

Inducing Critical Discourse Analysis in Speaking Syllabus for EFL Students of Indonesian Islamic Universities

Umar Fauzan

LAIN Samarinda, Indonesia

e-mail: umarfauzan@yahoo.com

Abstract

Speaking courses are predominant to equip the students oral proficiency and the stages of the improvement are required to include in the speaking syllabus. This study was conducted to see the weaknesses of speaking course and renewal of speaking syllabus as the revision. This study used content analysis and thematic analysis as the research design. The study involved speaking lecturers, students of speaking course, and head of English language education of IAIN Samarinda as research subjects. Data on syllabus documents were obtained from the document analysis and data on the subjects' perceptions were collected using interviews and questionnaire. The study revealed that speaking courses were revised their names as: speaking for daily conversation, speaking for formal settings, speaking for academic settings, speaking for academic purposes, and public speaking. Three primary characteristics of the renewal speaking sources were termed: learning outcomes, needs analysis based course contents, and CDA inductions.

Keywords: CDA, speaking course, oral proficiency, induction

A. Introduction

This paper reports the results of the syllabus design of speaking course for the EFL students in English department of State Islamic Institute (IAIN) of Samarinda. The topics are selected as the choice because of twofold. First, syllabus for the speaking course at IAIN has not been defined in a way speaking courses equip students prepare themselves achieve the level of proficiency of EFL students. Second, speaking scopes in the IAIN Samarinda need revision inducing more widely context analysis where critical discourse analysis (CDA) should be included.

Researches on speaking course in college levels in Indonesia (Fauzan, 2014; Sayuri, 2016; Nurhayati, 2016; Irawati, 2016; Fauzan, 2016) show apparent focuses on speaking class are encouraged to promote students' activities making them actively take involve in the oral interactions. The focuses of the study are the selections of speaking activities and little focuses on speaking fluency to improve students' attainment on oral proficiency in the classroom. Speaking strategies for the students are defined as the way teaching methods induced by the researches are adopted by the students to achieve prescribed by teachers and students get involved in the interactions actively. In addition, English teachers focused on the students' performances where they present ideas, administer the utterances in line with the procedures and give feedback on students' awkward sentences or ideas that are delivered imperfectly. Attainment is considered appropriate if the students show oral activities that the patterns have referred to or identical to what the teachers have been exemplified and the way students express ideas orally is considered fluent by the teachers.

The learning outcomes of the syllabus defined vary considerably in the context of curriculum design. Typically, speaking courses at IAIN constitute similarities as in the Indonesian universities serving English Language Education Program or Literature Department. Speaking course is one of the four English skills, listening, speaking, reading and writing, offered in three to four consecutive semesters starting from the first semester for the freshmen. In this context, speaking course may serve Speaking I, Speaking II, Speaking III, and Speaking IV respectively offering 2 to 3 credits and require 3 to 4 semester to complete all. Variations are made in the focus of the learning objectives of the each speaking course, some that consider additional speaking proficiency from the first to fourth speaking courses lack, the study program may serve an additional labeled as a 2 credit Intensive Speaking, Public Speaking, or Academic speaking, making the total credit of speaking course varies from 8 to 10 credits equipped in 4 to 5 semesters.

With the advance of new curriculum design imposing National Qualification Framework (in Indonesian terms KKNI, *Kerangka Kurikulum Nasional Indonesia*) that imposes learning outcomes as the basis qualification of students' proficiency modification of curriculum paradigm specifically the contents of the course that manifest the learning outcomes is subject to be made. Accordingly, alignment on the speaking course is made to rename the labels of speaking course, for instance: Speaking I into Speaking for Daily Conversation indicating the learning outcome "daily conversation" targeted as level of proficiency after students finished to take the course. Of course, teaching methodologies construing the modification should follow as innovative teaching strategies in the speaking course. This way, the researcher focuses this study on how speaking syllabus for English language education program of EFL

students at IAIN Samarinda is defined and the induction of CDA in the syllabus is outlined.

