4 illustrates the indicator of communication skills which are analyzed, components of syllabus which are found incorporated into communication skills indicator, as well as the statements that indicates communication skills in the components of the syllabus.

**Table 4.** Analysis of Communication Skills in the Syllabus

Indicators of Communication Skills	Syllabus Components	Statements (Sentences/words/phrases)
CS1 (13%)	Learning outcomes	Able to <b>demonstrate</b> text features (social function, text structure, and lexicogrammatical elements) of ceremonial speech, informative speech, and persuasive speech.
	Course goal	Able to <b>explain</b> the text features of expressing feelings & hopes, describing objects/things, and making satisfaction section & practical steps.
	Learning methods	<b>Presentation.</b> <b>Group and class discussion.</b>
CS2 (13%)	Learning outcomes	Able to <b>demonstrate</b> text features (social function, text structure, and lexicogrammatical elements) of ceremonial speech, informative speech, and persuasive speech.
	Course goal	Able to <b>explain</b> the text features of expressing feelings &

Indicators of Communication Skills	Syllabus Components	Statements (Sentences/words/phrases)
	Learning methods	hopes, describing objects/things, and making satisfaction section & practical steps. <b>Presentation.</b> <b>Group and class discussion.</b>
CS3 (9%)	Course goal	Able to explain the text features of <b>giving visual aids and using statistics &amp; quoting experts.</b>
	Learning methods	<b>Presentation.</b>
CS4 (4%)	Course description	In this course, students can learn about ceremonial speech, scientific (informative) speech, and persuasive speech. Students learn to compare various types of speech texts to carry out social functions with clear goals, cohesively and coherently, with appropriate and acceptable lexicogrammatical elements according to the context of the situation, based on good mental and social attitudes, also <b>utilizing information and communication technology.</b>
CS5 (0%)	-	-
CS6 (9%)	Course description	In this course, students can learn about ceremonial speech, <b>scientific (informative) speech</b> , and persuasive speech. Students learn to compare various types of speech texts to carry out social functions with clear goals, cohesively and coherently, with appropriate and acceptable lexicogrammatical elements according to the context of the situation, based on good mental and social attitudes, also utilizing information and communication technology.
	Materials	Material: <b>Informative Speech</b> Sub-Materials: Introduction, describing objects/things, giving visual aids, quoting the experts, conclusion.
CS7 (9%)	Course description	In this course, students can learn about ceremonial speech, scientific (informative) speech, and <b>persuasive speech</b> . Students learn to compare various types of speech texts to carry out social functions with clear goals, cohesively and coherently, with appropriate and acceptable lexicogrammatical elements according to the context of the situation, based on good mental and social attitudes, also utilizing information and communication technology.
	Materials	Material: <b>Persuasive Speech</b> Sub-Materials: Introduction, problems, statistics and experts, satisfaction section & practical steps, appealing closing.
CS8 (9%)	Course description	In this course, students can learn about ceremonial speech, scientific (informative) speech, and persuasive speech. Students learn to compare various types of speech texts to carry out social functions with clear goals, cohesively and coherently, with <b>appropriate and acceptable lexicogrammatical elements</b> according to the context of the situation, based on good mental and social attitudes, also utilizing information and communication technology.
	Learning outcomes	Able to <b>understand, demonstrate, and distinguish</b> text features (social function, text structure, and <b>lexicogrammatical</b> elements) from ceremonial speech, informative speech, and persuasive speech.
CS9 (9%)	Course description	In this course, students can learn about ceremonial speech, scientific (informative) speech, and persuasive speech.