B. Literature Review

1. Speaking skills

Speaking happens in real time processing of speech organs that produce sounds. Lungs produce a stream of air, drive it through the vocal cords, and it shaped by the position and the movement of the tongue, teeth, and lips. Vowel sounds are produced by the action of the tongue and the lips. Consonant sounds are determined by the point at which the air stream is obstructed. The combination of vowel and consonant allows the English speaker to produce words and sentences (Thornby, 2005).

Burns & Joyce (1999) state speaking is about making and exchanging meaning. Speaking enables the speakers to participate in social situations and interact with other people. As speakers they can (1) ask for things that they want, (2) get other people to response to their request, (3) express who they are as individuals, (4) socialize with those around them, (5) explore their world and find out how things work, (6) verbalize things that go on in their imagination, and (7) exchange information with other people. Furthermore, Hedge (2003) claims that speaking competence involves three aspects, they are (1) distinguishing types of speaking situation, (2) making oneself understood, and (3) managing interaction.

2. Critical Discourse Analysis in the EFL Class

Critical discourse analysis (CDA) is the practice of language analysis that uses written and oral sources as the sources of analysis. CDA has broad concerns in the area of language analysis that Fairclough (1989) asserts on the political, social, and other pertinent concerns. In this respect, however, the researcher focuses only CDA in the context of the speaking class and limits its focus on the relevant aspects of CDA in the teaching of speaking. Considerably, limitations are made to dominance, discourse framing, and delivery of ideas.

In the point of view of critical discourse analysis, language is not neutral, but it carries a certain ideological messages that are affected by the creator of the text. Fairclough (1989) stated the concept of discourse in a language as a 'social practice'. As social practice, language becomes a part of social process. Language has a dialectic characteristic that has a passive and active role. In a passive role, language is a recorder of what is going on in people's lives.

van Dijk (1988) notes that CDA is concerned with studying and analyzing written texts and spoken words to reveal the discursive sources of power, dominance, inequality, and bias and how these sources are initiated, maintained, reproduced and transformed within specific social, economic, political and historical contexts. The text represents ideology, power and dominance. Ideology refers to attitudes, set of beliefs, values and doctrines with reference to religious, political, social and economic life, which shape the individual's and group's perception and through which reality is constructed and interpreted (Taiwo, 2007). According to Fairclough (1992), ideology is institutionalized and used as tools in the hands of some people to suppress and dominate others. van Dijk (1995) observes that ideologies are "cognitive" in the sense

that they involve mental objects such as ideas, thoughts, beliefs, judgments, values and belief systems.

Critical discourse analysis (CDA) practices in the classroom settings are focused to the interactions between teachers and students with the purposes to encourage students to be actively involved in the learning process. Therefore, the complex procedures of CDA are difficult to apply but doable. Abdullah & Hosseini (2012) framed teachers have institutionally the right to control and take charge of the classroom activities in termed “power behind discourse”. The asymmetrical power relations may be realized in classroom discourse including teacher talking time, turn-taking system, distribution of modes of meaning, elicitation strategies, and topic control. The teachers’ power enactment over the students may take place in terms of the use of “interruption”, “topic control” and “enforcing explicitness”.

3. Needs Analysis for the Speaking Course

Needs analysis is firstly introduced by Munby (1972) as cited by Solikhah, et al (2014) functioning as the starting point to curriculum development, renewal process, syllabus and materials development, and collecting information on learners’ needs. Needs analysis meets students’ needs, expectation from the lecturers and alignment of students needs, expectation of the institution, and standard criteria on certain field of competency. Needs analysis is the starting point to any curriculum development renewal process, syllabus and materials. To meet data of the needs analysis, data were collected from variety of source, including: students, lecturers, academic staffs, administrators, and current lecturers in the EAP program (Solikhah, 2015).

Further, Park (2012) as cited by Solikhah (2015) asserts that the needs analysis is the first step to develop curriculum and it starts with aims and objectives of the program. The learners needs are elaborated in this stage and the needs are translated into language and pedagogical process to produce effective course. Language needs are specified into content, purpose, and channel of language teaching. Needs analysis is beneficial to syllabus design and materials writing.

Five sources of needs analysis suggested by Long (2005) cited by Kim (2013) include: published and unpublished literature, learners, teachers and applied linguists, domain experts, and triangulated sources. When two or more sources were used to get the data, the data were triangulated by those sources. Needs analysis should involve language needs should be stated in the expected communicative behavioral terms, specifying content, purpose, role set, medium, mode and channels of language teaching (Adewumi & Owoyemi, 2012).

Needs analysis in this context is specified to identify the needs on speaking program appropriate for the needs of syllabus designs in IAIN Samarinda. The needs are identified firstly from the identification of curriculum contents of speaking course to find the discrepancy between what have been existed and new additional points the curriculum may should include through a modification. List of topics, scopes of topic items embedded in the learning objectives and learning outcomes are defined in according with the needs. To match the results of the curriculum identification, variety of data are confirmed: opinion from the speaking lecturers, speaking experts, students, and the institutions. To do this, an exploration study was conducted to define learning

outcomes, teaching materials, teaching methodology and assessment procedures. Based on the exploration, curriculum content of the speaking course is defined.

The results of the needs analysis was defined in the syllabus. Hutchinson & Waters (1987) define syllabus in its simplest level a statement of what is to be learnt. It reflects language and linguistic performance. Based on its process, syllabus design is the framework of activities as the absolute rules (Widdowson, 1984). Syllabus is the selection of materials based on objectives, duration of course, and level (Allen, 1984: 64). A syllabus is designed for a specific objective to be achieved and showing how to achieve it. A suitable syllabus is a secure for effective learning and positive outcome of the learning process. A good syllabus should be separately designed and ideally describe:

1. What the learners are expected to know at the end of the course, or course objectives in operational terms.
2. What is to be taught or learned during the course, in the form of an inventory items.
3. When it is to be taught, and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time constraints of the course.
4. How it is to be taught, suggesting procedures, techniques, and materials
5. How it is to be evaluated, suggesting testing and evaluating mechanisms.

(Dubin & Olshtain, 1986)

C. Research Methodology

1. Approach

This study used qualitative approach as the basis of analysis and assigned content analysis as the research design. Qualitative approach implied that data of this study were narrative in terms of facts, sentences, information, artifacts, and statement the logics of which were linked to form evidences. In addition, the qualitative content analysis is an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytical rules and step by step models, without rash quantification. The object of (qualitative) content analysis can be all sort of recorded communication (transcripts of interviews, discourses, protocols of observations, video tapes, documents). Content analysis embeds the text into a model of communication. This study was conducted at IAIN Samarinda from September to December 2016.

2. Subject

The subject of this study included 4 speaking course lecturers, 10 students of Speaking course II and 10 students of speaking course IV, and one head of study program of English Language Education. The subjects were selected using purposive sampling techniques, in reference to their roles. Speaking course lecturers were invited as they taught speaking at the semester this research was conducted. There were 4 speaking course lecturers at the time and all were assigned as the research subjects. In addition to the number of students, there were two classes of Speaking Course II and Speaking Course IV. The researcher selected 5 students from each class so that the 20 students were identified.

3. Data Collection Procedures

Data of this study included features of speaking syllabus previously used in the speaking courses I to speaking course IV documented in the syllabus curriculum. Data of this matter was obtained from the curriculum documents, teaching materials of speaking courses, notes pertaining to the implementation of the speaking courses policy. The secondary data were results of interview and questionnaire the researcher obtained from the research subjects. Data of this study described about the needs analysis that cover purposes of speaking courses, expected speaking course contents, learning outcomes, duration of teaching, teaching strategies, teaching materials, assessment of the courses, teaching designs, problems in the teaching of speaking, problems students face when learning speaking, and expected solutions to overcome the problems.