Indicators of Communication Skills	Syllabus Components	Statements (Sentences/words/phrases)
	Learning outcomes	Students learn to compare various types of speech texts to carry out social functions with clear goals, cohesively and coherently, with <b>appropriate and acceptable lexicogrammatical elements</b> according to the context of the situation, based on good mental and social attitudes, also utilizing information and communication technology. Able to <b>demonstrate</b> text features (social function, text structure, and <b>lexicogrammatical</b> elements) of ceremonial speech, informative speech, and persuasive speech.
CS10 (4%)	Task description	Assignment 1/2/3 Method: <b>Identify the main topic</b> of each paragraph.
CS11 (4%)	Course identification	Room: <b>LMS Microsoft Teams</b> .
CS12 (17%)	Course description	In this course, students can learn about ceremonial speech, scientific (informative) speech, and persuasive speech. Students learn to <b>compare various types of speech texts</b> to carry out social functions with clear goals, cohesively and coherently, with appropriate and acceptable lexicogrammatical elements according to the context of the situation, based on good mental and social attitudes, also utilizing information and communication technology.
	Learning outcomes	Able to <b>understand, demonstrate, and distinguish</b> text features (social function, text structure, and <b>lexicogrammatical</b> elements) from ceremonial speech, informative speech, and persuasive speech.
	Course goal	Able to <b>identify</b> the text features of introduction. Able to <b>identify</b> the text features of giving metaphor, simile, repetition & alliteration. Able to <b>identify</b> the text features of expressing feelings & hopes. Able to <b>identify</b> the text features of closing.
	Task description	<b>Analysis</b> of ceremonial speech. <b>Analysis</b> of informative speech. <b>Analysis</b> of persuasive speech.

Table 4 shows that the public speaking syllabus is incorporated with communication skills. The communication skills indicators found in different syllabus components, from course description to task description. The most commonly seen is CS12 as the syllabus incorporates analyzing speech critically by 17% (4 out of 12 syllabus components were incorporated into the indicators), which is by comparing variety types of speech (ceremonial speech, informative speech, and persuasive speech) and can understand, apply, and distinguish the feature could encourages students to analyzing it critically. CS12 is incorporated in the course description, learning outcomes, course goal, and task description.

CS1 and CS2 on the other hand, are only seen in the learning outcomes, course goal, and learning methods. Both of them incorporate conveying thoughts and ideas effectively using oral and nonverbal communication skills by 13% (3 out of 12 syllabus components were incorporated into the indicators). By explaining text features, such as describing objects/thoughts, students can think critically and logically like the purpose of speech delivery in public speaking, which is speaking

to inform. Students also can convey their thoughts and ideas using oral communication skills in presentation or class/group discussion. In line with the purpose of persuasive speech, which is to persuade the audience, it is important to use nonverbal communication skills like eye contact, facial expressions, and gestures because it can help to convince the audience.

As for CS3 where the syllabus incorporates employing a variety of media, it only be seen by 9% in course goal and learning methods (2 out of 12 syllabi can components were incorporated into the indicators). As in informative speech and persuasive speech, it is necessary to use media that can attract the attention of audiences in order to inform and persuade audiences, it is stated in the course goal that there are a feature text about giving visual aids in informative speech and also using statistics in persuasive speech. The use of these media can further convince the audience about the ideas given by the speakers. The speakers can also use presentation as stated in the learning methods.

Furthermore, CS6 and CS7, which mean the syllabus incorporates using communication to inform and convince, are also included by 9% in course description and materials (2 out of 12 syllabus components were incorporated into the indicators). This syllabus uses informative speech and persuasive speech as materials, as stated in course description and materials. From these materials, students can learn how to use communication to inform and convince, in line with the purposes of speech delivery in public speaking, which is speaking to inform and speaking to persuade the audience.

Other indicators, CS8 and CS9, which mean the syllabus incorporates the knowledge of the sounds and their pronunciation and incorporates the way that meaning is conveyed through language, also can be seen by 9% (2 out of 12 syllabus components were incorporated into the indicators). This syllabus stated lexico-grammatical in course description and learning outcomes which includes lexis and grammar. Lexis has an important role in expressing meaning. This includes sources of words expression as pronounced sounds, sources of intonation to realize grammatical choices directly, as well as sources of rhythm and articulation of syllabi and phonemes.

Moreover, CS4 is found only in course description, which means only by 4% (1 out of 12 syllabus components were incorporated into the indicators). It is stated explicitly in the course description, the class utilizing information and communication technology. Also, because the class is held online, the use of technology is ensured in the classroom. Other indicators, CS10 and CS11 also found by 4% (1 out of 12 syllabus components were incorporated into the indicators). CS10 was incorporated in task description, containing the activity where students need to identify the main topics contained in each paragraph to find out how to use language appropriately depends on the topic. Next, CS11 was incorporated in course identification, suggesting that teaching and learning activities are held through the LMS Microsoft Teams platform due to an unexpected situation.

Lastly, it can be seen that CS5 is not incorporated in any syllabus components, which means this syllabus does not incorporates the students to analyzing their impacts of speaking or communication. However, to do public speaking, students should know the impacts of their speech to the audiences. It is

in line with the purposes of speech delivery in public speaking, which is speaking to inform and persuade.