As the qualitative research implied, the main instrument of this study was the researcher himself. This way, the researcher determined, collected, selected, sorted, analyzed and interpreted the data on his own. To be effective, the researcher read and administered the data. The researcher read the document thoroughly implementing his knowledge on the speaking, curriculum, and the pertaining matters then administered the results of analysis. Explorations were done to identify weaknesses, benefits, and projection on the syllabus to make modification. Data from the research subjects were collected using semi-structured interviews and questionnaire. Data of collected from the different sources were triangulated from the techniques of collection and sources.

4. Data Analysis Techniques

Qualitative content analysis preserved the analysis inductively data obtained. The analysis included: (1) Fitting the material into a model of communication: the communication inferences, aspects of the communicator (his experiences, opinions feelings), text production, to the socio-cultural background, to the text itself or to the effect of the message. (2) Rules of analysis: The material is to be analyzed step by step, following rules of procedure, devising the material into content analytical units, (3) Categories in the centre of analysis: The aspects of text interpretation, following the research questions, are putted into categories, which were carefully founded and revised within the process of analysis (feedback loops), (4) Criteria of reliability and validity: The procedure has the pretension to be inter-subjectively comprehensible, to compare he results with other studies in the sense of triangulation and to carry out checks for reliability (Cohen, 2000).

This study focused on the results of document review and individual's perspectives on the curriculum implementation by constructing relevant information from the texts and experiences expected, the researcher found it suitable to carry out thematic analysis. The next step was to conduct qualitative constructive thematic analysis. Thematic analysis according to Braun & Clarke (2006, p.79) is a method for identifying, analyzing and reporting patterns (themes) within data. Thematic analysis involves six phases: (1) getting familiar with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Consistent to these steps, the researcher asked the second and the third research team to triangulate the data by read and reread the syllabus documents, coded significant features of the relevant data, and generated definitions

and names of each theme. The members of research team then repeatedly checked it's the consistency of coding and the theme categories until full agreement was achieved.

D. Findings and Discussion

1. Results of Needs Analysis

In the starting point to any curriculum development the syllabus, a needs analysis is presented. To the needs analysis, data were collected from variety of source, including: students, lecturers, academic staffs, administrators, and current lecturers in the speaking courses. In general, results of needs analysis shows that speaking program has not included CDA perspectives. General findings on the accomplishment of English skills based on students and instructors beliefs are as follows:

In the identification of students' weaknesses on speaking through SWOT (Strengths, Weaknesses, Opportunities, and Treats), analysis, students' problems in the speaking are administered as follows:

1. lack of ability in speaking practices and other oral interactions
2. lack of vocabulary and grammar
3. lack of exposure and practices
4. lack of specific terminology
5. lack of dialogue between teachers and friends
6. insufficient challenges
7. lack of study habits (memorization, lack of critical thinking)
8. lack of academic presentation models
9. lack of register for certain academic topics
10. lack of confident to utter certain sounds and intonations
11. using native language grammar expressions

The revised objectives and objects of the speaking course identified from the research subjects indicated levels of speaking proficiency as it is reflected from the specification of the objectives.

There are main speaking targets the needs analysis identified for the revision of speaking courses:

1. Daily conversation and casual dialogues
2. Formal interactions and short speech
3. Academic interactions and formal forums
4. Public speaking

a. Speaking for Daily Communication

Daily conversational must be most important contents but conversation may make students boring if the topics are not varied and challenges. The emphasis is on the uses of daily speaking terms, that is, included: greetings, expressing thanks, invitations, gratitude, condolences, happiness, telling individual background, homes, job, hobby, school, experiences, intentions, sorrow, etc. The uses of colloquial terms of expression that native speakers apply are the most points to do so.

At this point, students' typical problems on the accuracy, fluency, and errors in sound and intonations are dominant. Corrections to improve sentence errors and ideas are needed in the delay at the end of utterances.

b. Basic Skills of Speaking

Basic skills of speaking involve the ability to express ideas accurately and fluent to some extents. The emphasis is on formal speaking situation, such as opening the meeting, explanation, short speech, and delivering information in front of the audience. Activities to be performance include:

1. state an opinion and give support to it
2. comment on a given opinion
3. challenge a given opinion
4. ask question
5. ask for clarification
6. illustrate and explain a point
7. interpret and deal with interruption
8. invite others to contribute

c. Academic Presentation

Academic presentations in the middle level are focused to equip students with rhetorical patterns a presentation should be delivered. The activities include to be a moderator, debates, delivering formal speech, giving comments, effective ask-and-questions in a forum, impromptu to master of ceremony. In line with the level of oral proficiency, the objectives are identified as follows:

1. identify the structure of speech
2. introduce a topic
3. sequence a speech
4. summarize and conclude a speech
5. outline a process
6. give a talk on problem-solution
7. ask for clarification
8. illustrate and explain a point
9. give example by referring to researches
10. use effective body language
11. give a persuasive speech
12. check the audience who is following
13. invite others to contribute
14. give talks describing graphs and illustrations

d. Advance Academic Presentation

Advanced academic presentation involves activities that require high command in oral proficiency. The activities include: delivering formal information, teaching or presenting academic topics, presenting a seminar, giving comments, discussing topics other' presenting, public speaking, etc. The objectives are identical to the academic presentation but in more detailed prescriptions.

1. frame the discourse into several topics
2. summarize and conclude a speech
3. outline a process
4. give a talk on problem-solution
5. ask for clarification

6. illustrate and explain a point
7. give example by referring to researches
8. use effective body language
9. give a persuasive speech
10. invite others to contribute
11. give talks describing graphs and illustrations

2. Outline of Speaking Syllabus Contents

Based on the results of needs analysis, a syllabus design be improved emphasizing to revise the name of course nomenclature and the course contents. Each course weight is 2 credits. The revision of nomenclatures is seen in Table 1.

Table 1. Revision of course nomenclature

No	Former course	Revision
1	Speaking I	Speaking for daily conversation
2	Speaking II	Speaking for formal settings
3	Speaking III	Speaking for academic setting
4	Speaking IV	Speaking for academic purposes
5	Proposed	Public speaking

As table 1 suggests, names of nomenclature of the course indicate the name in itself in the former course to be adjusted with the course name as in the KKNI. The primary goal of the renaming of the course is that the course should cover learning outcomes where indications of what students can perform at the end of the course.

Based on the identification of the course, syllabus for speaking course is defined as stated in Table 2 to Table 6. The syllabus includes:

1. Speaking for daily conversation
2. Speaking for formal settings
3. Speaking for academic settings
4. Speaking for academic purposes
5. Public speaking

The patterns of the syllabus describe how the course content is linked in line with the learning outcomes. The patterns include:

1. Course
2. Credit hours
3. Semester
4. Learning outcomes
5. CDA induction
6. Course contents

Table 2. Speaking for daily conversation

No	Description	Contents
1	Course	Speaking for daily conversation
2	Credit hours	2 credits
3	Semester	I (freshmen)

No	Description	Contents
4	Learning outcomes	At the end of the course, students accomplish speaking proficiency for the daily uses in conversation, colloquial and individual performances fluently using natural English expressions.
5	CDA Induction	mode of meaning, topic control, explicitness, turn-taking.
6	Course contents	1. Greetings, conversation, chats, offering, saying gratitude, sorrow, invitation, closed conversation, closing conversation. 2. Telling experiences: homes, family, school, hobbies, expectation, telephones, request, performing as consumers, asking directions, in restaurant, airport, orders of meals, visiting doctors, etc.