### **Syllabus Components Incorporating the Communication Skills**

The findings from the analysis of communication skills in the existing public speaking syllabus found that communication skills were integrated into 7 out of 12 syllabus components, i.e., the course identification, course description, learning outcomes, course goals, materials, learning methods, and task description which are shown in Table 3. It shows the syllabus components and the statements (sentences/words/phrases) in the syllabus components which incorporated with the communication skills.

Table 3 shows that the existing public speaking syllabus explicitly and implicitly incorporated communication skills in the aforementioned syllabus components. The dominant component of the syllabus which is incorporated into communication skills is the course description, because 6 out of 12 indicators of communication skills were incorporated. Surprisingly, 5 out of 12 syllabus components did not incorporate in any indicators of communication skills, i.e., the lecturer's contact details, assessment criteria, course policies, list of references, and course schedule. It is because the lecturer's contact details are not present in the syllabus, while another component of the syllabus, the course schedule, is not included because what is in the course schedule is also included in the course goal, materials, assessment criteria, learning methods, and task description. While the time allocation contained in the course schedule is not incorporated with communication skills.

### **DISCUSSION**

With regard to the first research question, the extent of communication skills indicators incorporated in the syllabus showed that 11 out of 12 indicators were incorporated into the syllabus. While one indicator, which is CS5, did not incorporate in the syllabus, which means the students did not analyze the impacts of their speech. Furthermore, the result also revealed that the 11 indicators found in the 7 out of 12 syllabus components, i.e., the course identification, course description, learning outcomes, course goals, materials, learning methods, and task description. Moreover, the lecturer's contact details, assessment criteria, course policies, list of references, and course schedule did not incorporate in any indicators of communication skills.

Thus, the result of the present study contradicts with a previous study by Zuwanda et al. (2021) which claimed that the communication competence mainly appeared in five components of the syllabus, i.e., the course description, learning objectives, learning outcomes, materials, and teaching method. While Sumiati, Lustyantje and Iskandar (2020) claimed that the communication skills only integrated into four components of the syllabus, i.e., the learning outcomes, materials, the method of teaching, and the assessment and evaluation. However, Gannon (2018), Richards (2001), Sinor and Kaplan (2012), Slattery and Carlson (2005), and National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020) categorize 12 core components in the syllabus, such as course identification, lecturer's contact details, course description, learning outcomes,

course goal, materials, learning methods, task description, assessment criteria, course policies, list of references, and course schedule. Thus, the components of syllabus that are being examined are those that are part of the core component.

The first component is course identification. Course identification consists of course title, name of the study program, total credits hours, lecturer's name, and a description of how the course will be conducted. The result of the analysis in the course identification found that there was only one communication skills indicator, namely CS11. It shows that the incorporation of communication skills in the syllabus, especially the course identification section is limited. Moreover, the second component is lecturer's contact details. Lecturer's contact details did not incorporate into any of communication skills indicators, because lecturer's contact details only includes lecturer's office, contact information, operational hours, method of contacting lecturer as stated by Gannon (2018), Sinor and Kaplan (2012), and National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020). Furthermore, the third component is course description. Course description is gives an idea of the course content and objective. The result of the analysis in the course description found that there were six communication skills indicator, namely CS4, CS6, CS7, CS8, CS9, and CS12. Because the course description explains the course content, the communication skills indicator can be seen in this section.

In line with the component of syllabus, the other components worth deeper looking are the learning outcomes, course goal, and materials. Learning outcomes describe the overall aim of a syllabus, assist students understand to which extent the course will help them develop their knowledge and skills, it also specify what students will be able to do as a result of taking the course. The result of the analysis found that there were five communication skills indicators incorporate into the components of syllabus, namely CS1, CS2, CS8, CS9, and CS12. While course goal describes the purposes indicated in the learning outcomes in greater detail. The result found that there were four communication skills indicators incorporated, namely CS1, CS2, CS3, and CS12. Materials which consist of a list of materials that will be used in the course also incorporate in two communication skills indicators, it is CS6 and CS7. Other components of syllabus that connected were learning methods, task description, and assessment criteria. Learning methods describes the steps taken to help the learning process to achieve the learning outcomes.

Furthermore, when learning outcomes are incorporated with communication skills, so are learning methods. According to the result of analysis, there were three indicators incorporated, it is CS1, CS2, and CS3. Moreover, task description consists of the statements of scope for each of the project activities to be done by the students for the whole semester. It is connected to another component, which are assessment criteria. Assessment criteria included a grading scheme and scale. When the task description contains an explanation of the tasks given and includes communication skills, then in the assessment criteria there must also be an assessment related to communication skills. Based on the analysis, task description incorporate two communication skills indicators, namely CS10 and CS12. While assessment criteria did not incorporate in any of component of syllabus. Another component of syllabus that did not incorporate was course policies, list of

references, and course schedule. It is because course policies covers topic such as attendance, late or missing assignments and exams, and academic honesty. While list of references only state the references. The last is course schedule, what is in the course schedule is also included in the course goal, materials, assessment criteria, learning methods, and task description. While the time allocation contained in the course schedule is not incorporated with communication skills.

From the findings, it also appeared that the possible reason that can make the previous study difference with the present study may vary. One key reason is that because of the different learning areas. Sumiati et al. (2020) analyzed the syllabus in the translation course. Another possible explanation is that the indicators used to examine the communication skills in the syllabus are different. The study by Zuwanda et al. (2021) used the learning and career skills indicators by the National Association of Colleges and Employers (NACE) (2019), Binkley et al. (2012), and Partnership for 21<sup>st</sup> Century Skills (2009). While the study by Sumiati et al. (2020) used the indicators from Partnership for 21<sup>st</sup> Century Skills and the indicators of translator's competences by PACTE and Nord. However, it is found out that the incorporation of life and career skills or 21<sup>st</sup>-century skills, including communication skills, is pertinent in the syllabus. Accordingly, this study still has to be analyzed further. These findings are contradicting with the previous study by Kaushal (2018) which claimed in his study that the incorporation of communication skills in their syllabus has failed.

Furthermore, the study claimed that it is because most of the contact time was allotted to the theory of communication and very little activity or discussion, interaction time was reserved (Kaushal, 2018). The researcher of the previous study suggests some changes in the syllabus be substantiated by some team-based activities like making a group presentation or a group discussion on some challenging topic. Based on the problems stated above, it is explained that team-based activities are also important and needed to be included in teaching and learning so that there is an interaction that creates communication skills. In dealing with those problems, this present study revealed that the syllabus has included either presentation or group/class discussions in every meeting and it can be proven in the components of syllabus, course schedule and learning methods. These findings are in line with Menggo et al. (2019) that it is also necessary to consider the learners' needs to incorporate the communication skills into the syllabus.

In terms of learners' needs, Menggo et al. (2019) finds students need more practical learning methods. It is said that students want strong material design such as speaking tasks, discussions, and group work. According to the previous study, this current study has already involved activities such as presentation (which includes oral speaking) and group/class discussions (which also need group work). However, the statements in the components of the syllabus are not explained further how the presentation and group/class discussion will be conducted in the teaching and learning activities. This finding confirmed research found by Kaushal (2018) with the idea that suggests some changes in the syllabus to be substantiated by some team-based activities.

It can be concluded that the public speaking course syllabus has been incorporated with communication skills. However, it has limitations that only look

at the incorporated communication skills in one syllabus. In terms of learners' needs, it should be stated in more detail in the syllabus about the activities that must be done. Uploading speeches video to YouTube, Facebook, or other platforms might make students more confident to speak in front of audiences. It is confirmed the idea of Mafruudloh and Fitriati (2020), that making a video that contains some material that they had learn and share their project on their social media account could help the students to accomplish the learning outcomes in speaking class. Thus, the researchers of the present study suggest that there should be further descriptive research which represents actual teacher and student behavior in the actual (non-virtual) classroom to investigate the skill of communication incorporated in the activity, because this present study was conducted during the circumstance of emergency remote teaching.

## **CONCLUSION**

The necessity of acquiring communication skills for higher education students is inevitable. Therefore, higher education has sought to incorporate communication skills into their syllabus in order to meet the demands of the 21<sup>st</sup>-century. Bearing this in mind, the researchers aimed to find out the extent to which communication skills are incorporated and to identify the components of the public speaking course syllabus at English Language Education Study Program from University X. In the contrary, the evidence from this study reveals communication skills have incorporated into the syllabus but not wholly incorporated and still limited.