Table 3. Speaking for formal settings

No	Description	Contents
1	Course	Speaking for formal settings
2	Credit hours	2 credits
3	Semester	II (freshmen)
4	Learning outcomes	At the end of the course, students accomplish speaking proficiency for the formal settings at campus and community dealing with short speech, formal intentions, delivery of information, with fluent and accurate expressions.
5	CDA Induction	distribution of modes of meaning, elicitation strategies, and topic control, explicitness.
6	Course contents	Presentation in front of the audience: state an opinion and give support to it, comment on a given opinion, challenge a given opinion, ask question, ask for clarification, illustrate and explain a point, interpret and deal with interruption, invite others to contribute.

Table 4. Speaking for academic settings

No	Description	Contents
1	Course	Speaking for academic settings
2	Credit hours	2 credits
3	Semester	III (sophomore)
4	Learning outcomes	At the end of the course, students accomplish speaking proficiency for the presentation of topics in the academic settings in the middle level fluently using natural English expressions.
5	CDA Induction	mode of meaning, topic control, explicitness, turn-taking, and ideology.
6	Course contents	Presenting topics in the academic settings in the middle level of proficiency: identify the structure of speech, introduce a topic, sequence a speech, summarize and conclude a speech, outline a process, give a talk on problem-solution, ask for clarification, illustrate and explain a point, give example by referring to researches, use effective body language, give a persuasive speech, check the audience who is following, invite others to contribute, give talks describing graphs and illustrations.

Table 5. Speaking for academic purposes

No	Description	Contents
1	Course	Speaking for academic purposes
2	Credit hours	2 credits
3	Semester	IV (sophomore)
4	Learning outcomes	At the end of the course, students accomplish speaking a pre-advanced proficiency for academic purpose presentations fluently using media and academic English expressions enforcing CDA elements consciously.
5	CDA Induction	mode of meaning, topic control, explicitness, turn-taking, ideology, hegemony, power.
6	Course contents	Presenting formal topics for academic purposes in pre-advanced proficiency: Presenting topics for academic purposes using media, academic vocabulary, academic English and manage the delivery of the information: frame the discourse into several topics, summarize and conclude a speech, outline a process, give a talk on problem-solution, ask for clarification, illustrate and explain a point, give example by referring to researches, use effective body language, give a persuasive speech, invite others to contribute, give talks describing graphs and illustrations.

Table 6. Public speaking

No	Description	Contents
1	Course	Public speaking
2	Credit hours	2 credits
3	Semester	V (senior)
4	Learning outcomes	At the end of the course, students accomplish public speaking for academic and non-academic purposes enforcing CDA elements consciously.
5	CDA Induction	Ideology, hegemony, power, mode of meaning, topic control, explicitness, turn-taking.
6	Course contents	Presenting topics for academic, social, politics, persuasion, argumentation, clarification, description, explanation: eliciting ethos, pathos, logos, frame the discourse into several topics, summarize and conclude a speech, outline a process, problem-solution, clarification, illustrate and explain a point, example by referring to researches, effective body language, give a persuasive speech, invite others to contribute, give talks describing graphs and illustrations.

As seen in the table 2 to table 6, the primary characteristics of the speaking syllabus are the presence of the learning outcomes, course contents that vary to some extents of speaking proficiency, and CDA induction. Learning outcomes are predominant in the light of KKNi stating what to expect a course is set to be accomplished by the students after the teaching learning process end. The course contents show expected topics the subjects suggest to include and they think as the frame to achieve the learning outcomes. In addition, CDA induction is an apparent innovative teaching strategies the course should be served.

E. Conclusion

This study has been conducted to identify needs analysis of speaking courses in IAIN Samarinda, focusing to see problems in the speaking course programs and description of revised syllabus. The finding shows that primarily speaking courses that consisted of four consecutive levels are considered not enough to equip speaking proficiency for the EFL students. As learning outcomes should be included, the speaking courses are renamed into: speaking for daily conversation, speaking for formal settings, speaking for academic settings, speaking for academic purposes, and public speaking. The syllabus that is developed in alignment with the course objectives induces three prevalent facts: learning outcomes, needs-analysis basis of course contents, and CDA inductions.

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