Based on the findings from highlighted statements (words, phrases, and sentences) in syllabus components that indicate communication skills, the results revealed that 7 out of 12 components of the syllabus are incorporated. It is possible to incorporate the communication skills into the public speaking course syllabus by accommodating those skills in the components of the syllabus: course identification, course description, learning outcomes, course goal, materials, learning methods, and task description.

As for the communication skills in which are incorporated, 11 out of 12 indicators appear to be incorporated in the syllabus. The indicators of communication skills involving are encourages students to conveying thoughts and ideas effectively using oral and nonverbal communication skills, employing a variety of media and technology, using communication to inform and convince, having the knowledge of the sounds and their pronunciation, knowing the way that meaning is conveyed through language, knowing how to use language appropriately depends on the topic, utilize the most appropriate communicative channel, and analyzing speech critically. In conclusion, the public speaking course syllabus at English Language Education Study Program from University X has been incorporated into communication skills. However, it is still necessary to improve the syllabus in order to adapt with the ongoing 21<sup>st</sup>-century.

The research found some limitations, the findings cannot be generalized to all public speaking course syllabuses in higher education because this study was limited to only one public speaking course syllabus in one university. The result of this study also has a number of implications. Based on the findings, it needs much consideration to provide a clear and detailed statement on the learning method components. If the component statement is clarified again, it will be easier to know

that learning methods are an important part of communication skills. In the meantime, the analysis of communication skills in this study was limited only to one particular course in English Language Education Study Program and specific only on the syllabus. Therefore, further study is needed to examine the incorporation of communication skills in English classrooms by means of observation as well. In this way, future study can compare the differences between how the communication skills are incorporated in the syllabus and how they are carried out in the classroom interaction. A variety of research instruments also should be employed to gain depth insight about the skill's incorporation in this course as well as other courses of English Language Education Study Program.

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## APPENDIX

Original Indonesian Version of Table 4. Analysis of Communication Skills in the Syllabus

Indicators of Communication Skills	Syllabus Components	Statements (Sentences/words/phrases)
CS1 (13%)	Learning outcomes	Mampu <i>mendemonstrasikan</i> fitur teks (fungsi sosial, struktur teks, dan unsur leksikogramatika) dari ceremonial speech, informative speech, and persuasive speech.
	Course goal	Mampu <i>menjelaskan</i> fitur teks bagian expressing feelings & hopes, describing object/things, and making satisfaction section & practical steps.

Indicators of Communication Skills	Syllabus Components	Statements (Sentences/words/phrases)
	Learning methods	<i>Presentasi.</i> <i>Diskusi kelompok dan diskusi kelas.</i>
CS2 (13%)	Learning outcomes	Mampu <i>mendemonstrasikan</i> fitur teks (fungsi sosial, struktur teks, dan unsur leksikogramatika) dari ceremonial speech, informative speech, and persuasive speech.
	Course goal	Mampu <i>menjelaskan</i> fitur teks bagian expressing feelings & hopes, describing object/things, and making satisfaction section & practical steps.
	Learning methods	<i>Presentasi.</i> <i>Diskusi kelompok dan diskusi kelas.</i>
CS3 (9%)	Course goal	Mampu menjelaskan fitur teks bagian <i>giving visual aids and using statistics &amp; quoting experts.</i>
	Learning methods	<i>Presentasi.</i>
CS4 (4%)	Course description	Pada mata kuliah ini mahasiswa dapat belajar tentang pidato seremonial, pidato/orasi ilmiah (informatif), dan pidato persuasif. Mahasiswa belajar membandingkan berbagai jenis teks pidato untuk melaksanakan fungsi sosial dengan tujuan yang jelas, secara kohesif dan koheren, dengan unsur leksikogramatika yang tepat dan berterima sesuai dengan konteks situasinya, didasari sikap mental dan sosial yang baik, serta <i>memanfaatkan teknologi informasi dan komunikasi.</i>
CS5 (0%)	-	-
CS6 (9%)	Course description	Pada mata kuliah ini mahasiswa dapat belajar tentang pidato seremonial, <i>pidato/orasi ilmiah (informatif)</i> , dan pidato persuasif. Mahasiswa belajar membandingkan berbagai jenis teks pidato untuk melaksanakan fungsi sosial dengan tujuan yang jelas, secara kohesif dan koheren, dengan unsur leksikogramatika yang tepat dan berterima sesuai dengan konteks situasinya, didasari sikap mental dan sosial yang baik, serta <i>memanfaatkan teknologi informasi dan komunikasi.</i>
	Materials	Pokok Materi: <i>Informative Speech</i> Sub-Materi: Introduction, describing objects/things, giving visual aids, quoting the experts, conclusion.
CS7 (9%)	Course description	Pada mata kuliah ini mahasiswa dapat belajar tentang pidato seremonial, pidato/orasi ilmiah (informatif), dan <i>pidato persuasif</i> . Mahasiswa belajar membandingkan berbagai jenis teks pidato untuk melaksanakan fungsi sosial dengan tujuan yang jelas, secara kohesif dan koheren, dengan unsur leksikogramatika yang tepat dan berterima sesuai dengan konteks situasinya, didasari sikap mental dan sosial yang baik, serta <i>memanfaatkan teknologi informasi dan komunikasi.</i>
	Materials	Pokok Materi: <i>Persuasive Speech</i> Sub-Materi: Introduction, problems, statistics and experts, satisfaction section & practical steps, appealing closing.
CS8 (9%)	Course description	Pada mata kuliah ini mahasiswa dapat belajar tentang pidato seremonial, pidato/orasi ilmiah (informatif), dan pidato persuasif. Mahasiswa belajar membandingkan berbagai jenis teks pidato untuk melaksanakan fungsi sosial dengan tujuan yang jelas, secara kohesif dan koheren, dengan unsur

Indicators of Communication Skills	Syllabus Components	Statements (Sentences/words/phrases)
	Learning outcomes	<i>leksikogramatika yang tepat dan berterima</i> sesuai dengan konteks situasinya, didasari sikap mental dan sosial yang baik, serta memanfaatkan teknologi informasi dan komunikasi. Mampu <i>memahami, menerapkan, dan membedakan</i> fitur teks (fungsi sosial, struktur teks, dan unsur <i>leksikogramatika</i> ) dari ceremonial speech, informative speech, dan persuasive speech.
CS9 (9%)	Course description	Pada mata kuliah ini mahasiswa dapat belajar tentang pidato seremonial, pidato/orasi ilmiah (informatif), dan pidato persuasif. Mahasiswa belajar membandingkan berbagai jenis teks pidato untuk melaksanakan fungsi sosial dengan tujuan yang jelas, secara kohesif dan koheren, dengan unsur <i>leksikogramatika yang tepat dan berterima</i> sesuai dengan konteks situasinya, didasari sikap mental dan sosial yang baik, serta memanfaatkan teknologi informasi dan komunikasi.
	Learning outcomes	Mampu <i>mendemonstrasikan</i> fitur teks (fungsi sosial, struktur teks, dan unsur <i>leksikogramatika</i> ) dari ceremonial speech, informative speech, dan persuasive speech.
CS10 (4%)	Task description	Metode Pengerjaan Tugas 1/2/3: <i>Mengidentifikasi topik utama</i> tiap paragraf.
CS11 (4%)	Course identification	Ruang: <i>LMS Microsoft Teams</i> .
CS12 (17%)	Course description	Pada mata kuliah ini mahasiswa dapat belajar tentang pidato seremonial, pidato/orasi ilmiah (informatif), dan pidato persuasif. Mahasiswa belajar <i>membandingkan berbagai jenis teks pidato</i> untuk melaksanakan fungsi sosial dengan tujuan yang jelas, secara kohesif dan koheren, dengan unsur <i>leksikogramatika yang tepat dan berterima</i> sesuai dengan konteks situasinya, didasari sikap mental dan sosial yang baik, serta memanfaatkan teknologi informasi dan komunikasi.
	Learning outcomes	Mampu <i>memahami, menerapkan, dan membedakan</i> fitur teks (fungsi sosial, struktur teks, dan unsur <i>leksikogramatika</i> ) dari ceremonial speech, informative speech, dan persuasive speech.
	Course goal	Mampu <i>mengidentifikasi</i> fitur teks bagian introduction. Mampu <i>mengidentifikasi</i> fitur teks bagian giving metaphor, simile, repetition & alliteration. Mampu <i>mengidentifikasi</i> fitur teks bagian expressing feelings & hopes. Mampu <i>mengidentifikasi</i> fitur teks bagian closing
	Task description	<i>Analisa</i> pidato seremonial. <i>Analisa</i> pidato informatif. <i>Analisa</i> pidato persuasive.